

Repeating patterns: copy it, continue it, say it

CURRICULUM ALIGNMENT

ALG.PRR.2 identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences.

INTERACTIVES Pattern Blocks · challenge, display, explore

WHAT THIS LESSON TEACHES

A repeating pattern follows one rule that keeps going the same way forever. You copy the pattern, say it out loud, and work out what must come next.

→ Triangle, square, triangle, square, triangle, square...

→ Square, square, triangle: two squares then a triangle, then two squares again.

MODEL THIS ON THE BOARD

GAA JERSEY HOOP PATTERN

- 1 Look at the hoops: red, blue, red, blue, red, blue.
- 2 Say the rule out loud: red then blue, over and over.
- 3 The rule never changes, so the next hoop is **red**.
- 4 Then blue, then red. The next three hoops are red, blue, red.

LESSON ARC

Open with the GAA jersey image and three quick hands-up answers on the next hoop colour. Move to the pattern-blocks interactive and chant three snapshots — triangle-square, square-triangle-circle, then triangle-triangle-square — before naming what comes next. Pupils take turns continuing each starter on the board while the class chants. Quiet copybook draw of a six-shape circle-triangle row, then Class Challenge practice. Close by asking how saying the pattern aloud helped hear the rule.

TEACHING MOVES

1. **Getting Started.** Show the jersey as pupils settle. Take three hands-up answers that name the repeating hoop colours, then ask what colour would come next if the jersey kept going. Keep it under a minute and move on.
2. **Watch and Notice.** Read the gloss once, then work the three snapshots in order on the pattern-blocks interactive. Chant each pattern with the class before asking what comes next: ABAB steady; ABC as a longer chunk; AAB held so the class notices the double before naming the next shape.
3. **Try It Together.** One pupil at a time continues on the board; the class chants and agrees or corrects out loud. Run triangle-square, then square-triangle-circle, then triangle-triangle-square. Clear and rebuild each starter from the palette while they watch. Before each placement, ask the class to chant the pattern so far — listen for pupils who name the next shape from the chant, not by counting empty slots.
4. **Draw the pattern in your copy.** Give quiet drawing time for a six-shape circle, triangle row. Walk the row glancing for alternating order. If a row is still finishing at five minutes, stop together and chant one finished row aloud — this is whole-class practice, not marking.
5. **Class Challenge.** Brisk turns at the board: pupil places, class confirms, move on. Keep the bank order AB → AAB → ABC. On any double, hold for the class to notice before the next shape. If a pupil places by colour or size, revoice: say the pattern first, then place.

6. **What Did We Notice?.** Ask how chanting helped them hear the rule. Listen for ‘the chant shows what must come next’ and revoice: so the rule is the order we keep saying. Steer ‘I just guessed the colour’ back to the repeating order of shapes.

COMMON MISCONCEPTIONS

⚠ Pupils count empty slots or guess by colour/size instead of following the shape order — ‘the next one is red because the last red was three back’.

Stop and revoice: say the pattern first, then place. Chant the row with the class up to the gap and only then invite the next shape name.

⚠ On triangle, triangle, square, pupils miss the double and treat it as triangle-square, so they place triangle after a single triangle.

Hold on the two matching shapes before anyone names the next. Point at both triangles: ‘two the same, then one — say it with me’ and restart the chant.

⚠ Pupils can copy the visible part but freeze when asked what comes past the end they can see.

Cover the last shape on the interactive and keep the chant going one beat past the cover. The spoken rule carries them beyond what is drawn.

DIFFERENTIATION

EMERGING

- Stay on AB only (triangle-square or circle-triangle) for board turns and the copybook row; hold ABC and AAB for later with teacher support.
- Seed the first four shapes on the interactive so the pupil only places the next two while the class chants.

DEVELOPING

- After a correct AB turn, ask them to chant two full repeats past the board before placing.
- On an AAB starter, pause mid-chant and ask: ‘what must come after the second triangle — and how do you know?’

PROFICIENT

- When they finish a board turn quickly, ask them to invent a four-shape unit (e.g. AABC) on the palette for the class to chant and continue — still one IWB turn, not device work.
- After the copybook row, add two more shapes past six and write the rule in words underneath (not a reflection — just the order).

✂ **Cross-curricular:** Link back to GAA kit and school jerseys — pupils spot hoop or panel repeats on real shirts and say the colour rule aloud.

ANSWER KEY

a) blue, red, blue

b) square, square, triangle

c) boot, ball

Q1: white

Q2: square

Q3: star, circle, circle

a) **Always** : The rule is the bit that keeps happening without change.

b) **Never** : The next item is fixed by the rule already started.

c) **Always** : Your ears notice the unit that keeps coming round.

d) **Never** : After two squares and a triangle the unit restarts with a square.

EXTENSION SHEET · STRETCH ANSWERS

S1: 45

S2: 90

S3: 95

S4: 70