

Homework without the hassle

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Copy, Continue and Repair Patterns - Foundation

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Quick start

Foundation – five lessons of 45 minutes

Prepare once

Read the five lesson pages. Display the three posters and two worked models. Cut the coloured card sets and loose pieces with adult help; keep each numbered target with its matching faulty row. Use the large mats at actual size. Laminate if useful, or use removable counters. Each kit has nine pages including its own rules and model checks.

Equipment

Use the supplied mats, cards and shape pieces; pencils or crayons; and counters or cubes if useful. Adults choose safe familiar spoon/cup objects or use the pictures. Food and particular sounds or movements are not required. For two players, share and reuse the pieces between turns, or make a second set.

Begin with what students know

Check that students can match circle, square, triangle and two familiar objects, follow a left-to-right row and imitate a short action. Name the left shape when needed. Say one short direction at a time. Begin with two different items repeated three times.

Teach the same routine

Look. Say each item. Copy in the same order. Find the smallest part that repeats. Keep going from the last item, even when it stops partway through the repeated part. For repair, show the good target, replace or change one piece and check every place. Do not add, remove or shuffle pieces to fix a known target row.

Choose useful support

Students can point, arrange, draw, say or use pictures or a communication device. Quiet or seated activities preserve the same order. Adults may read directions, steady a mat or record a response; record this access help separately from giving the next item. Use the support sheets first, then more work. Offer three-item and double-item challenges after the paired repeats are secure.

Gather individual evidence

Use fresh rows on the three blank assessment forms. Look for independent recognition, a separate accurate copy and at least two continuation items across fresh representations. About four minutes per student allows roughly six observations in the 25-minute lesson 5 window. Finish remaining students in lesson 4 rotations or additional ordinary class blocks. Use the guide, observation record and rubric to decide the next teaching step.

Lesson 1 - Find and copy the repeat

45 minutes | Focus: recognise a repeated part and make a separate copy

Retrieve and match - 5 minutes

Show a circle, square, triangle and leaf. Ask students to match identical shapes and point to the start of a left-to-right row. Name any unfamiliar shape. Briefly sort two familiar objects to diagnose matching, then return to ordered rows.

Model - 10 minutes

Use teaching slides 2–7 and cards 1–3. Say circle, square three times while touching each position. Bracket the first pair and show the same pair coming back. Compare the deliberately changing circle, square, triangle, circle, circle, square row; ask whether the same ordered part returns. Do not claim it has one certain next item.

Guide a separate copy - 10 minutes

Place a model above an empty strip. Students select one base item at a time and place it in the matching position; keep the student strip empty until they respond. Use square, triangle three times for a second attempt. Students check with shape and position against the model, rather than copying only its colours.

Independent practice - 15 minutes

Support: use Copy the Row with six large blank pieces, pointing or arranging before drawing. Core: students copy a fresh leaf-square-three-pair model on the kit mat and show the part that repeats. Extension: copy the three-item card 4 only after paired copies are accurate. Keep answer pages away until a response is complete.

Reflect and decide - 5 minutes

Students point to a model on the smallest repeated pair. Ask, Which part comes back? Accept actual item names, pointing or pieces. Record whether the student copied all positions independently. If order changes, next time compare one position at a time; if matching is difficult, reteach the two identities first.

Ready resources

Look for the repeat; Copy, then check; Copy and keep going; Copy the Row and its following red answer; Show the Repeating Part; Kit 1 cards 1–3, copy mat and circle/square/triangle/leaf pieces. Teacher shows model checks after the turn.

Lesson 2 - Continue where it stops

45 minutes | Focus: continue the established order without restarting

Retrieve - 5 minutes

Students say or point along card 3, leaf/circle repeated three times, then make a separate short copy. Ask them to show the repeated pair. Use the full row, rather than asking them to infer a rule from only two items.

Model - 10 minutes

Use slides 8–11, the Keep it going display and card 1. Track circle/square three times and add circle then square. Next show card 9, circle/square three times plus a circle. Point to the last circle and continue square, circle, square; say, Keep going from the stop. Do not restart with another circle.

Guide - 10 minutes

Students copy a model and place the requested next item on the separate continuation strip. Say every actual shape from the start when checking. Use paired cards 1–3 first. When secure, introduce card 10 orally as circle, square, triangle repeated twice plus circle, then add square and triangle. Use the editable loose piece on slide 11 in edit mode.

Independent practice - 15 minutes

Support: Continue Two More, using a stable contrasting pair and two blank cells. Core: Keep Going from Here, with three, two and one blanks at the preserved partial stops. Extension: Continue and Tell Why for cards 11 and 12, pointing to the repeated part. Do not make the three-item challenges a condition for success.

Reflect and decide - 5 minutes

Ask, What comes after the last shape? Then ask for the next two items to distinguish one lucky choice from continuation. Students point, arrange or draw. A student who restarts the part needs a concrete position-by-position demonstration, followed by a fresh paired example.

Ready resources

Keep it going; Continue Two More and its answer; Keep Going from Here and its answer; Continue and Tell Why and its answer; Kit 1 copy/continuation mats and numbered challenge cards. Match each card's requested continuation count; show the check page only after the response.

Lesson 3 - Check and repair

45 minutes | Focus: replace one wrong item against a visible good target

Retrieve - 5 minutes

Show a paired repeat three times. Students make a separate copy and add two pieces. Check the last given item before continuing. Revisit shape identity if a student changes shapes while copying colours.

Model - 10 minutes

Use slides 12–16 and Fix one shape. Place clean card 1 above circle, square, circle, circle, circle, square. Touch corresponding positions. The fourth place differs: replace that circle with a square. Keep all six positions. Compare the full corrected row with the good target. A changing row without a known target does not establish one unique repair.

Guide - 10 minutes

Students compare clean card 3 with leaf, square, leaf, circle, leaf, circle. They point to position 2 and replace the square with a circle. Ask them to check each other position is unchanged. Move from teacher pointing to student initiating the comparison.

Practical repair work - 15 minutes

Use Kit 2 target/faulty pairs and the large repair mat. Support: clean paired cards 1–3; point or place the replacement without drawing. Copy Find and Fix One, then copy a corrected row on the check/copy mat. Expansion: repair and Check the Whole Row with double-item cards 5, 6 or 8. After acting, review the model check and discuss any mismatch. Reuse pieces on the copy mat while the good cards stay visible, or use a second set to keep both rows.

Reflect and decide - 5 minutes

Students show the old and new piece or point to the changed position. Ask, Does every place now match? Record replacing versus removing, adding or shuffling. Next teaching for an uncertain student is two aligned six-place rows and one comparison at a time, not a harder unspecified error row.

Ready resources

Fix one shape; Find and Fix One and its following answer; Repair and Check the Whole Row and its answer; all nine pages of Kit 2, including clean targets, faulty rows, two mats, supplied pieces, rules and model check.



Lesson 4 - The same repeat in a new form

45 minutes | Focus: preserve order under one clear representation key

Retrieve - 5 minutes

Students copy a visible paired row and add two items. Ask them to point to the smallest repeated part. Use a new model if they simply recite a practised answer.

Model - 8 minutes

Use slides 17–20. Show the fixed picture key circle becomes triangle, square becomes leaf and map every position of card 1. Next make circle mean clap and square mean table-touch. Perform or point through three pairs, then add clap and touch. Offer a quiet, seated or visible pointing version using the same key.

Guide - 8 minutes

Adults set out a safe spoon/cup pair three times. Students make separate copies and continue spoon then cup. Show a stable circle-to-spoon square-to-cup key before translating; different objects count as a mapped copy only when the key is explicit. Track the last position rather than restarting the part.

Rotate and assess - 19 minutes

Station 1: Same Rule, New Look with its visible keys and blank copied/continued strips. Station 2: Kit 1 copying and continuation with partner or solo turns. Station 3: selected individual checks using fresh forms and the observation record. Spend about four minutes per observed student; the remainder students work at independent stations. Keep guides and red answers hidden until responses complete. For Make a Useful Repeat, accept any two different choices for the same order for three repeats and the next two items; the answer page shows one example.

Reflect - 5 minutes

Ask, What changed? What stayed in the same order? Students show actual items, use the key, point or say. Record whether the key was followed independently. If transfer changes the order, map one source position at a time, then check a fresh full paired row.

Ready resources

Same Rule, New Look and its following answer; Make a Useful Repeat; Kit 1 rules, mats, cards, pieces and checks; three assessment forms, marking guide and observation record. Safe objects are optional. Hearing, speech and the particular movement are not assessment criteria.



Lesson 5 - Use and explain it

45 minutes | Focus: show independent copying and continuation

Retrieve - 5 minutes

Students recognise and copy a fresh paired row with pieces. Keep the prompt short and accept pointing, arranging or drawing. This is teaching retrieval, not scored assessment evidence.

Rehearse access - 5 minutes

Use slide 22's fresh triangle/circle practice row to demonstrate the task format only. Explain how students can point, use pieces or draw. Do not show the scored triangle/square, leaf/triangle or cup/spoon answers. Agree quiet or seated action choices and keep their key visible.

Guide the game - 5 minutes

Model one Kit 1 turn: choose a card, copy in a separate row, add its requested next pieces, check after the response, then swap turns. Students copy and add one. No speed test or scoring pressure is needed.

Assess and work independently - 5 minutes

Use the three fresh blank assessment forms and guide. Form 1: recognise triangle/square three times against a changing row, then copy six items. Form 2: leaf/triangle three times plus leaf, add triangle/leaf; compare a leaf target with its fourth square error. Form 3: cup/spoon three times, copy six and add cup/spoon; transfer with cup-to-clap and spoon-to-table-touch key. Observe that four minutes per student, roughly six students in this window; finish the test with rotations or further ordinary class blocks.

Reflect and plan - 5 minutes

Students show the smallest repeated part and one way to check a row, as in slide 23. Use the four separate rubric dimensions: recognition, copying, continuation and transfer/check. Secure paired-pattern copying and at least two continuation items across fresh representations is core evidence; complex cores are extension. Record access help separately from content cues, the actual observed order and the next teaching action.

Ready resources

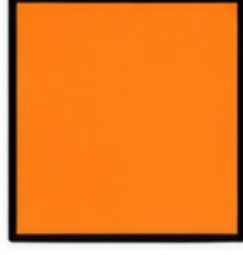
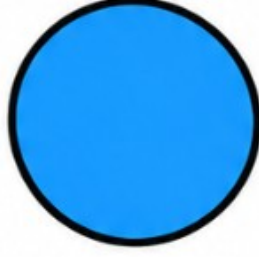
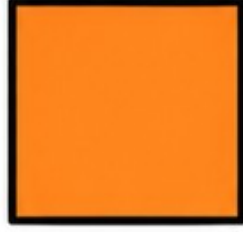
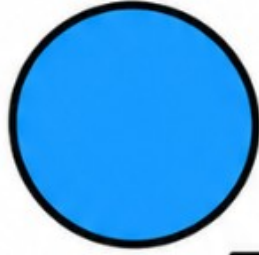
Assessment 1 Recognise and Copy; Assessment 2 Continue and Check; Assessment 3 Show the Same Repeat; marking guide; observation record; rubric. Independent stations use the two complete kits and differentiated practice, with answer checks after students act.



Look for the repeat

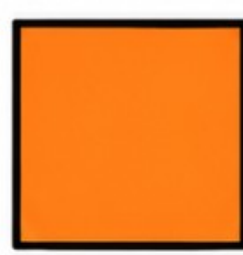
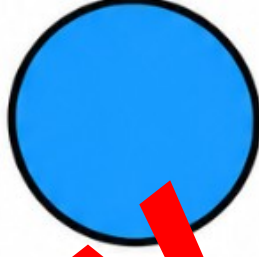
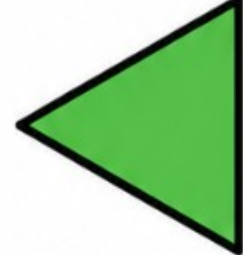
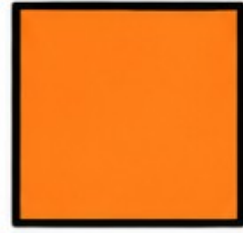
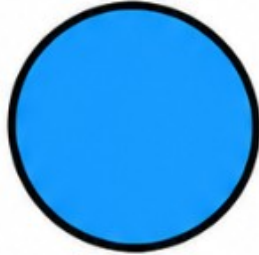
The same part comes back.

Same order



This part repeats

Changing order



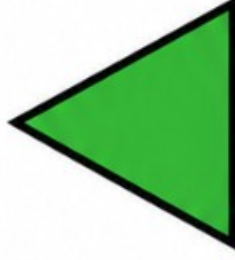
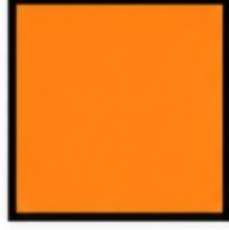
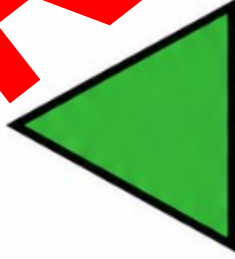
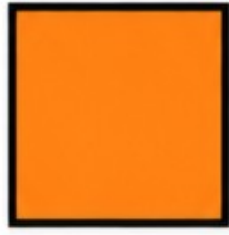
Does the same ordered part come back?

PREVIEW

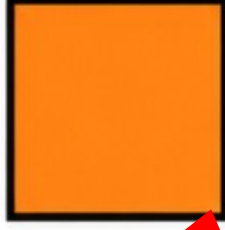
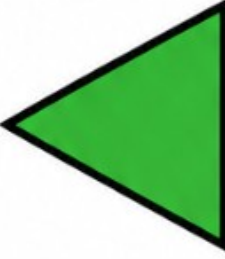
Copy, then check

1 Look

Look at the model.



A matching copy.



3 Check

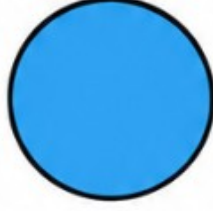
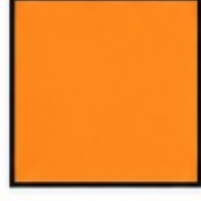
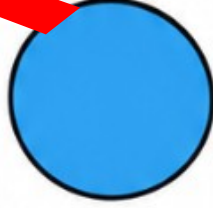
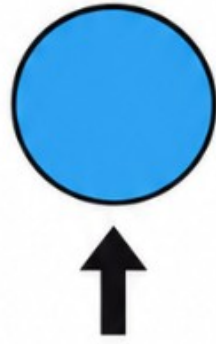
Check each place.

PREVIEW

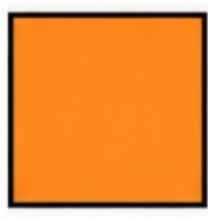
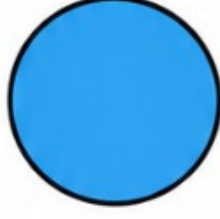
Keep it going

Continue from where it stops.

It stops here.



