MATH

Shape patterns

Name _____ Date _____

I can continue, fix and name shape patterns.

1 How it works

In a shape pattern, a group of shapes repeats. The part that repeats is the core. Circle, square, triangle is an ABC core. Find the core, then keep going in the same order.

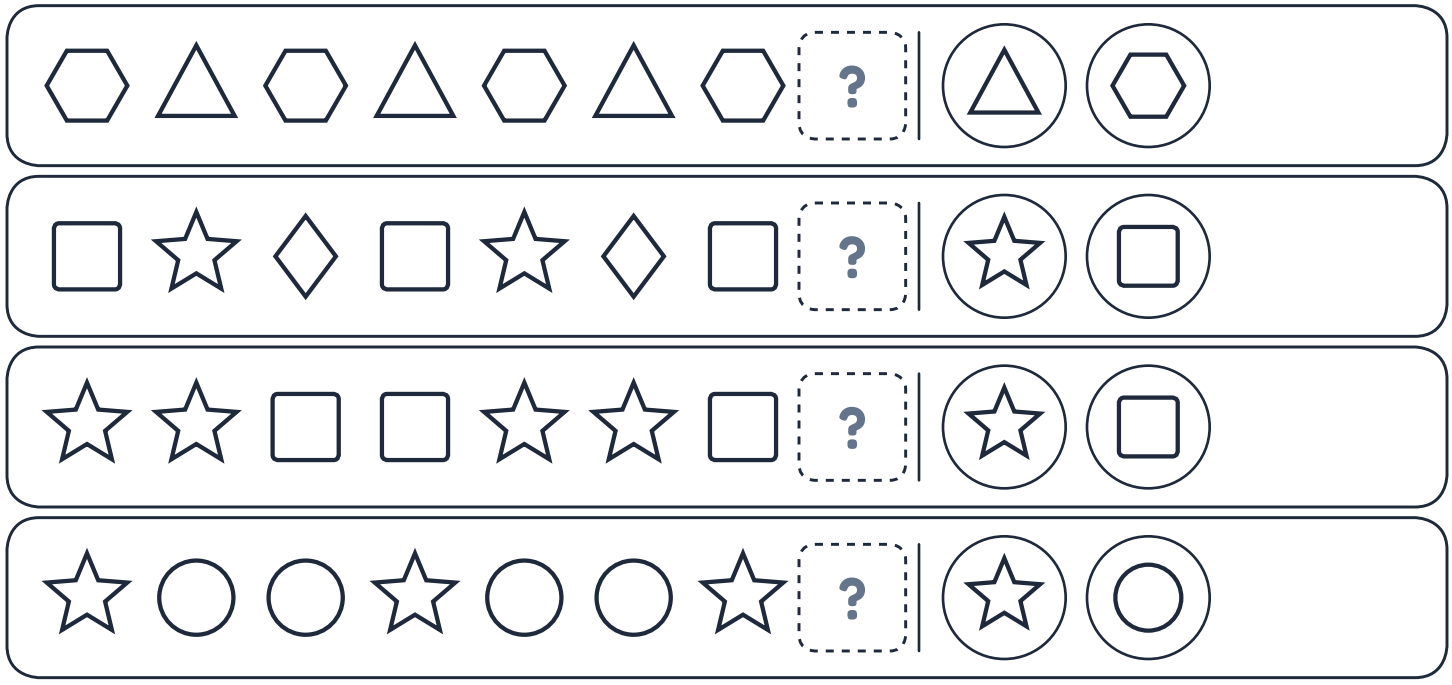


A B C A B ?

Next: C (a triangle)

2 What comes next? Circle it.

Say the pattern out loud.



How did I do?

