Patterns 2 — Facilitator Guide

KINDERGARTEN–GRADE 1 · MATHEMATICS · PRINT READY WORKSHEET

Patterns 2: AAB Pattern. Use the original one-page worksheet; the numbered directions below reproduce the printed task.

Quick Start

Learning target: Say a repeating pattern out loud; Work out what comes next in an AAB pattern; Tell one repeating pattern from another

Time	Grouping	Materials
Teacher-paced; adjust to the student	Individual work with adult support as needed	Printed worksheet · Pencil

GUIDING QUESTIONS

Which part repeats? Say the pattern aloud to check what comes next.

Show me how you checked your work on Patterns 2.

Facilitation Sequence

1 Introduce the worksheet

Look at Patterns 2. Read the title and printed directions aloud together.

Watch for: Check that students can locate the first task before starting.

TEACHING TIP · A useful prompt here is: "Which part repeats? Say the pattern aloud to check what comes next."

2 Work through the printed tasks

1. Circle the one that comes next. (AAB pattern)

Watch for: Name the pictures in order and identify the repeating unit. Repeat that unit aloud, then choose the picture that continues the pattern.

TEACHING TIP · A useful prompt here is: "Complete the tasks in the order printed on the page."

3 Review together

Revisit the completed parts of Patterns 2. Ask the student to point to their work and explain or demonstrate one choice.

Watch for: Use the actual printed examples when checking a response; do not infer an answer from the worksheet title.

4 Choose a next step

Review progress towards: Say a repeating pattern out loud

Watch for: Record which task was completed independently and which needed modelling. Revisit the same printed task with support if needed.

Likely Student Responses, Misconceptions, and Helpful Teacher Moves

Anticipate these — and the response that moves thinking forward.

Students may…	What that might mean…	A helpful next move…
Begin Patterns 2 without following the printed direction.	The task language or order may need clarification.	Read the direction aloud and ask the student to point to where they will begin.
Need more practice with this skill: Say a repeating pattern out loud	The skill may still need modelling or practice.	Name the pictures in order and identify the repeating unit. Repeat that unit aloud, then choose the picture that continues the pattern.

Equity, SEL, and Trauma-Informed Prompts

Equity

Perspective invitations you can offer students — a second context, a missing voice, a different lived reality.

Offer oral directions and time to become familiar with the worksheet pictures. Do not assume that every pictured object is familiar.

SEL

The emotional and interpersonal demands of this task — confidence, disagreement, frustration points, collaboration.

Use specific feedback about a strategy or effort. Allow a pause and another attempt when the task becomes frustrating.

Trauma-Informed

Participation safety and predictability — a private response option, lower-stakes sharing, predictable structure.

Keep the task sequence predictable. Offer private sharing and do not require personal or family disclosures about the pictures.

UDL, Differentiation, and Language Supports

If students need more support

Scaffolds for the same core thinking: oral rehearsal first, sketch or sort before writing, a worked example, chunked steps.

Name the pictures in order and identify the repeating unit. Repeat that unit aloud, then choose the picture that continues the pattern.

Cover later tasks temporarily and work through one printed direction at a time.

If students are ready for more

Extensions that add complexity, not busywork: compare two approaches, justify a choice, transfer to a new context.

Ask the student to explain how they checked a completed task on Patterns 2.

Invite another example orally; treat this as an optional extension, not an extra printed question.

Language supports

Name the language function (explain, compare, argue, justify) with sentence frames and oral rehearsal.

Read each printed instruction aloud and pair the action word with a demonstration.

Allow pointing, oral rehearsal, or a response in a familiar language before a written response.

Assessment Look-Fors and Next Steps

What to look for

Criterion	What it looks like here	Possible evidence	Helpful next step
Say a repeating pattern out loud	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.
Work out what comes next in an AAB pattern	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.
Tell one repeating pattern from another	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.

Reteach signal: If the student cannot explain or demonstrate the printed task, model one example and revisit: Say a repeating pattern out loud