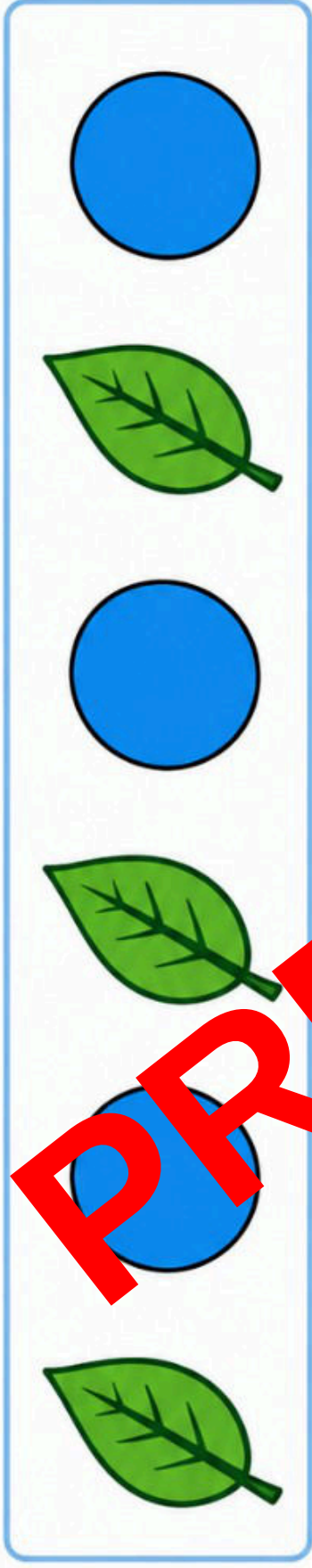
The next three shapes



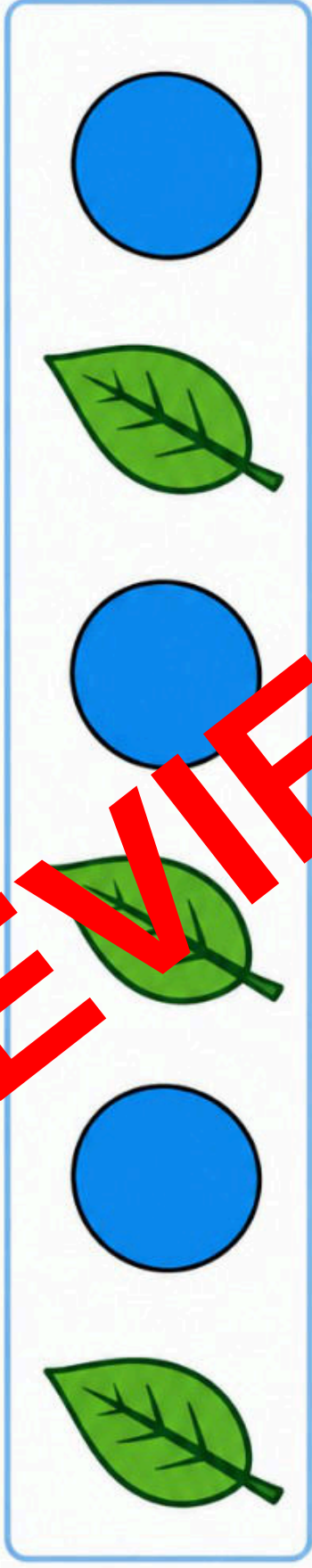
Say each shape. Then keep going.

Copy and keep going

Look:

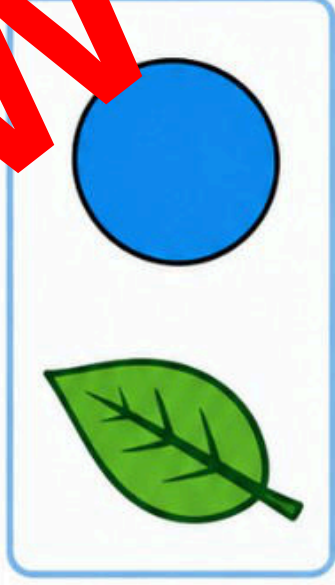


Copy:



Check each place.

Add two more:

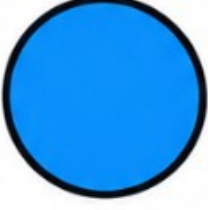
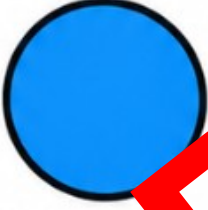
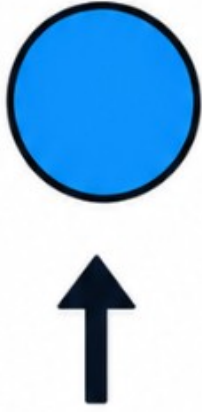


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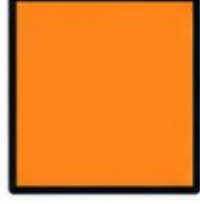
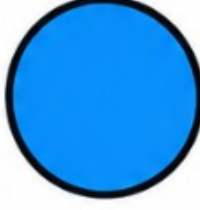
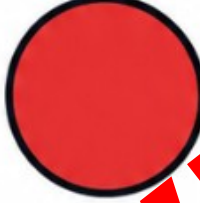
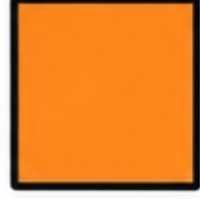
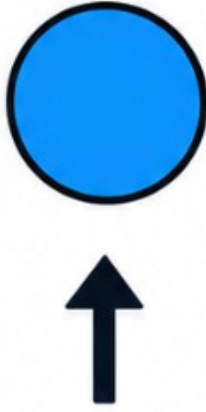


Fix one shape

Good row:

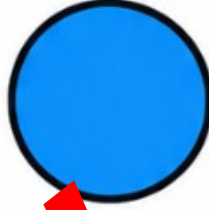
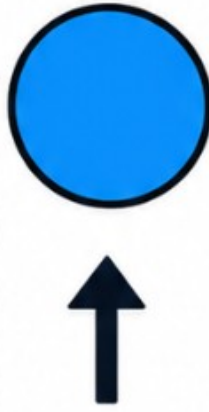


One shape is wrong:



Swap this circle
for a square.

Now check:



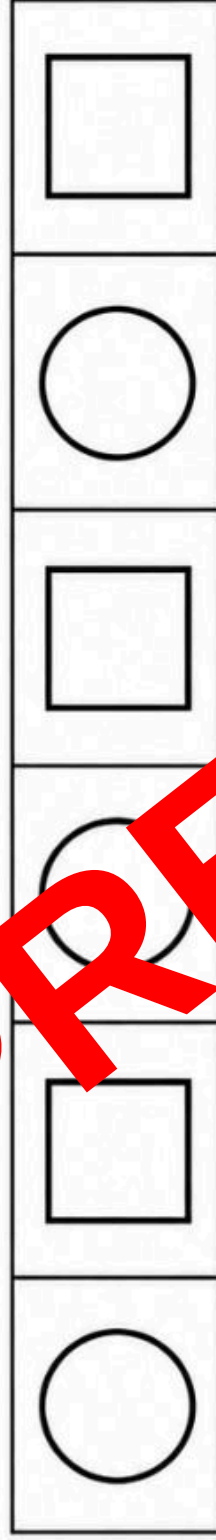
Keep all six places. Check each one.

PREVIEW

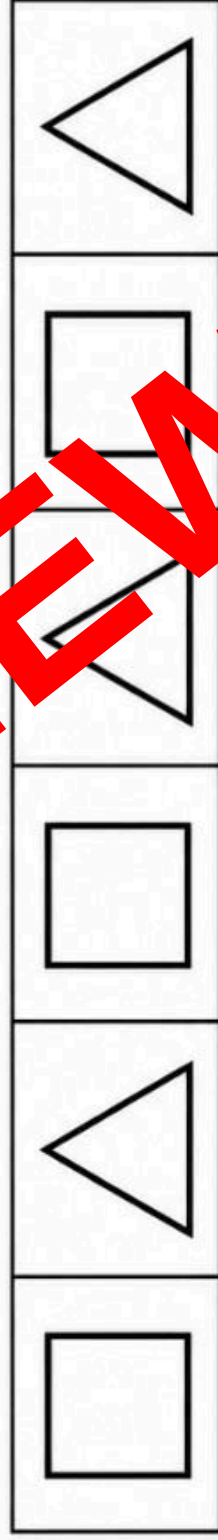
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Copy the Row

Copy each row. Draw or use pieces.



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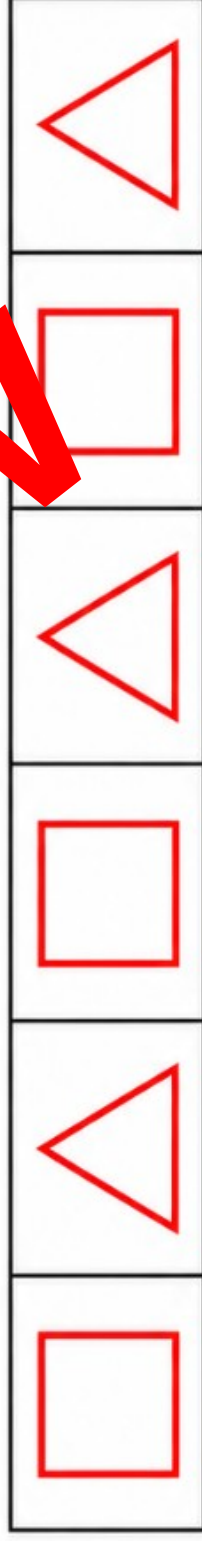
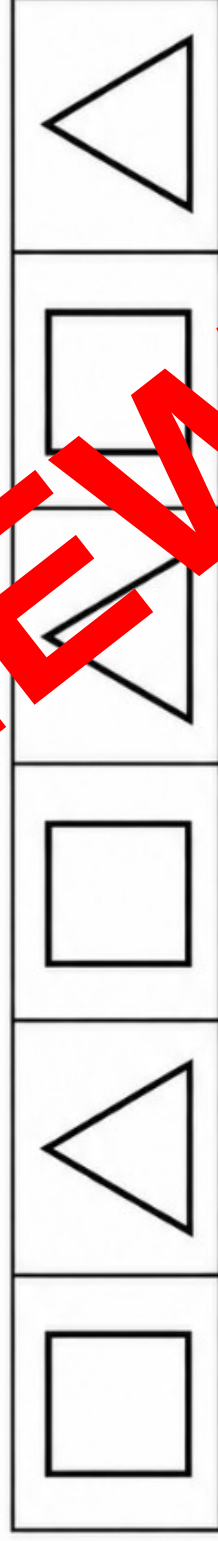
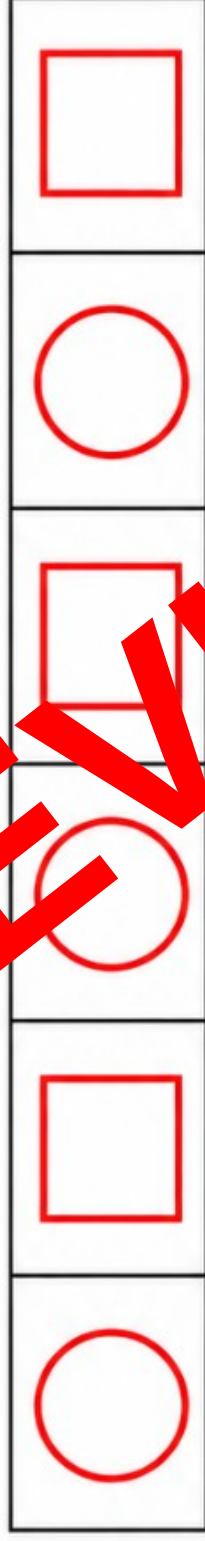
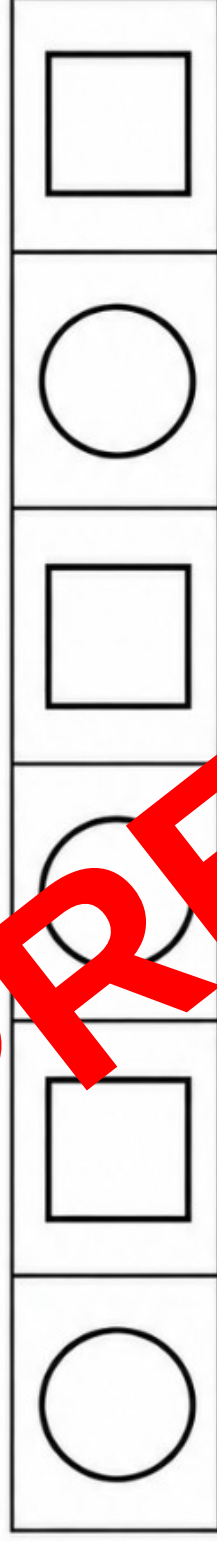
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PREVIEW

Copy the Row

Copy each row. Draw or use pieces.

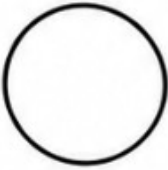
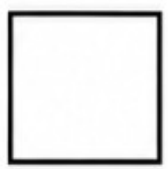
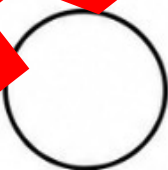
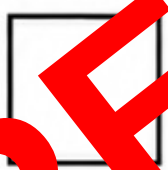
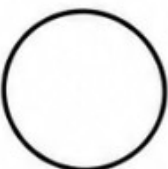
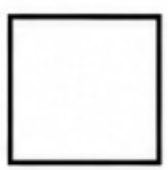


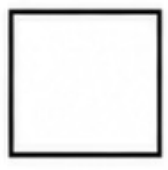
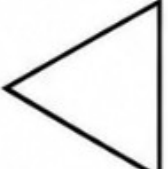
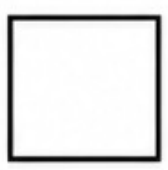
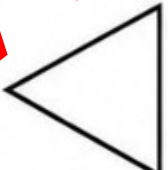
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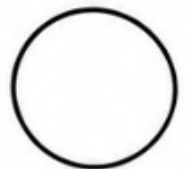
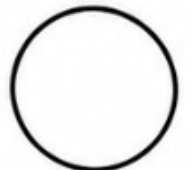
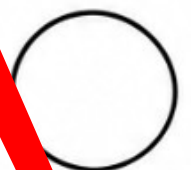
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Continue Two More

Draw the next two shapes. You can use pieces.

							
↑							

							
↑							

							
↑							

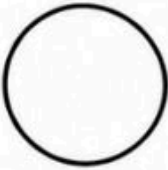
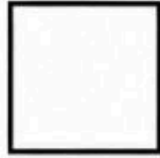
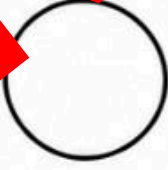
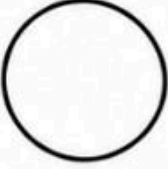
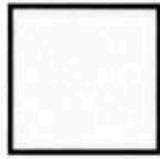
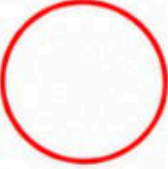


Name: **ANSWERS**

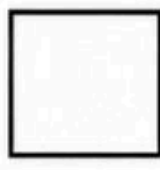
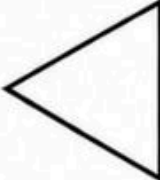
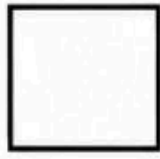
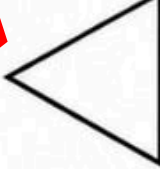
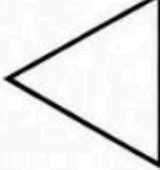
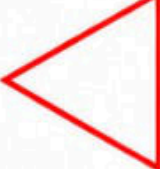
Continue Two More

Draw the next two shapes. You can use pieces.

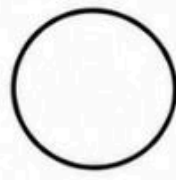
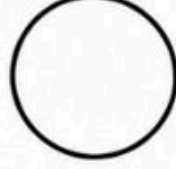
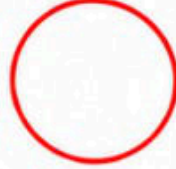
↑

							
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↑

							
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↑

							
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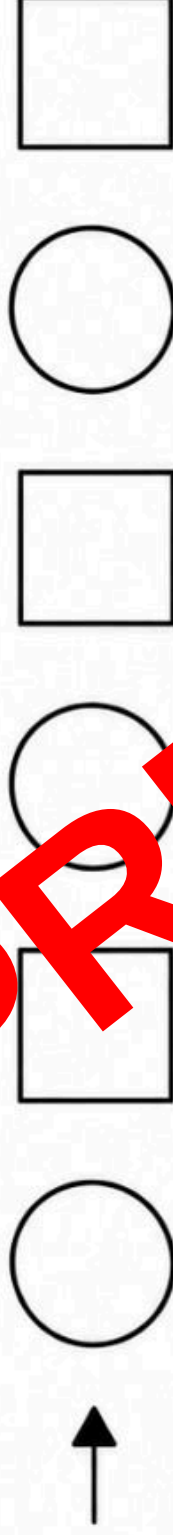


Name: _____

Show the Repeating Part

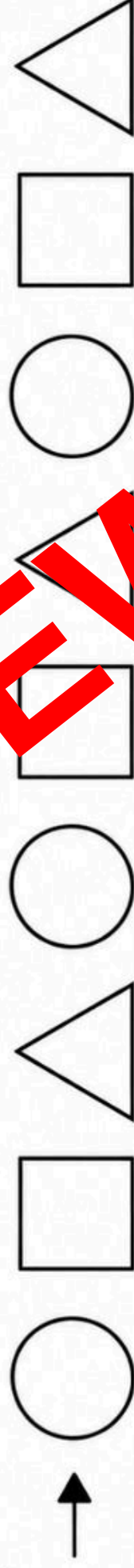
Point to or circle the part that repeats. Copy that part.