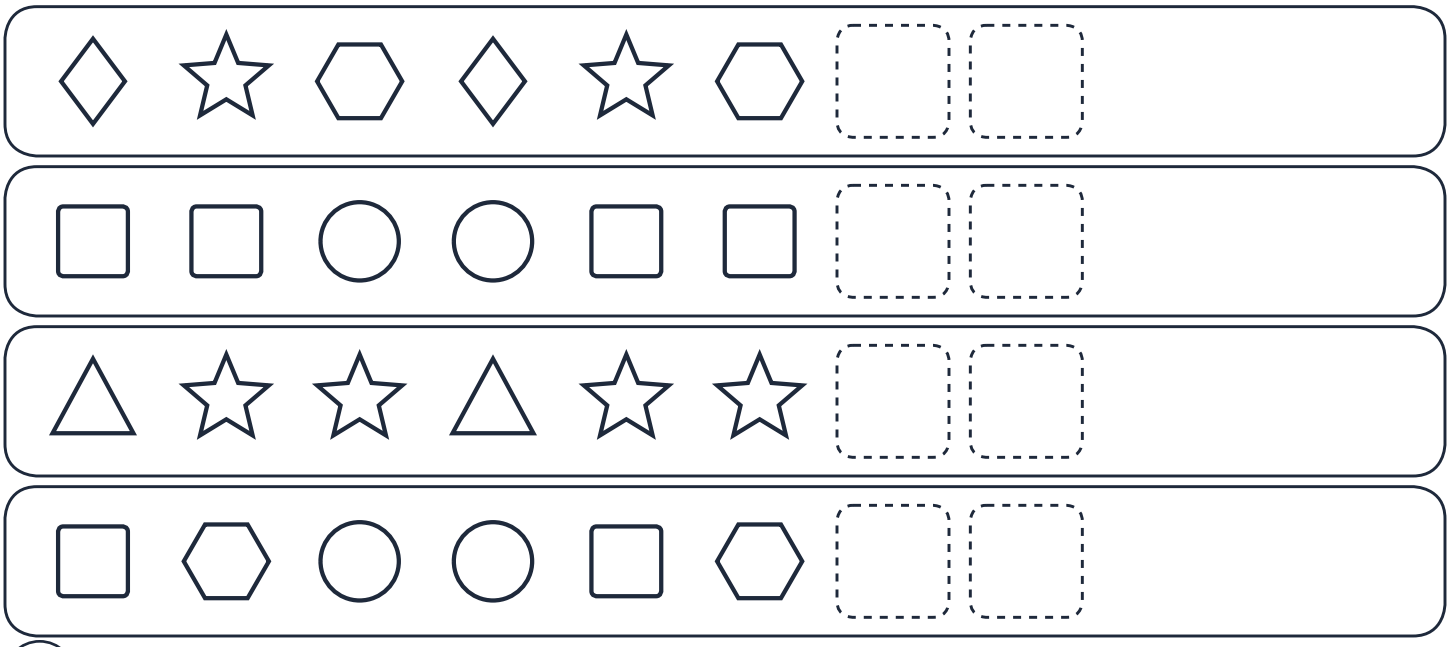
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Finish the pattern

Name _____ Date _____

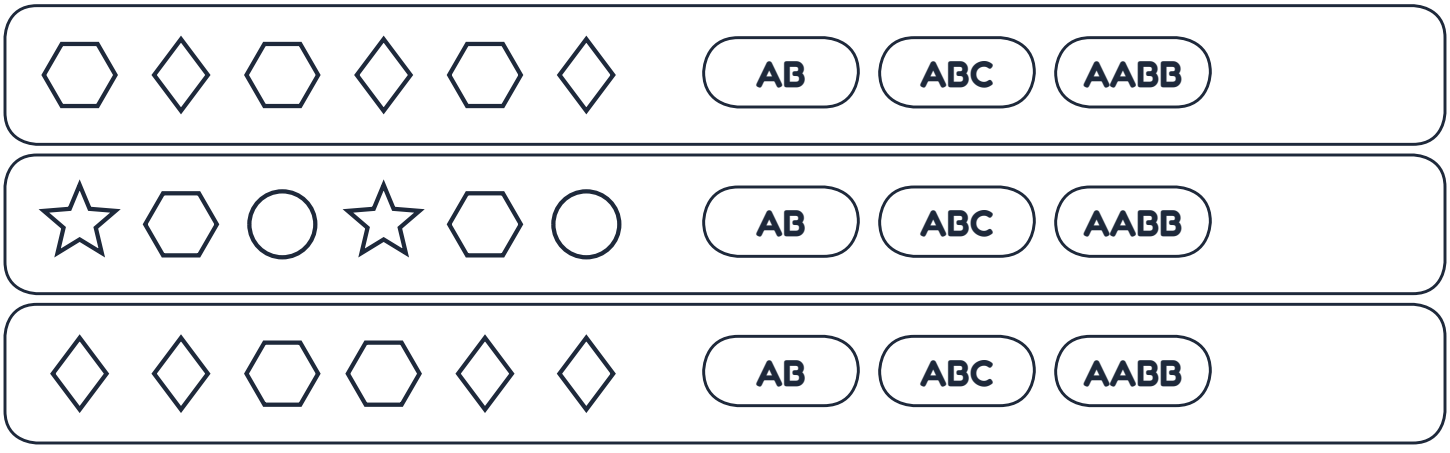
I can continue a pattern and name it.

1 Draw the next two shapes



2 What kind of pattern? Circle it.

Call the first thing A, the next new thing B.



