

1

Patterns that are not in a line

Take the class to a pattern that turns a corner or fills a space rather than running in a straight line, such as floor tiles, a brick wall or a border around a noticeboard. Students find the repeating part and show where it starts again after the turn.

"This one does not go in a straight line. What repeats here?"

"Show me where it starts again after the corner."

2

The line that breaks

Build three lines of real objects on the floor. Make one repeat all the way, make one repeat and then break in the middle, and make one that never repeats at all. Students find the break, fix it by moving objects, and then say which of the other two lines was never a pattern.

"One of these breaks and one was never a pattern. Which is which?"

"Move one object to fix the broken one."

Then build a line that starts part way through its repeating part, such as block, counter, counter, block, counter, counter, and ask what repeats. Students who read the first two objects as the repeating part will say block and counter.

3

Patterns you can hear and do

Clap a repeating rhythm such as clap, clap, stamp and keep it going. Students join in, then say the repeating part in words. Ask a student to start one of their own for the class to copy and name.

"Say what repeats, in words."

"Make one of your own and we will find the part that repeats."

4

Find one that is not about colour

Send students out to find a pattern where the thing that repeats is not colour, such as big and small, tall and short, rough and smooth, or facing one way and then the other. This is the hardest of the four because colour is the feature students reach for first.

"Find one where colour is not the thing that repeats."

"What is repeating instead?"