

Patterns Make Changes

Students notice a repeating pattern and connect actions to observed changes.

K.5 "Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. The student is expected to: identify and use patterns to describe phenomena or design solutions..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 NEXT SHAPE _____

a			
b			
c			

2 ACTION RESULTS _____

PUSH	•	•	CHANGES
WAIT	•	•	MOVES
BEND	•	•	STAYS

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to mark their answers. Students show recurring patterns by choosing what comes next, then use their observations from simple classroom tests to connect an action with a result.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • NEXT SHAPE

SAY “Listen to each shape pattern. Point to the shapes as I say their names, then circle the shape that comes next.”

ROW	SAY	STUDENTS CIRCLE
a	The pattern is circle, square, circle, square. Which shape comes next? Circle it.	circle
b	The pattern is triangle, triangle, star, triangle, triangle, star. Which shape comes next? Circle it.	triangle
c	The pattern is diamond, oval, diamond, oval. Which shape comes next? Circle it.	diamond

PART 2 • ACTION RESULTS

SAY “Watch as I push a pencil across the desk, leave a pencil alone, and bend a paper clip. Point to each action word as I say it. Draw a line from each action to the result you saw.”

- **PUSH** matches **MOVES**
- **WAIT** matches **STAYS**
- **BEND** matches **CHANGES**

WHAT TO ACCEPT

Next Shape answers are circle, triangle, diamond. Match PUSH to MOVES, WAIT to STAYS, and BEND to CHANGES.