1.

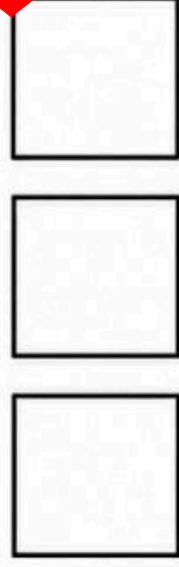


Copy the small part:

2.



Copy the small part:

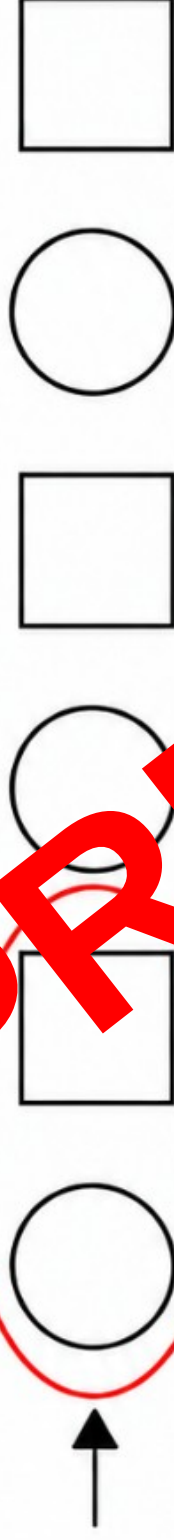


Name: **ANSWERS**

Show the Repeating Part

Point to or circle the part that repeats. Copy that part.

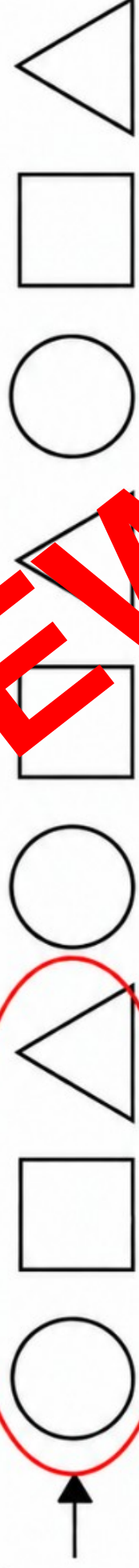
1.



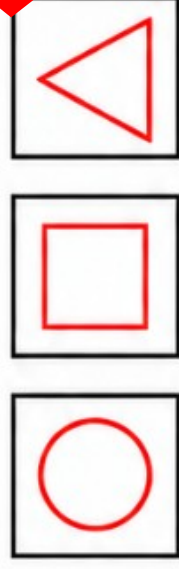
Copy the small part:



2.



Copy the small part:



Keep Going from Here

Name: _____

Keep going from the last shape

1.



Circle	Square	Circle	Square	Circle	Square	Circle	Square	Circle	Square
--------	--------	--------	--------	--------	--------	--------	--------	--------	--------

2.



Circle	Square	Triangle	Circle	Square	Triangle	Circle	Square	Triangle	Circle
--------	--------	----------	--------	--------	----------	--------	--------	----------	--------

3.



Circle	Circle	Square	Circle	Circle	Square	Circle	Circle	Square	Circle
--------	--------	--------	--------	--------	--------	--------	--------	--------	--------

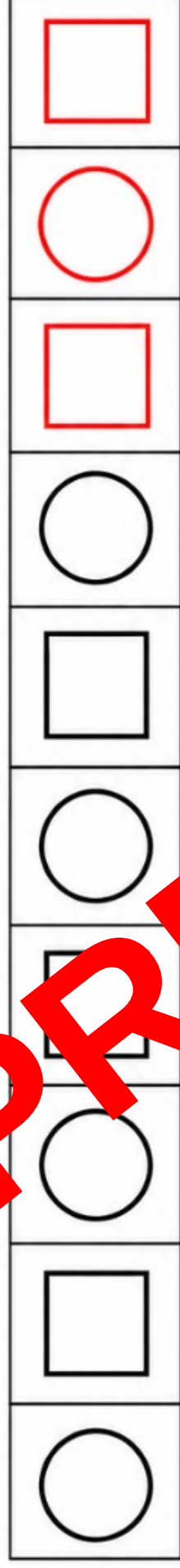


Keep Going from Here

Name: **ANSWERS**

Keep going from the last shape

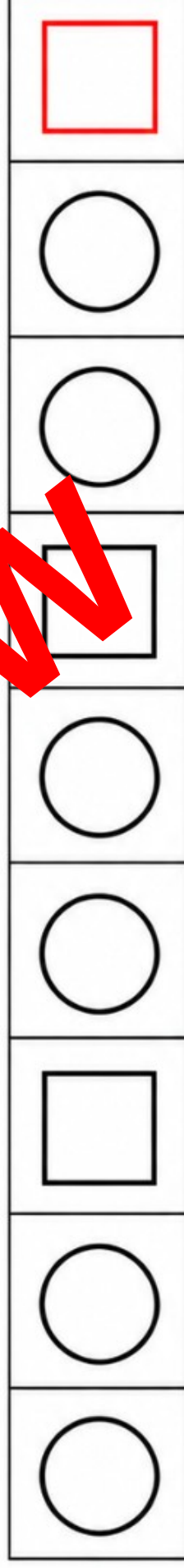
1.



2.



3.



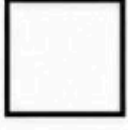
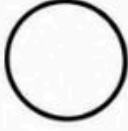
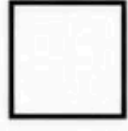
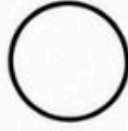
PREVIEW

Find and Fix One

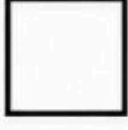
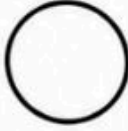
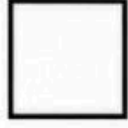
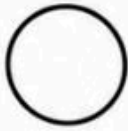
Name: _____

Use the good row. Circle one wrong shape. Draw its replacement.

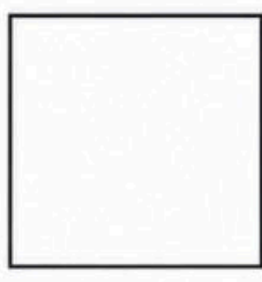
Good: →



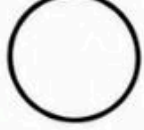
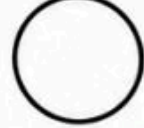
Check: →



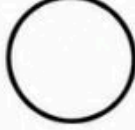
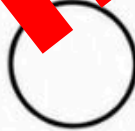
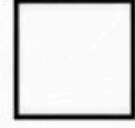
New piece:



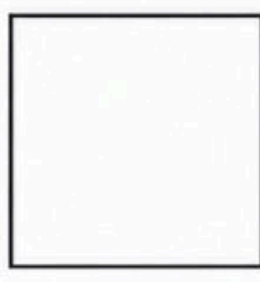
Good: →



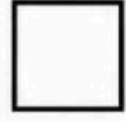
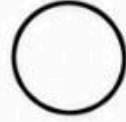
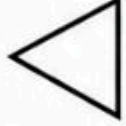
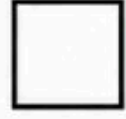
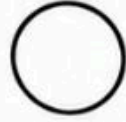
Check: →



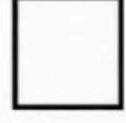
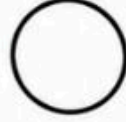
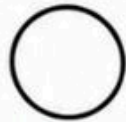
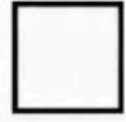
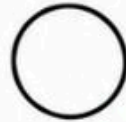
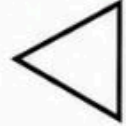
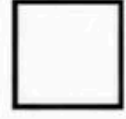
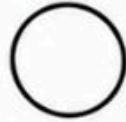
New piece:



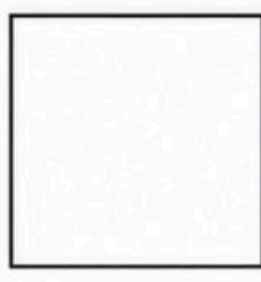
Good: →



Check: →



New piece:



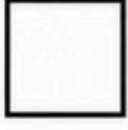
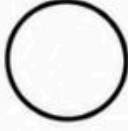
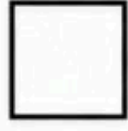
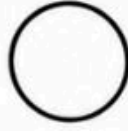
Find and Fix One

ANSWERS

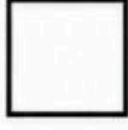
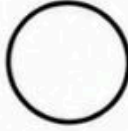
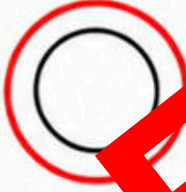
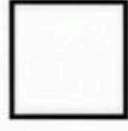
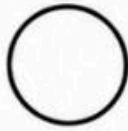
Name: _____

Use the good row. Circle one wrong shape. Draw its replacement.

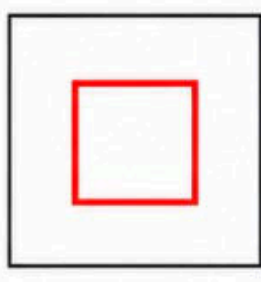
Good: →



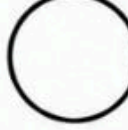
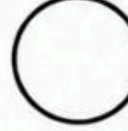
Check: →



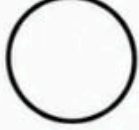
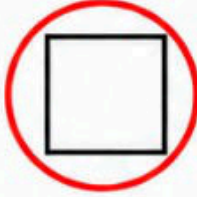
New piece:



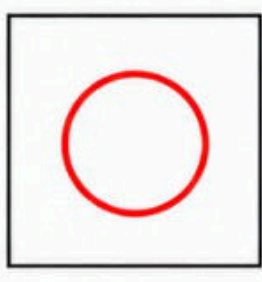
Good: →



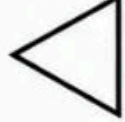
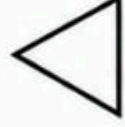
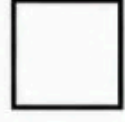
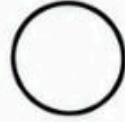
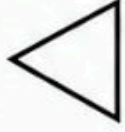
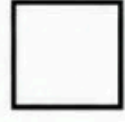
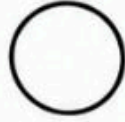
Check: →



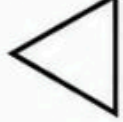
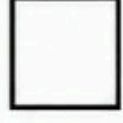
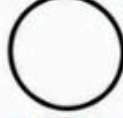
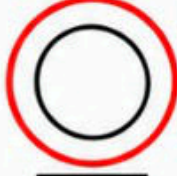
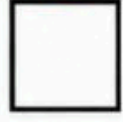
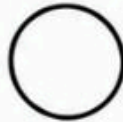
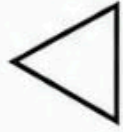
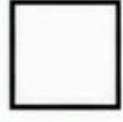
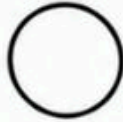
New piece:



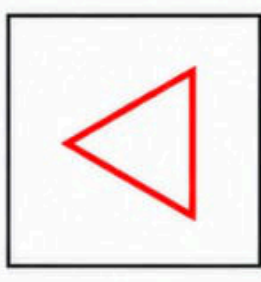
Good: →



Check: →



New piece:



Name: _____

Same Rule, New Look

Use the key. Copy the row. Add two more.

1. Key:



Source row:

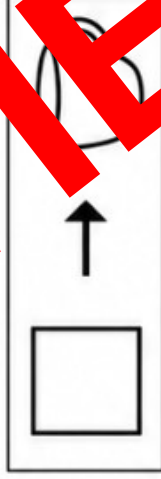


Your row:

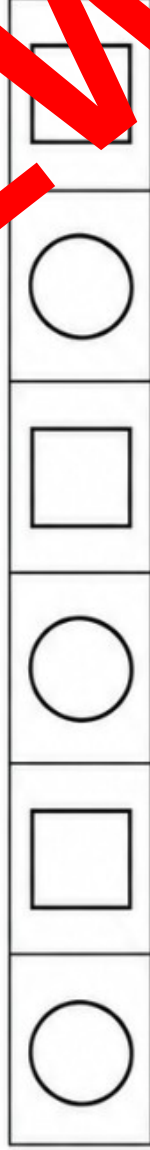
--	--	--	--	--	--	--	--	--	--

Next

2. Key:



Source row:



Your row:

--	--	--	--	--	--	--	--	--	--

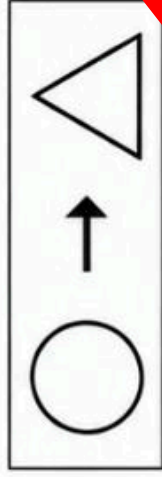
Next

Name: ANSWERS

Same Rule, New Look

Use the key. Copy the row. Add two more.

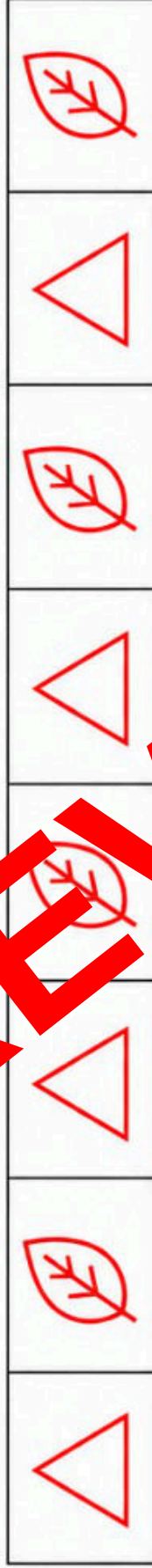
1. Key:



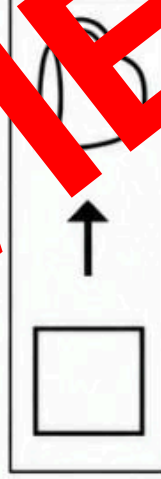
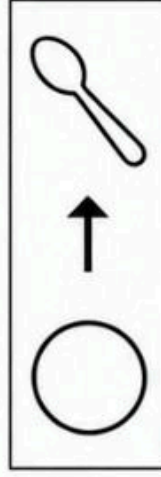
Source row:



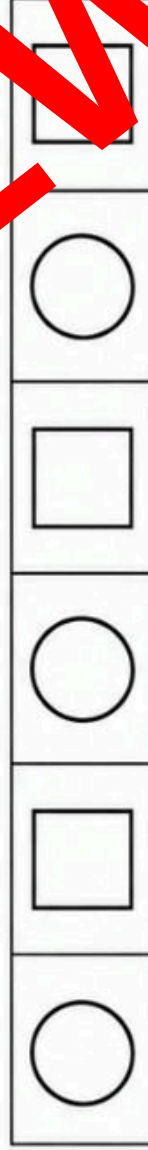
Your row:



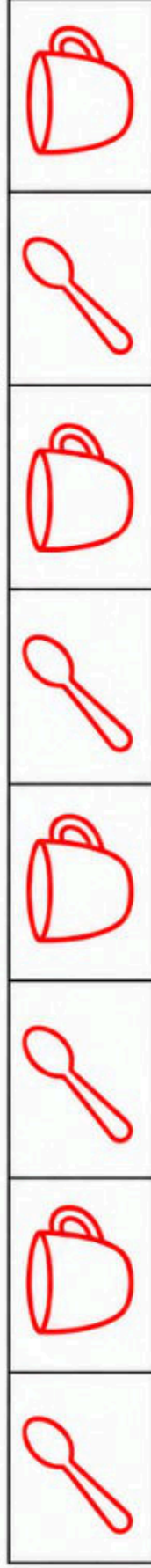
2. Key:



Source row:



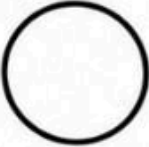
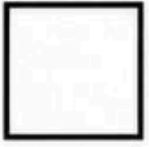
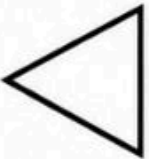
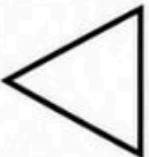
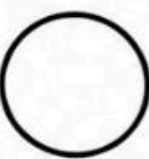
Your row:

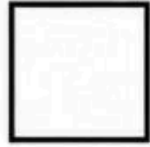
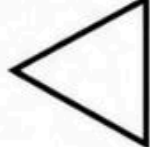
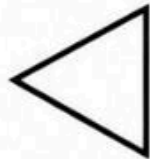
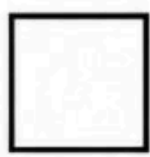
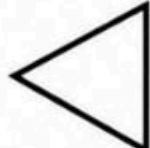
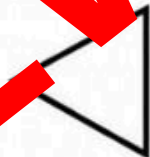


Name: _____

Continue and Tell Why

Add three shapes. Point to or circle the part that repeats.

