

1

Build your own pattern

Students choose their own repeating unit and build a pattern that repeats it several times, arranging the shapes in order.

"What is your repeating unit? Show me where it repeats."

2

Swap and identify

Students swap their created pattern with a partner, who identifies the repeating unit without being told.

"Can you find your partner's repeating unit without asking them?"

3

Say it with claps and stamps

Using the three actions from this resource, students stand up and perform their own pattern as sound and movement, then a partner builds what they saw with shapes and the two are compared.

"Make your pattern with claps and stamps instead of shapes."

"Is the one your partner built the same pattern as yours?"

4

Is your unit the shortest?

After building a pattern, students check whether the repeating unit they chose is the shortest possible, or whether a shorter starting point would describe the same pattern.

"Is there a shorter way to describe your repeating unit, or is this already the shortest?"

5

Just one unit is not a pattern yet

Show students a repeating unit displayed only once, such as a single square, square, circle with nothing after it, and ask whether this already counts as a pattern.

"Is one square, square, circle a pattern on its own? What would I need to add to show it is really repeating?"

6

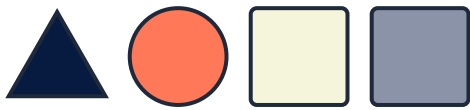
Non-example: a unit that changes

Build a pattern where the repeating unit changes part way through, such as red, red, blue, red, red, blue, red, blue, blue, and ask students to spot exactly where it stopped repeating properly.

"Somewhere this pattern stopped repeating properly. Where did it change?"

This activity should be done with real, moveable materials. Cut out the unit cards.
Each card is one repeating unit to build from.





This activity should be done standing up, with room to clap, stamp and jump. Keep this page where everybody can see it.

The three actions



clap



stamp



jump

The same pattern, two ways



These are the same pattern, because the unit comes in the same order both times.