

1

Find the repeating unit

Build each pattern from this resource with real, moveable shapes and ask students to identify and name the repeating unit.

"What is the smallest part that repeats? Show me where it starts again."

2

Same unit, different pattern

Build the two matching patterns from this resource side by side, using a different colour set for each, and ask students whether the underlying pattern is really the same.

"These look different, but is the repeating unit the same? How can you tell?"

3

Shortest unit challenge

Build the practice sequence from this resource and ask students to slide a finger or a marker along it to test different starting points for the repeating unit, then decide which is shortest.

"Can you find more than one way to say the repeating unit? Which one is the shortest?"

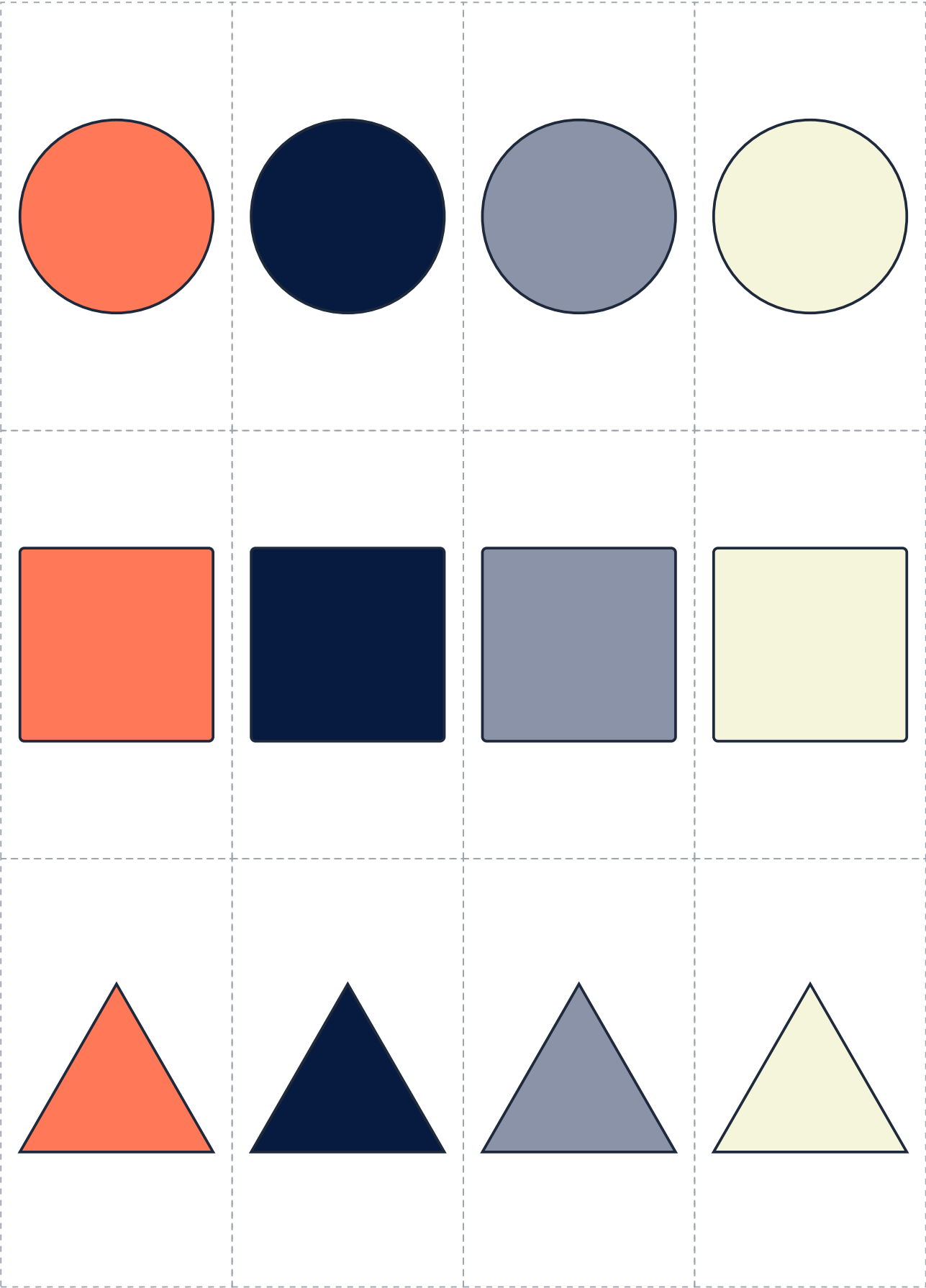
4

Non-example: no repeating unit

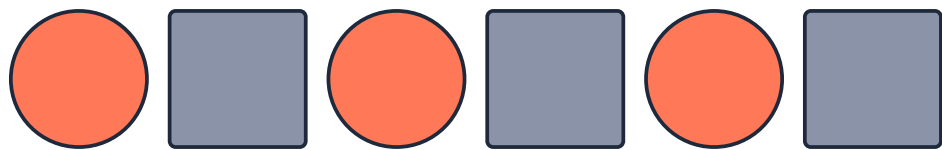
Build the no-pattern arrangement from this resource and ask students to explain why it is not a pattern in this sense.

"Is there a repeating unit here? What would need to change for there to be one?"

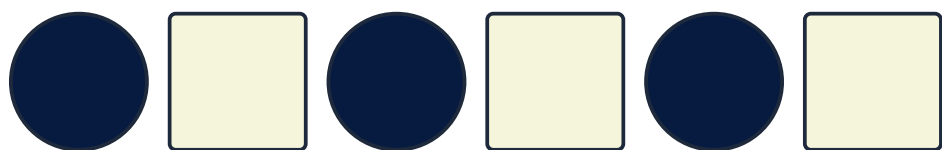
This activity should be done with real, moveable shapes. Cut out the cards on this page, or use the printed strips on the pages after it.



Strip A



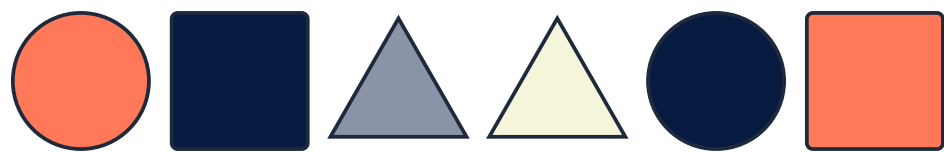
Strip B, the same unit as A in different colours



Strip C, a three shape unit



Strip D, which has no repeating unit



The sequence for the shortest unit challenge