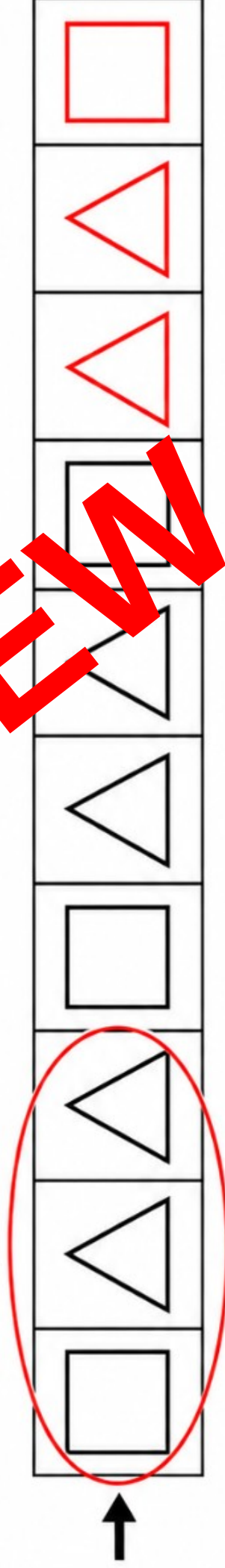
									
↑									

									
↑									



Name: _____

Add three more repeats. Point to or circle the part that repeats.



Repair and Check the Whole Row

Name: _____

Use each good row. Circle one wrong item. Draw its replacement. Copy one fixed row below.

1. Good row: 

									
---	---	---	---	---	---	---	---	---	---

Draw here:

--

Check row: 

									
---	---	---	---	---	---	---	---	---	---

2. Good row: 

									
---	---	---	---	---	---	---	---	---	---

Draw here:

--

Check row: 

									
---	---	---	---	---	---	---	---	---	---

3. Good row: 

									
--	--	--	--	--	--	--	--	--	--

Draw here:

--

Check row: 

									
---	---	---	---	---	---	---	---	---	---

Choose one fixed row to copy.

																			
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Repair and Check the Whole Row

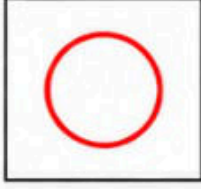
Name: ANSWERS

Use each good row. Circle one wrong item. Draw its replacement. Copy one fixed row below.

1. Good row: 

Draw here:

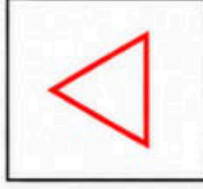


Check row: 

2. Good row: 

Draw here:



Check row: 

3. Good row: 

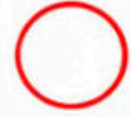
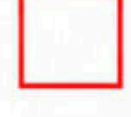
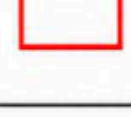
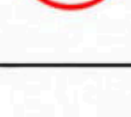
									
									

Draw here:



Check row: 

Choose one fixed row to copy.

									
---	---	---	---	---	--	---	---	---	---



Make a Useful Repeat

Name: _____

Choose two items. Show three repeats. Add two more.

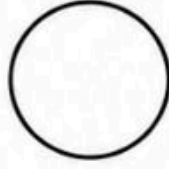
1. Use spoon and cup.



These reports

↑

2. Choose two different shapes.



Three repeats

A diagram illustrating a vertical stack of 10 rectangular blocks. The top 3 blocks are white, and the bottom 7 blocks are light gray. A red 'N' is positioned to the left of the top 3 blocks, and a black arrow points upwards from the bottom of the stack.

Two more

Make a Useful Repeat

Name: **ANSWERS**

Choose two items. Show three repeats. Add two more.

1. Use spoon and cup.



Three repeats

							
---	---	---	---	--	---	---	---

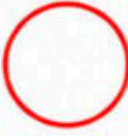
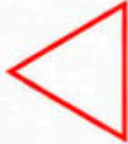
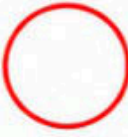
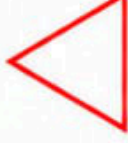
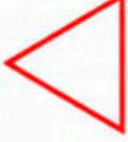
↑

Two more

2. Choose two different shapes.



Three repeats

							
---	---	---	---	--	---	---	---

↑

Two more

Example shown. Other correct pairs also work.

Kit 1: Copy and Continue

Play alone or take turns



Get ready

Choose a card. Put loose shapes beside your mat. Keep the model check hidden.

1 Look Point to the card. Say or show every item in order.

2 Copy Make the same row on an empty mat. Use only the pieces your card needs.

3 Keep going Start after the last item. Add the number your card asks for.

4 Check Show the model check after your turn. Check each place. Fix any mismatch.

5 Swap Share and reuse the pieces, then swap turns. No race or score is needed.

All nine kit pages

1 rules page • 2 mats • 3 card pages (cards 1–12) • 2 shape-piece pages • 1 model-check page

Teacher note

Begin with paired cards 1–3. Offer cards 4–12 when ready. Adults read directions and help cut. Make a second set for two complete mats at once.



Kit 1: Copy Mat

Card number: _____

Choose a card. Make a separate copy in the same order.

My copy

↑

--	--	--	--	--	--	--	--	--	--

Another turn

↑

--	--	--	--	--	--	--	--	--	--

Use only the places your card needs. Check each item against the model.



Kit 1: Keep Going Mat

Card number: _____

Copy your card. Continue from the last item you placed.

My copied model

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Use only the places your card needs. Leave unused cells empty.

Next items

--	--	--	--

Add only the number your card asks for. Keep the same order.



Kit 1: Cards 1-4

1

↑

●

●

■

●

■

■

■

Add 2 more

2

↑

■

▲

■

▲

■

▲

Add 2 more

3

↑

●

●

●

●

●

●

●

Add 2 more

4

↑

●

■

▲

●

■

▲

●

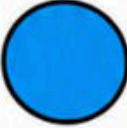
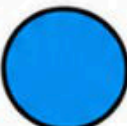
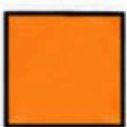
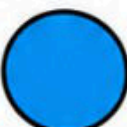
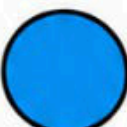
■

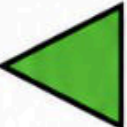
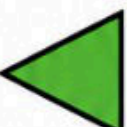
▲

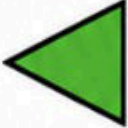
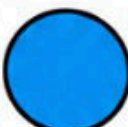
Add 3 more

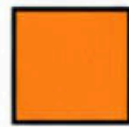
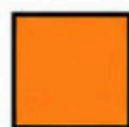
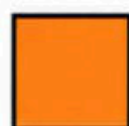


Kit 1: Cards 5-8

5 →          Add 3 more

6 →          Add 3 more

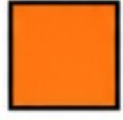
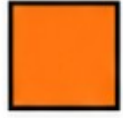
7 →          Add 3 more

8 →          Add 3 more



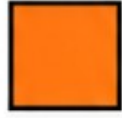
Kit 1: Cards 9–12

9.



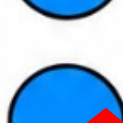
Add 3 more.

10.



Add 2 more.

11.



Add 1 more.

12.

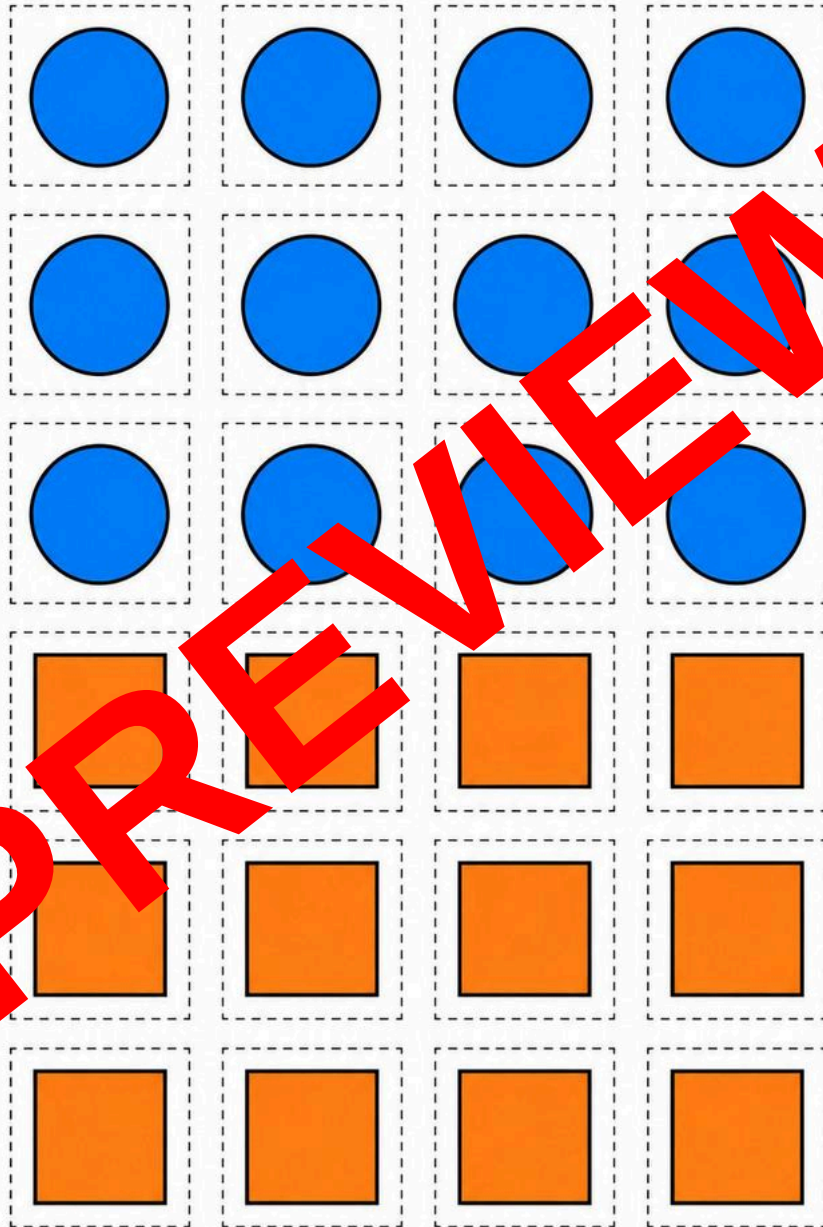


Add 3 more.



Kit 1: Circle and Square Pieces

Adults help cut. Share and reuse the pieces.



12 circles + 12 squares. Print at actual size.



Kit 1: Triangle and Leaf Pieces

Adults help cut. Share and reuse the pieces.

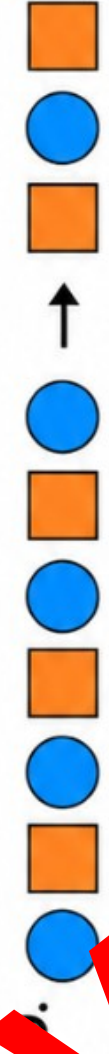
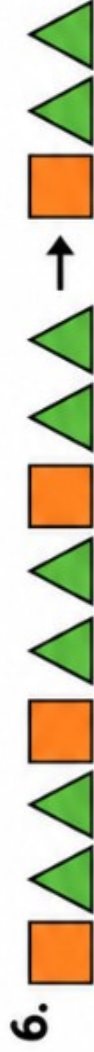
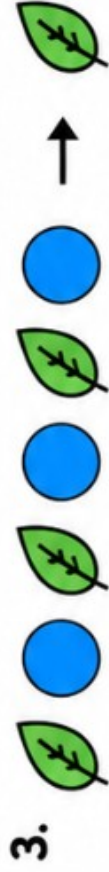
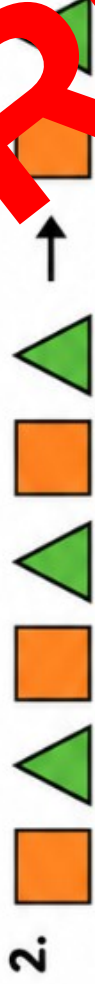


12 triangles + 12 leaves. Print at actual size.



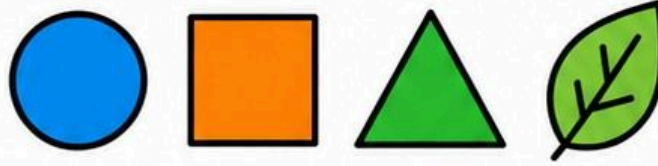
Kit 1: Model Checks

Look after your turn. The arrow joins the model to its next items.



PREVIEW





Kit 2: Repair Station

Play alone or take turns

Get ready

Choose a good target and its same-number check row.
Put them on the repair mat.

1. Compare

Point from the start. Compare each place with the good target.

2. Find one

Show the one item that is different.

3. Replace

Swap that piece for the correct one. Keep the same number
of pieces. Do not add, remove or shuffle.

4. Check the whole row

Compare every place again. Make a separate copy of the fixed
row on the copy mat.

5. Show and swap

Show the model check after your turn, then swap.
No race or score is needed.

All nine kit pages

1 rules page • 2 good-target pages • 2 check-row pages • 2 mats •
1 piece page • 1 model-check page

Teacher note: Begin with paired cards 1–3. Offer cards 4–8 when ready.
Adults read and help cut. Share and reuse pieces or make another set.