How did I do? ☆ ☆ ☆

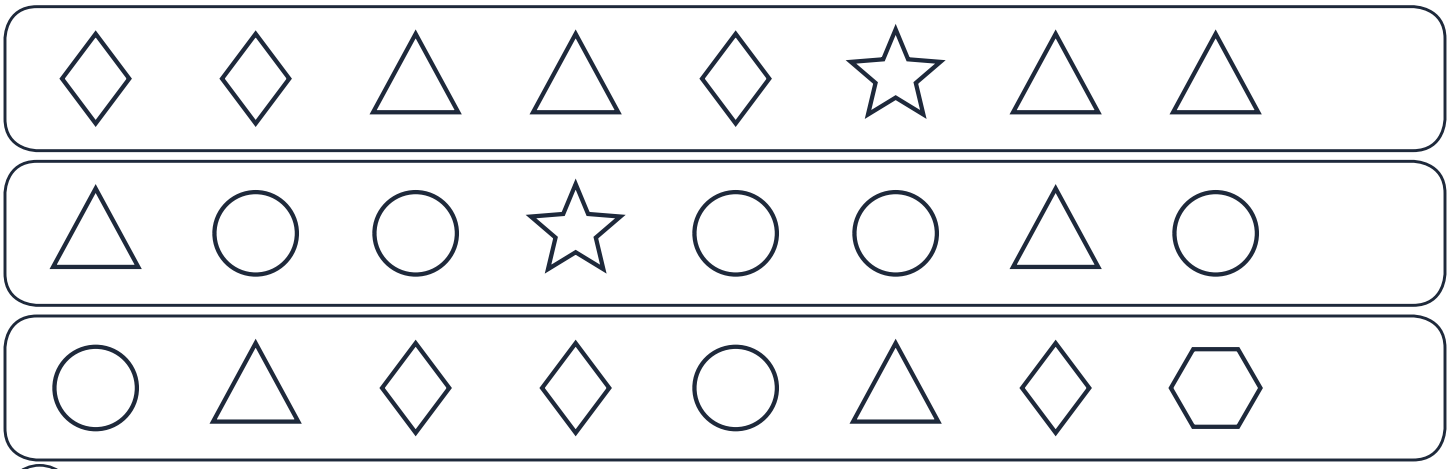
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Find the mistake

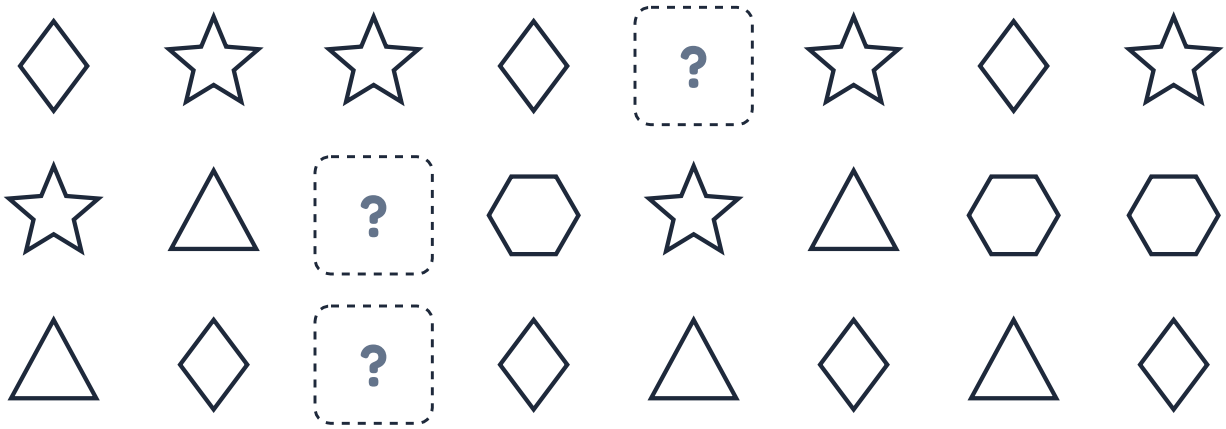
Name _____ Date _____

I can spot what does not fit a pattern.

1 One does not fit. Cross it out.



2 What is missing? Draw it.



3 Make your own pattern

Draw an ABC pattern with shapes.

How did I do?

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Word problems

Name _____ Date _____

I can use a pattern to solve a problem.

1 Listen, think, answer

A grown-up can read the problem aloud.

1 A quilt goes square, circle, triangle, square, circle, ... What comes next?

Answer: _____

2 Leo's pattern is star, star, diamond, star, star, diamond. What is the part that repeats?

Answer: _____

3 Hana makes an ABC pattern with 9 shapes. How many times does the ABC part repeat?

Answer: _____

4 A pattern goes big circle, small circle, big circle, small circle. What is the 7th shape?

Answer: _____

How did I do? ☆ ☆ ☆

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FOR TEACHERS AND PARENTS

Answer key: shape patterns

1 Page 1

Next: 1) triangle; 2) star; 3) square; 4) circle.

2 Page 2

Next two: 1) diamond, star; 2) circle, circle; 3) triangle, star; 4) circle, circle.
Kind: 1) AB; 2) ABC; 3) AABB.

3 Page 3

Mistake: 1) item 6 (star) should be diamond; 2) item 4 (star) should be triangle; 3) item 8 (hexagon) should be diamond.
Missing: 1) star; 2) hexagon; 3) triangle.
Own pattern: answers will vary.

4 Page 4: word problems

1) triangle
2) star, star, diamond
3) 3 times
4) big circle

5 Teaching tip

Ask children to put a finger under each repeat of the core. If the finger lands on the wrong shape, they have found the mistake.

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