Kit 2: Good Targets 1-4

1 →

● ■ ● ■ ●

Good target

2 →

■ ● ■ ● ■

Good target

3 →

● ■ ● ■ ●

Good target

4 →

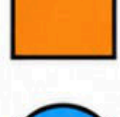
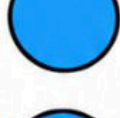
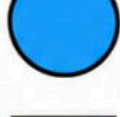
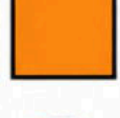
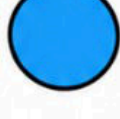
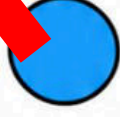
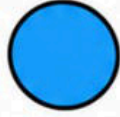
● ■ ● ■ ●

Good target



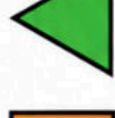
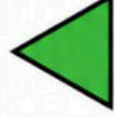
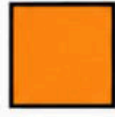
Kit 2: Good Targets 5-8

5. →



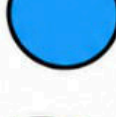
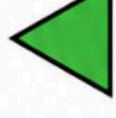
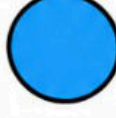
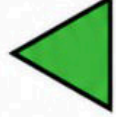
Good target

6. →



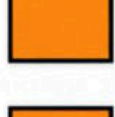
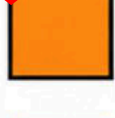
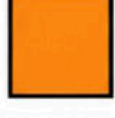
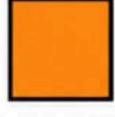
Good target

7. →



Good target

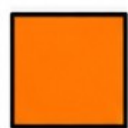
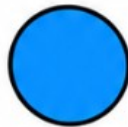
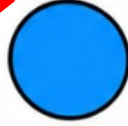
8. →



Good target

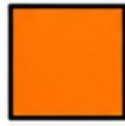
Kit 2: Check Rows 1-4

1 →



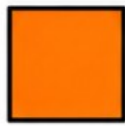
Check row

2 →



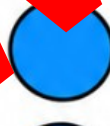
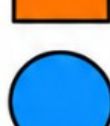
Check row

3 →



Check row

4 →

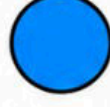
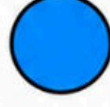
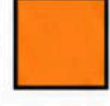
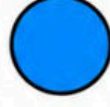
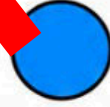
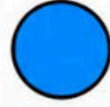


Check row



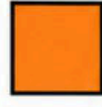
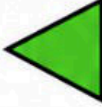
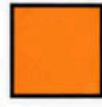
Kit 2: Check Rows 5–8

5.



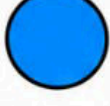
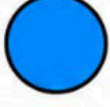
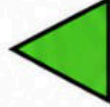
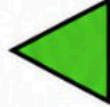
Check row

6.



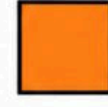
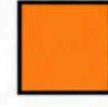
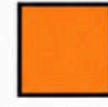
Check row

7.



Check row

8.



Check row

PREVIEW



Kit 2: Repair Mat

1. Put the good target card here. Use the same-number check card beside the mat.

2. Build the check row below. Swap the one wrong piece, then check every place.

Good target card

--

Build the check row

--	--	--	--	--	--	--	--	--	--



Replacement piece

--

Use only the number of places on your card.

PREVIEW



Kit 2: Check and Copy Mat

Check the fixed row. Copy it in the matching strip.
Use the strip with the same number of places as your card.

Nine-place copy — cards 4–6

Card number: _____

↑

--	--	--	--	--	--	--	--	--	--	--

Six-place copy — cards 1–3

Card number: _____

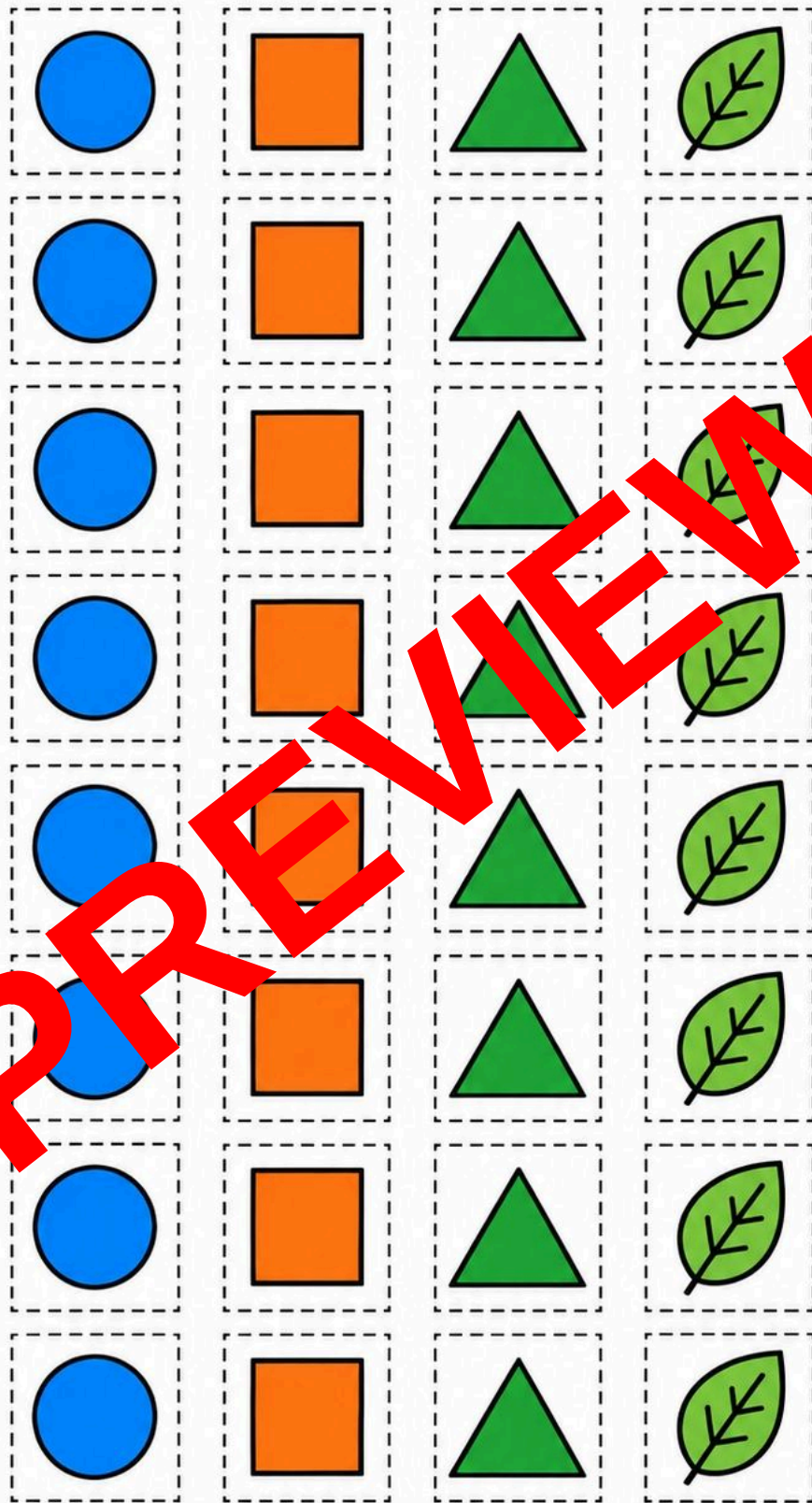
↑

--	--	--	--	--	--	--	--

Reuse pieces while the good target stays visible, or use another set.



Kit 2: Repair Pieces

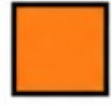


Adults help cut. Share and reuse, or make another set.



Kit 2: Model Check

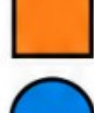
1. Place 4: use a square.



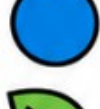
3. Place 2: use a circle.



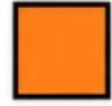
5. Place 4: use a circle.



7. Place 8: use a leaf.



2. Place 5: use a square.



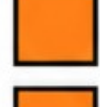
4. Place 6: use a triangle.



6. Place 3: use a triangle.



8. Place 7: use a leaf.



Compare every place with the good target.

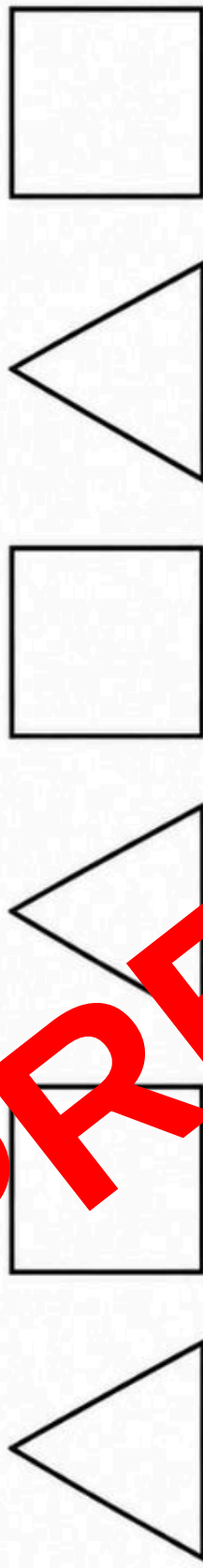


Assessment 1: Recognise and Copy

Name: _____

Which row has a repeat? Point to a square, triangle or circle. Copy that row below.

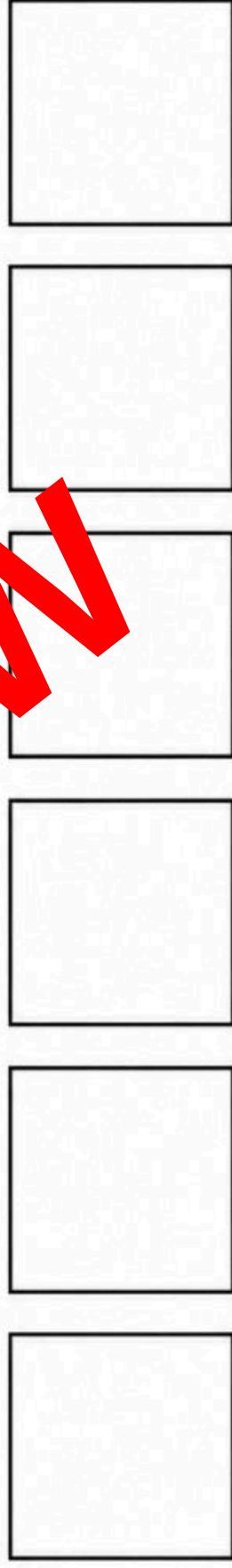
1. 



2. 



My copy:



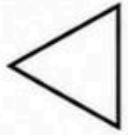
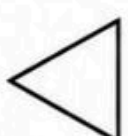
You may point, arrange pieces or draw.



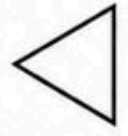
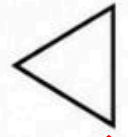
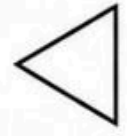
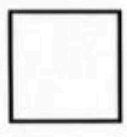
Assessment 2: Continue and Check

Name: _____

1. Keep going from the top.

									
---	---	---	---	---	---	---	---	--	--

2. Find one wrong shape. Draw the replacement.

Target:							
Check:							

Replacement



Assessment 3: Show the Same Repeat

Name: _____

Directions: Copy the row, add two more. Show the same order with actions.

1. Original row:

 ↑					
--	---	---	--	---	---

2. My copy:

--	--	--	--	--	--

↑

3. Next two:

--	--

↑

Action key:



clap



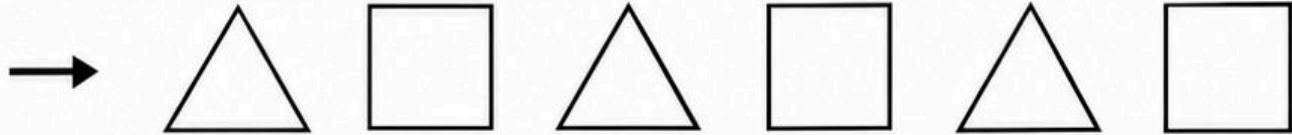
touch the table

Teacher note: The student may act, point or arrange pictures. Record the order; no written action answer is needed.

Fresh Assessment: Marking Guide

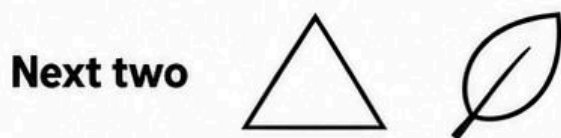
Assessment 1 — recognise and copy

Choose row 1. Copy triangle, square, triangle, square, triangle, square.
The other row does not keep the same repeated part.



Assessment 2 — continue and check

The next two are triangle, then leaf. In the check row, position 4 is wrong: replace the square with a triangle. Check the whole row against the good target.



Assessment 3 — same repeat

Copy cup, spoon, cup, spoon, cup, spoon; add cup, then spoon.
Under the shown key: clap, table touch, clap, table touch, clap, table touch; continue clap, table touch.
Record acted, pointed or arranged order.



Accept equivalent evidence

Accept clear drawings, matching pieces or a stable agreed symbol/action key. Count order and repetition, not drawing skill, speech, hearing or colour naming.

Record independence

Record access help separately from content cues. Reading directions, larger pictures, positioning materials and the student's usual response method can provide access. Naming the next item, fixing the sequence or signalling the wrong place is a content cue.

Decide the next lesson

Check two fresh paired-pattern copies and continuations before judging secure core learning; use a new teacher-made pair if more evidence is needed. Three-item patterns and partial stops are useful extension evidence, not extra requirements for secure core learning.

Copy changes? Rehearse place-by-place checking. Restart after a partial stop? Point to the last item and rehearse its next place. Repair guess? Compare every place with the visible target. Record a short observed example and the next teaching step.



Pattern Observation Record

Student: _____ Date: _____

Task / representation: _____

Observed evidence

	What the student did / exact order	Independent or content cue?
Recognise		
Copy		
Continue		

Transfer or whole-row check

Access provided

e.g. directions read, large items, usual response method

Content cue given

e.g. next item named, wrong place signalled

Observed error or strategy

Next lesson / fresh evidence needed

Record order and repetition. Do not grade speech, hearing, drawing skill or colour naming.



Pattern Learning Rubric

Skill	Emerging	Developing	Secure	Extending
Recognition	Needs item-by-item help to find a repeating pattern.	Identifies a repeating pattern with a reminder.	Independently identifies the repeating pair in fresh examples.	Shows and explains the repeating part, including a longer pattern.
Copy	Needs help to match each place.	Copies part of the pattern; checks with a cue.	Independently copies all places in two fresh paired-pattern examples.	Transfers the same order through a stable object or action key.
Continuation	Needs the next item supplied.	Adds some items; needs a reminder to check order.	Independently adds two correct items to two fresh paired patterns.	Continues from a partial stop and explains the next places.
Transfer and check	Needs help comparing places.	Compares some places with a cue.	Uses an agreed strategy to check the whole row against a model.	Locates and repairs one difference, then justifies the whole-row check.

Secure core learning uses two-item patterns. Three-item patterns and partial stops are extension, not requirements for secure.

Record access help separately from content cues. Do not grade speech, hearing, drawing skill or colour naming.

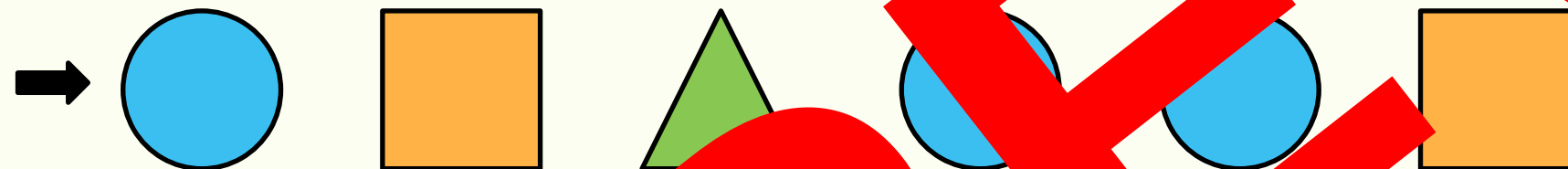
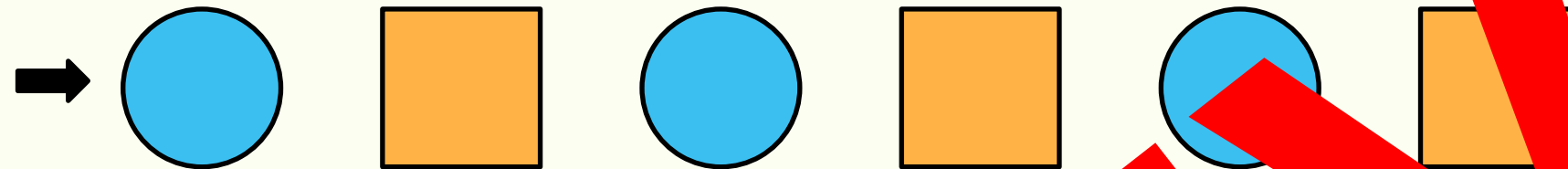


Copy, Continue and Repair Patterns - Foundation



What stays the same?

Which row has a part that comes back?

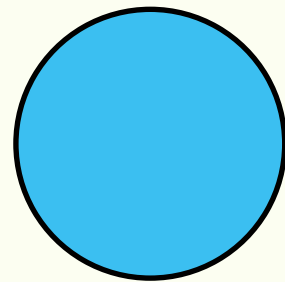


Count and say the shapes in order.

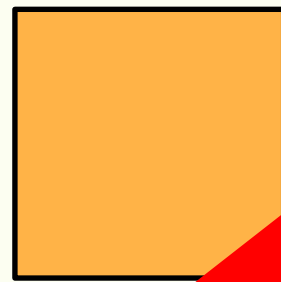


Look at the shapes

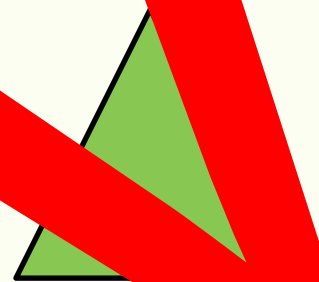
Point to each shape. What is it called?



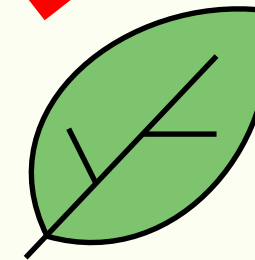
circle



square



triangle



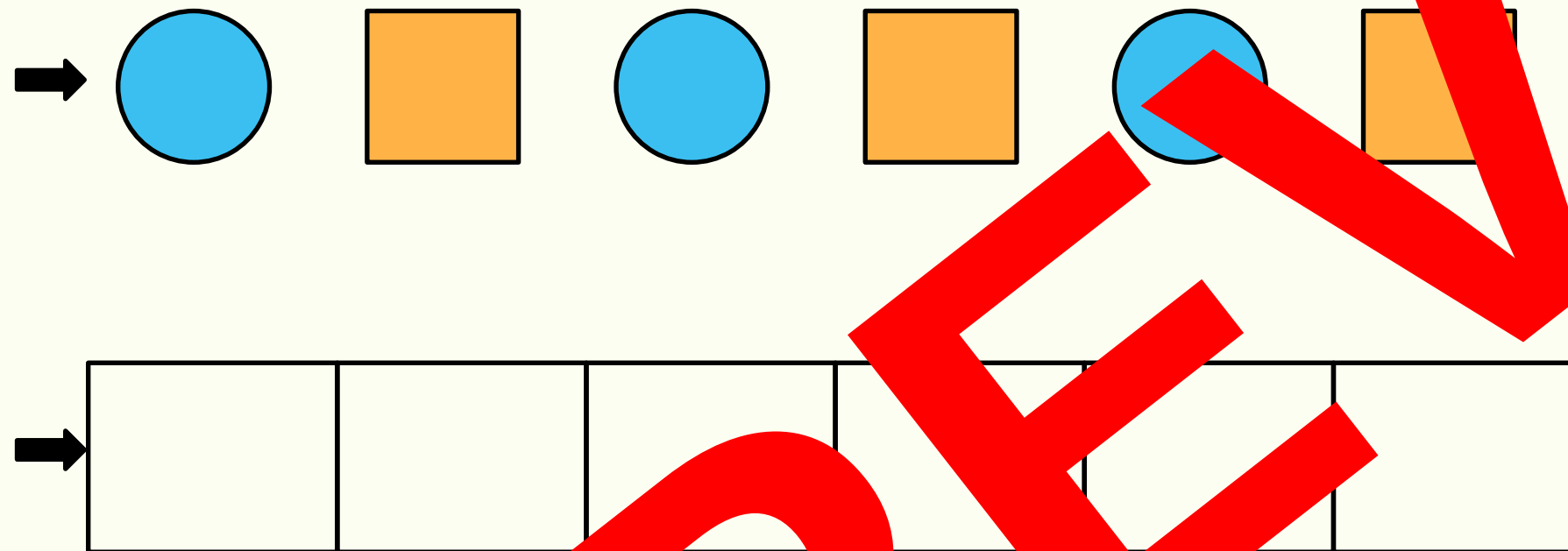
leaf

Find two that are the same.



Copy in the same order

Look at this row. Make your own copy below.

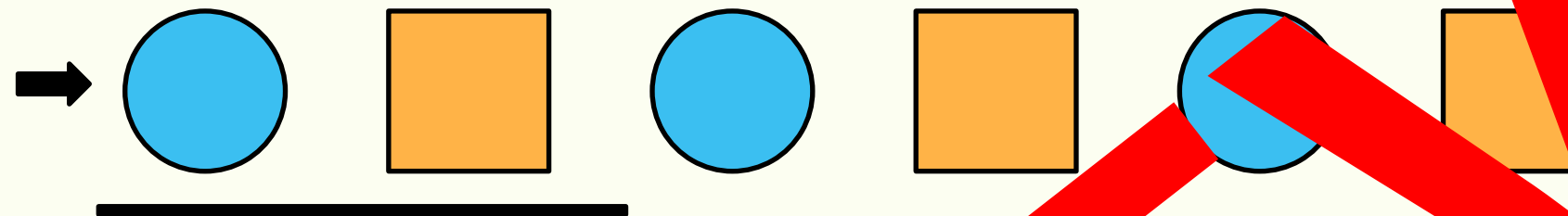


Show your copy. Now check each place against the model.



Find the part that repeats

Circle, square. That pair comes back.



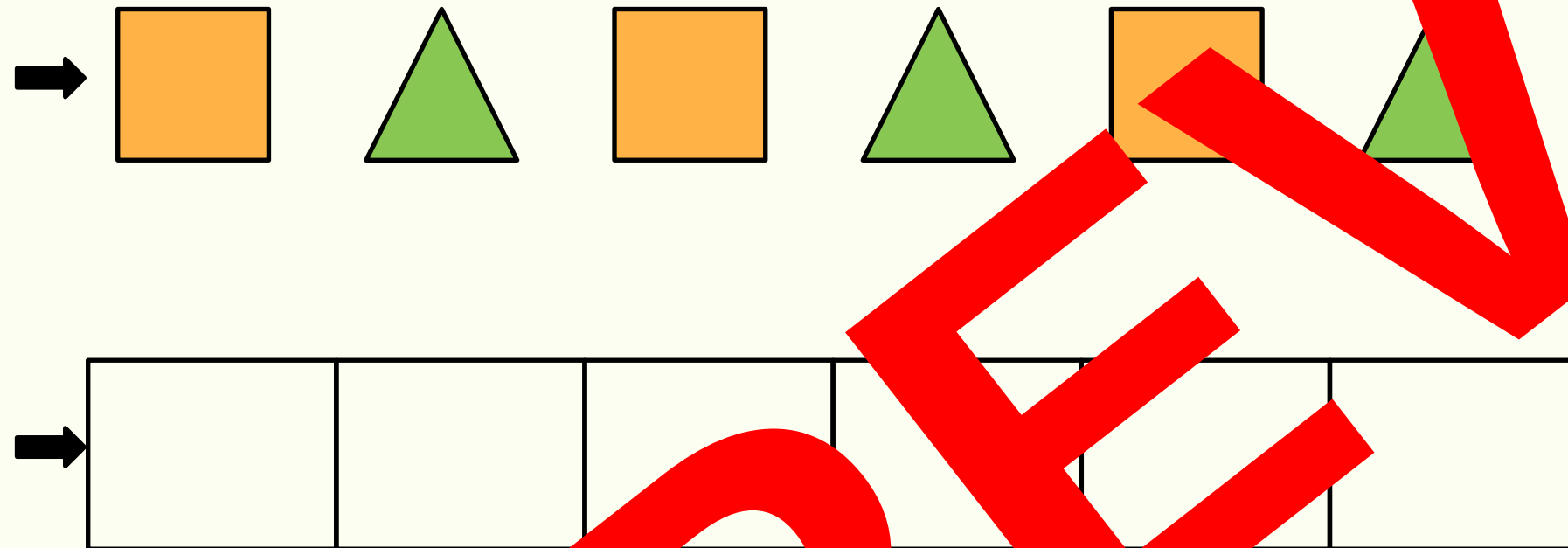
Point to the next circle and square. Then the next pair.

Keep the same order.



Your turn to copy

Copy this row with your pieces

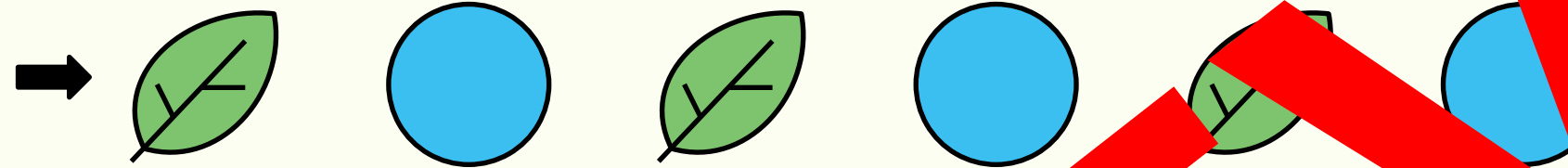


Finish your copy first. Check it against the row above.



Say the shapes

Leaf, circle. Leaf, circle. Leaf, circle.



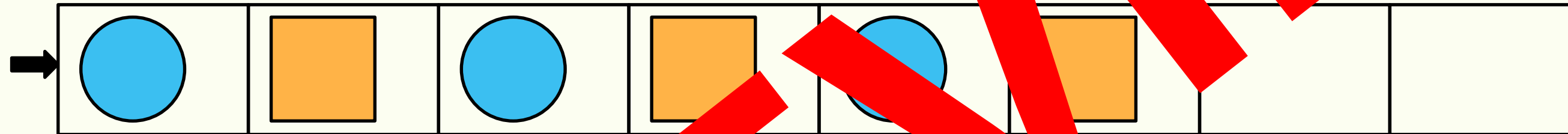
Show the board that comes back.

Use it with pieces or draw it.



Keep it going

What two shapes come next?

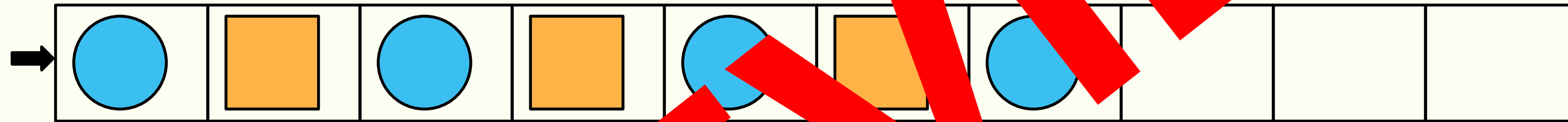


Say each shape from the start. Keep the same order.



Keep going from here

It stops at a circle. Add the next shapes.



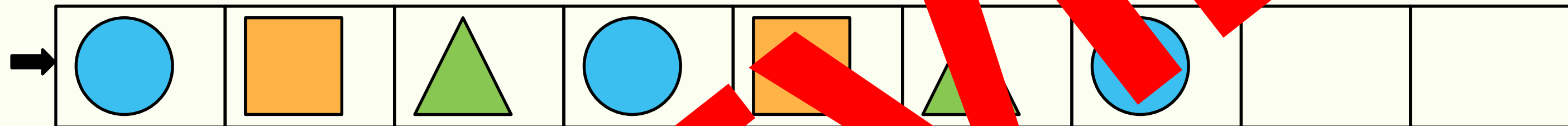
Circle, square... Which shape follows this last circle?

Keep going from the stop.



What comes after the circle?

Circle, square, triangle. See the whole row.



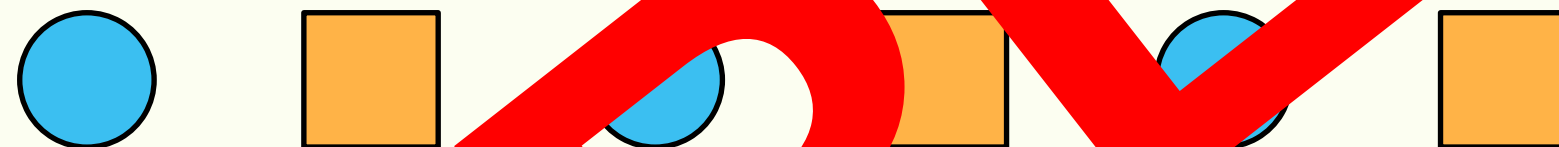
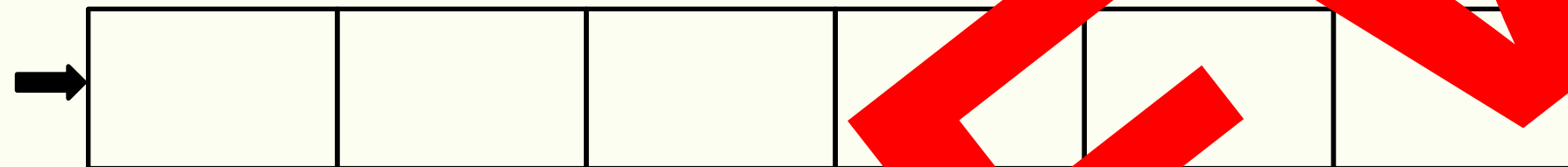
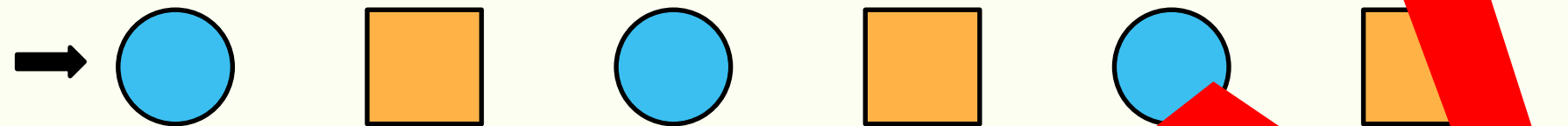
It loops back to a circle. Add the next two shapes.

Keep the same shapes in the same order.



Move the pieces

In edit mode: drag one piece into each empty place.

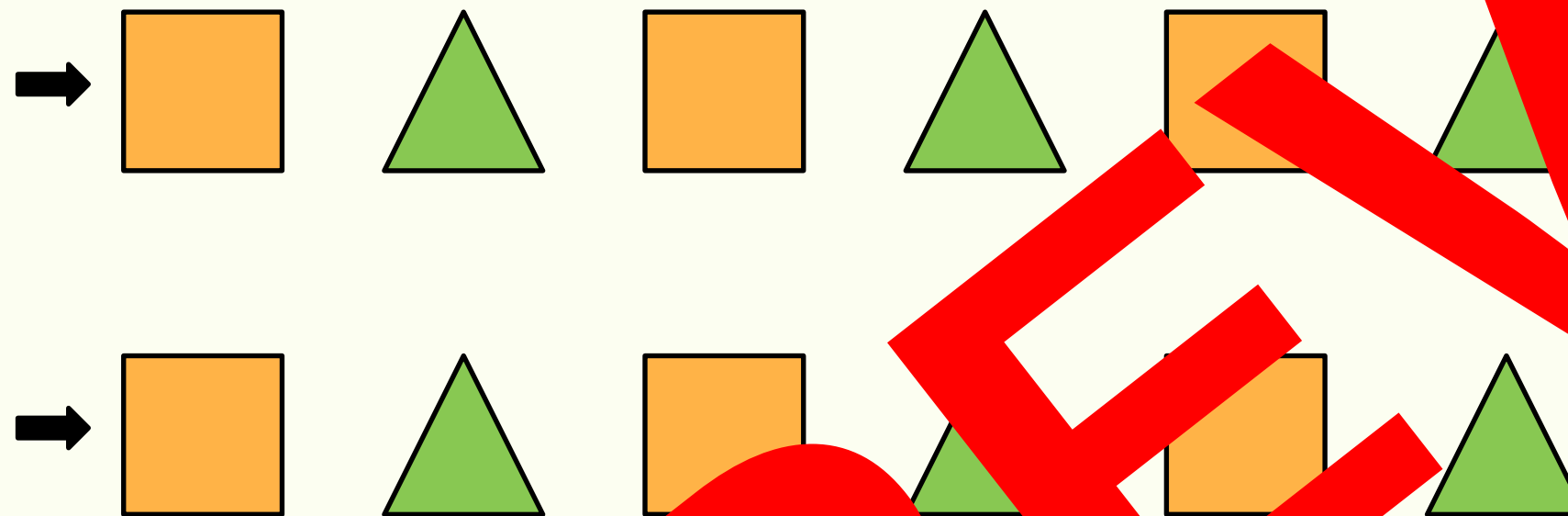


Copy the top row. Check each place.



Check each place

Start here. Compare one place at a time.

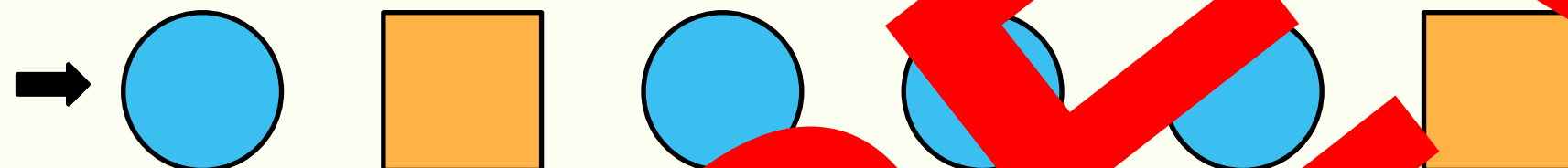
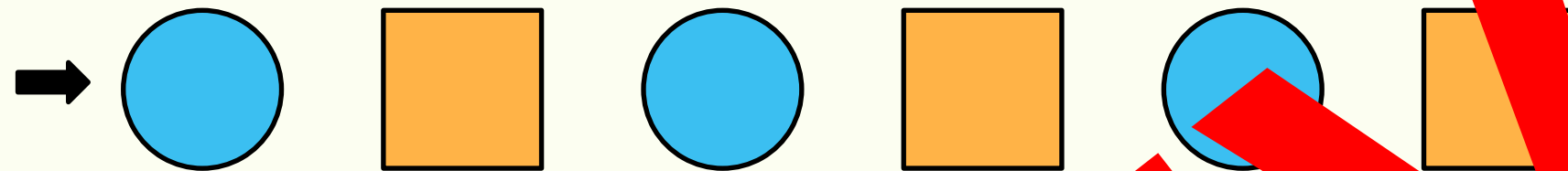


Are they the same shape? Same place? Same order?



Find the wrong shape

Use the good row to check the row below.

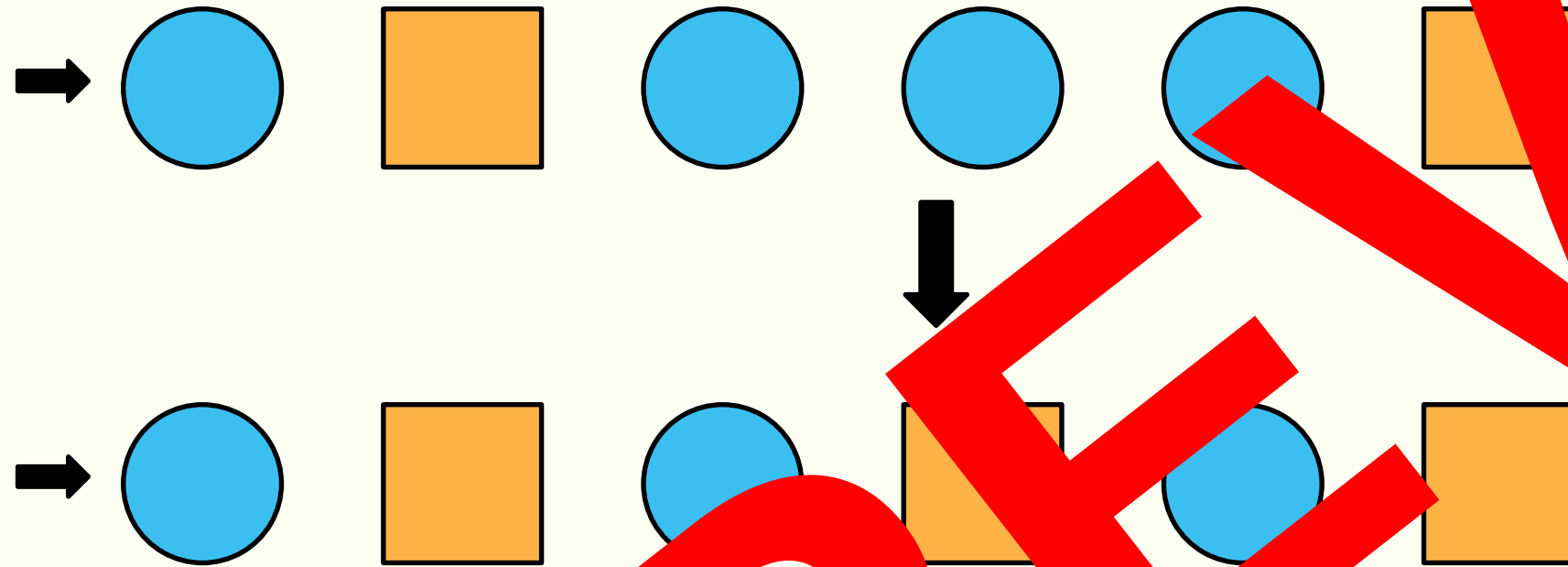


Find the shape that needs changing.



Swap one shape

The fourth shape should be a square.

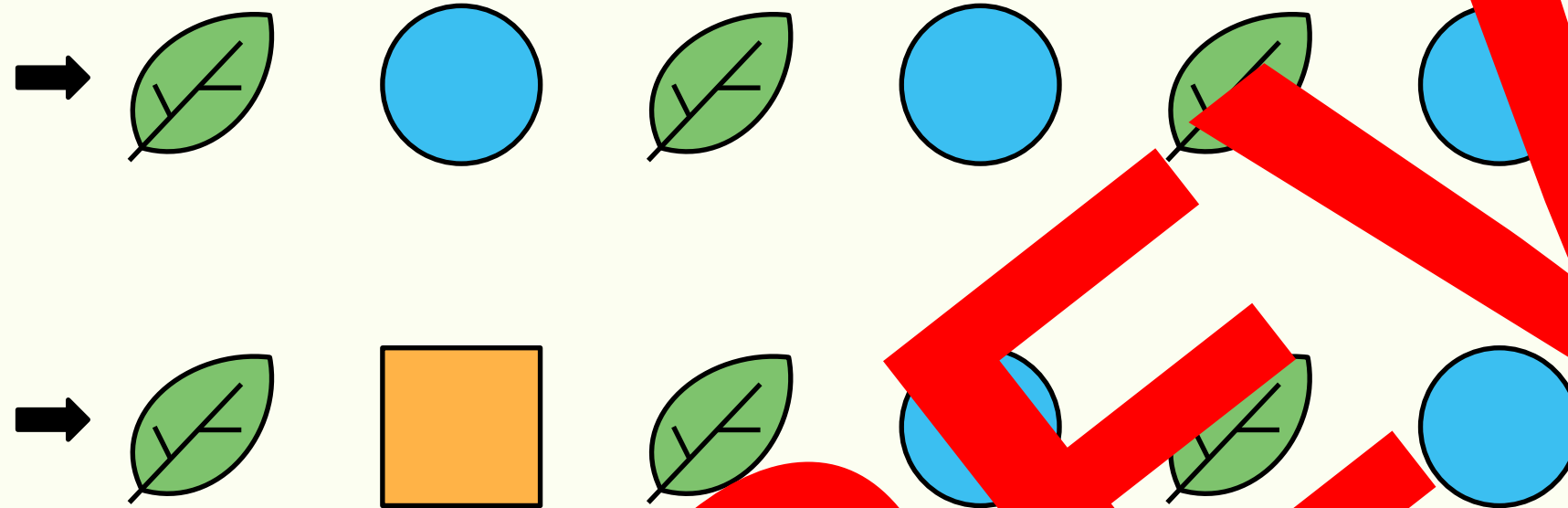


Swap one shape. Fill up all six places. Check the whole row.



Your turn to fix it

The good row helps us check.



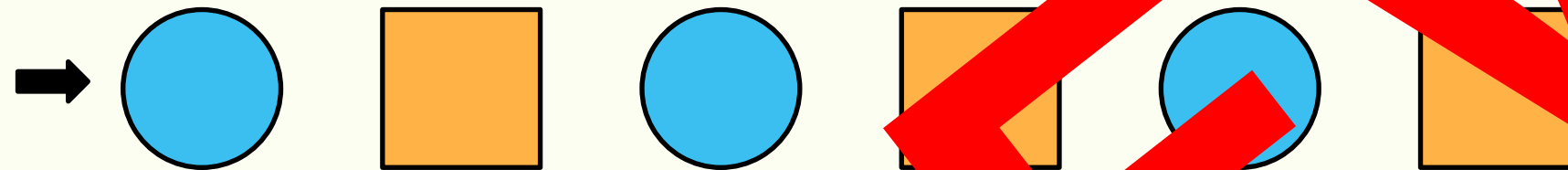
Which piece will you replace? Show the new piece.



Repair and check

Choose a target and its matching wrong row.

Compare each place. Swap one wrong piece.



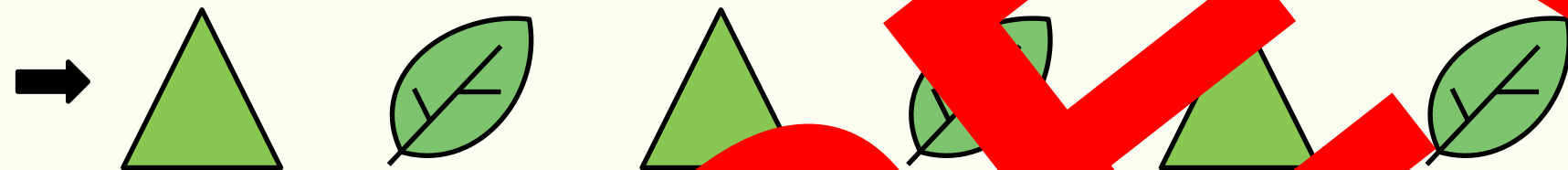
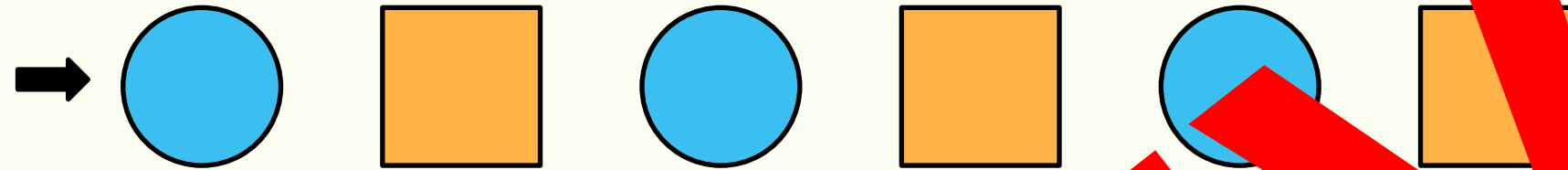
Now check every place. Copy the fixed row.

Keep the same number of pieces.



Same repeat, new look

Circle becomes triangle Square becomes leaf.

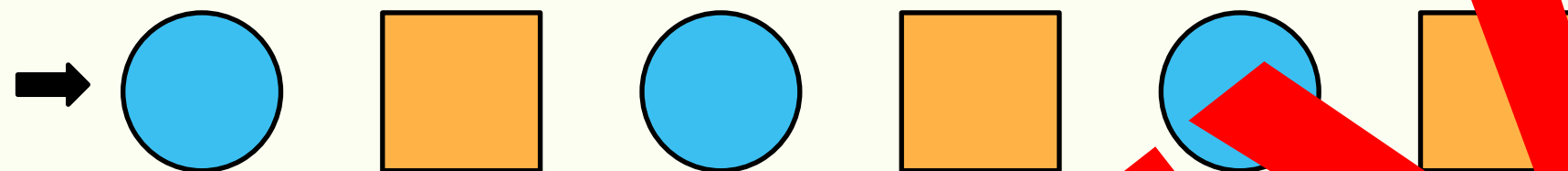


5 different items. The same order.



A pattern we can do

Circle means clap. Square means touch the table.



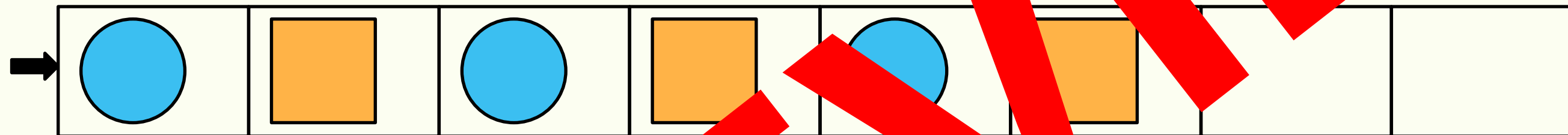
Clap, touch, clap, touch. Clap, touch.

When you are not or use quiet, seated actions.



Keep the actions going

Clap, touch. Clap, touch. Clap, touch.



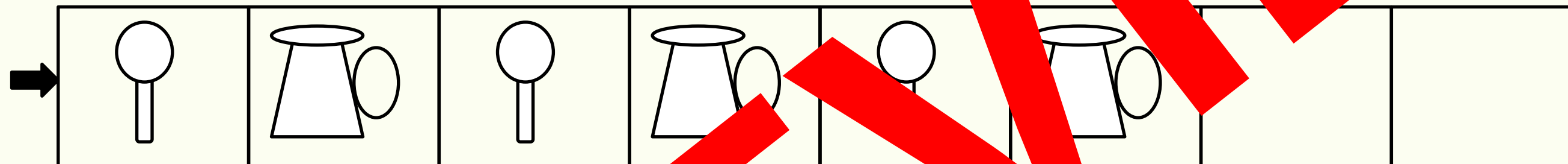
show the next two actions.

Clap, touch. Or point using our same key.



A pattern with objects

Spoon, cup. Spoon, cup. Spoon, cup.



Use soft objects or pictures. Add two more.



Choose a pattern task

Copy and continue: copy a card, then add the next pieces.

Repair: use the good rule then swap one wrong piece.

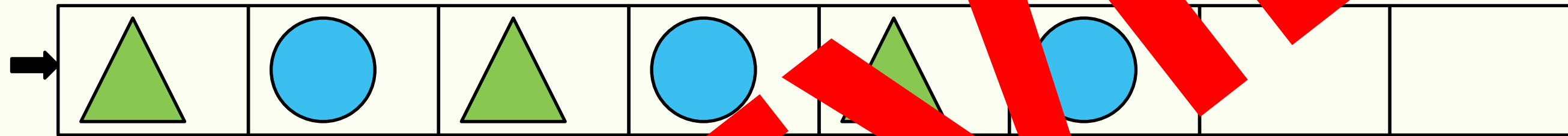
Work on your own or take turns.

Check after your turn.



Show what you can do

This is a practice turn. Look, copy, then keep going.



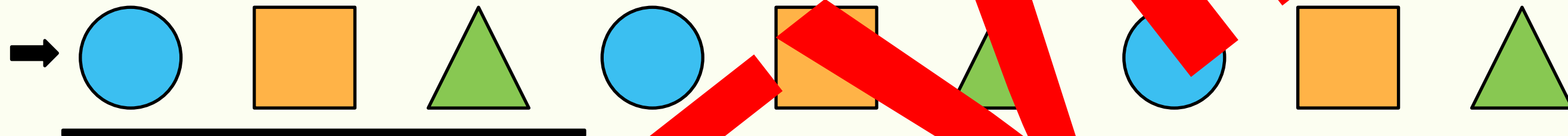
Point, copy any pieces and draw. Show your own order.

Your teacher will use a different row for your check.



Show the repeating part

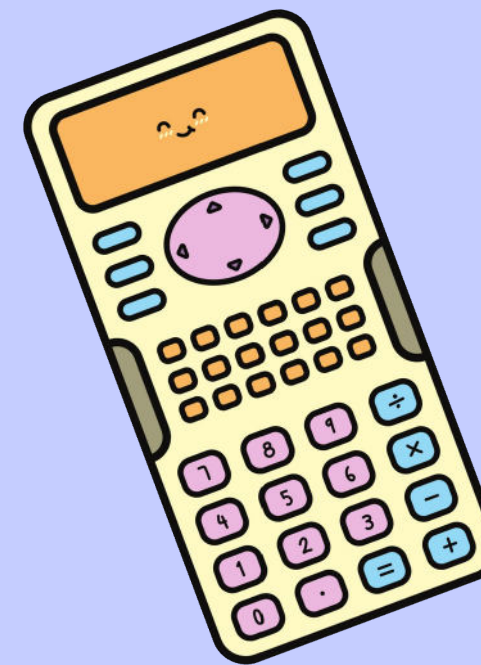
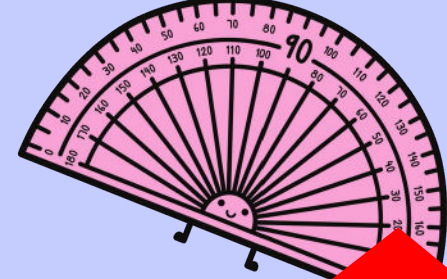
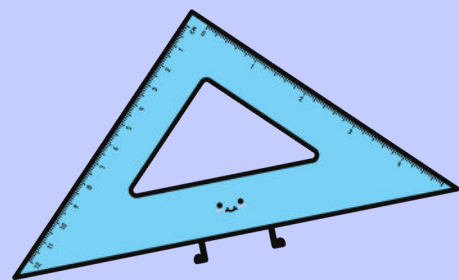
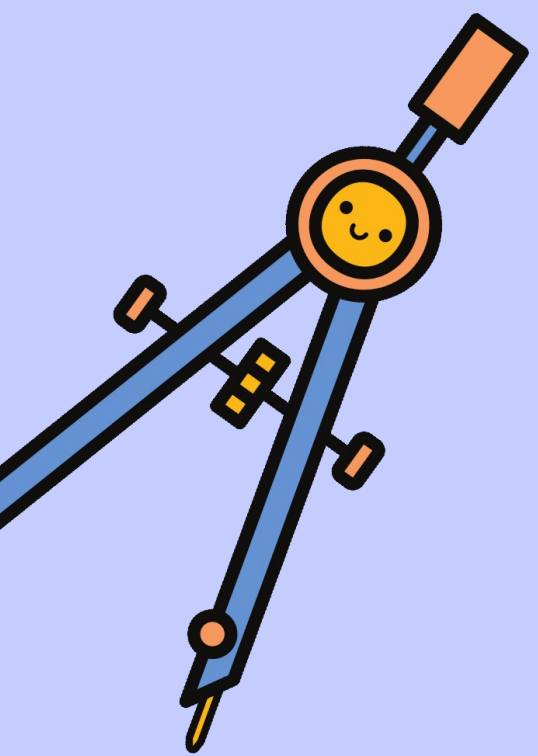
Point to the smallest part that comes back.



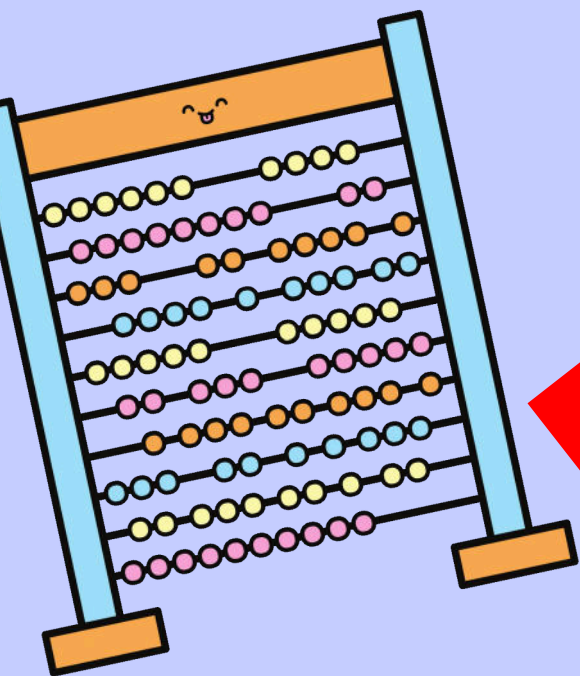
Show the shapes, show the part with pieces.

How can you check the whole row?

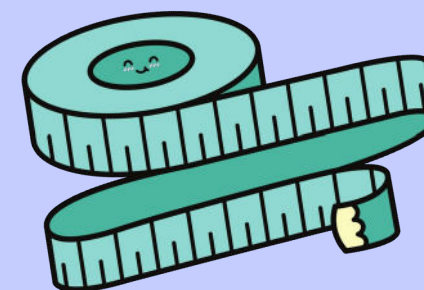
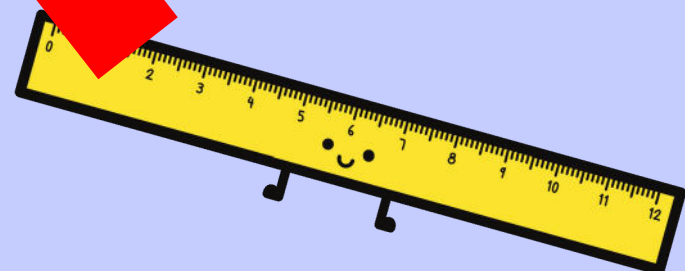




Well done!



PREVIEW

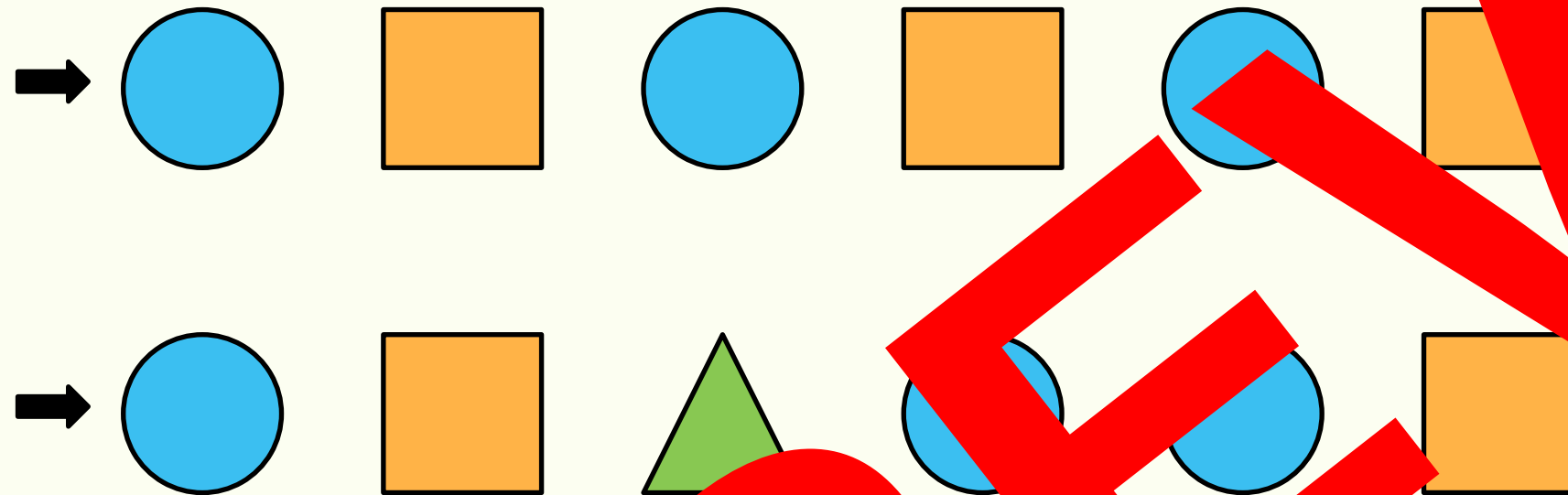


Copy, Continue and Repair Patterns - Foundation Quiz



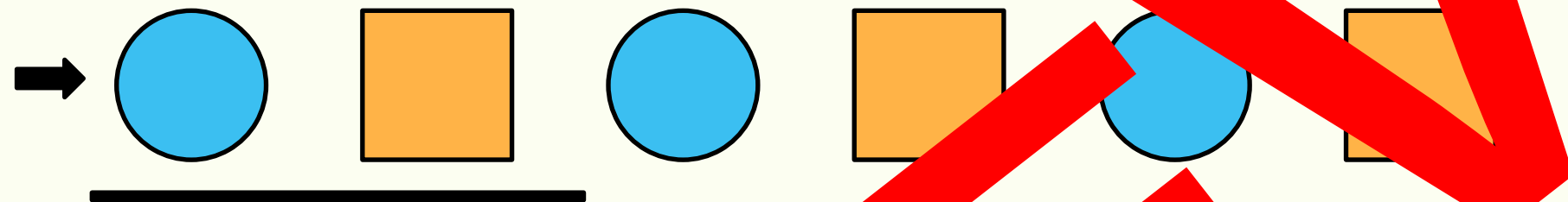
Question 1

Which row keeps the same order?



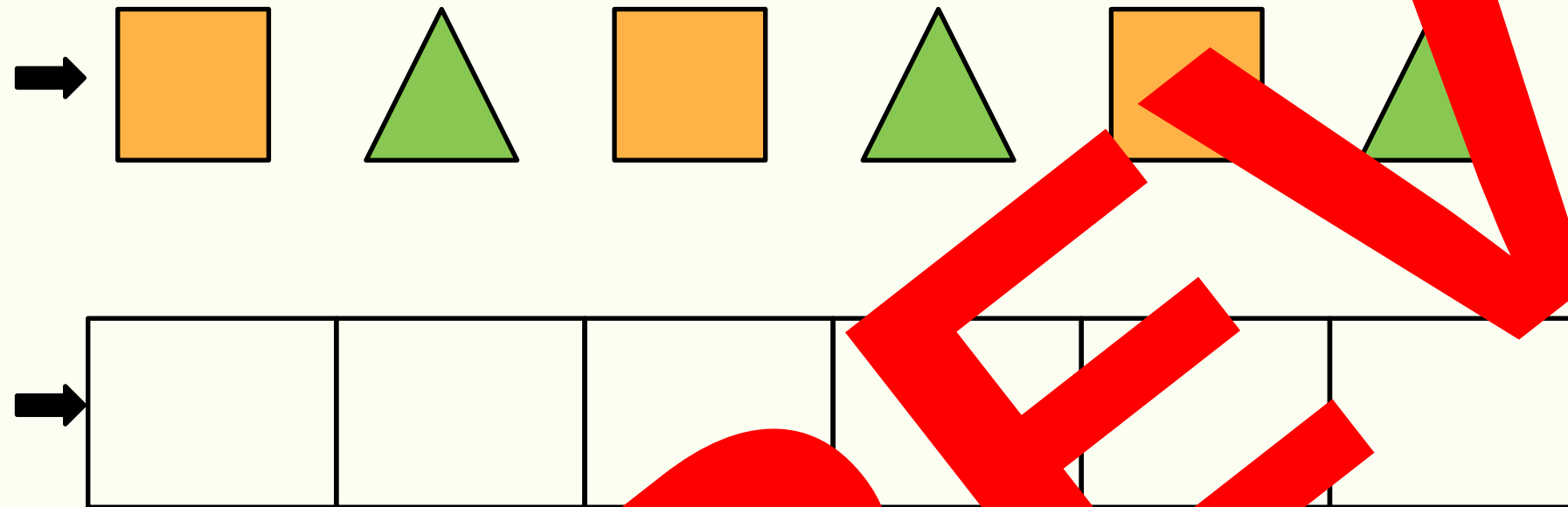
Answer 1

The first row: circle, square that repeats.



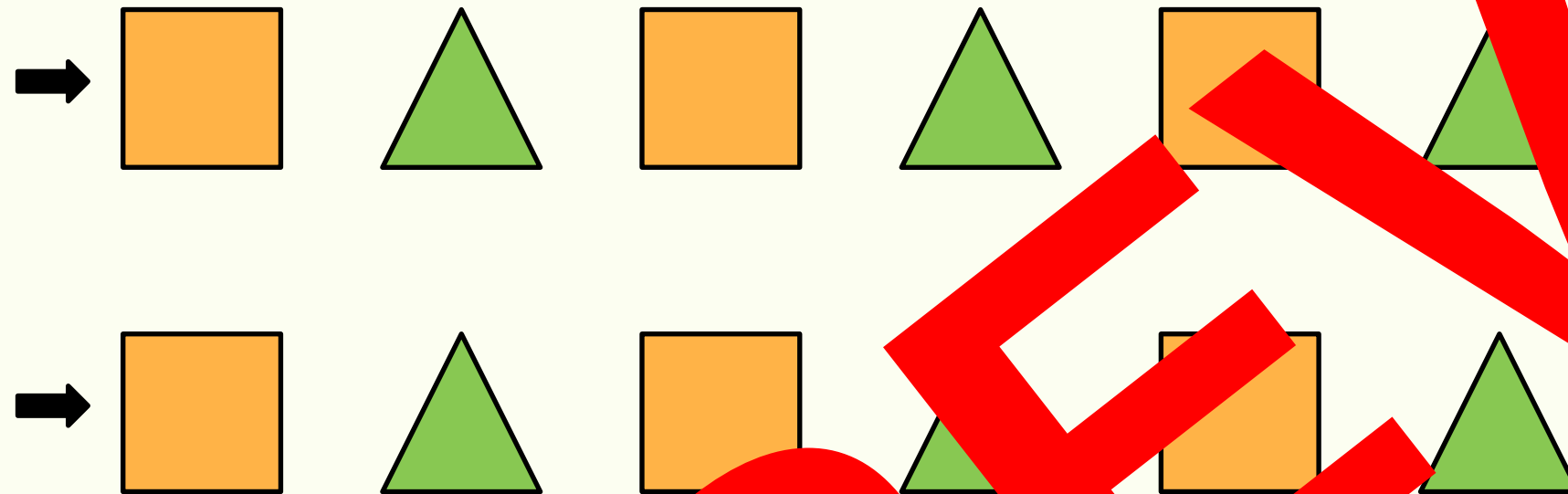
Question 2

Copy this row with your pieces.



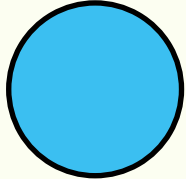
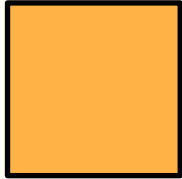
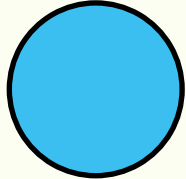
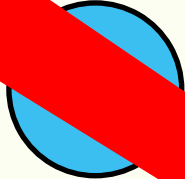
Answer 2

Square, triangle. Keep all six shapes in the same order.



Question 3

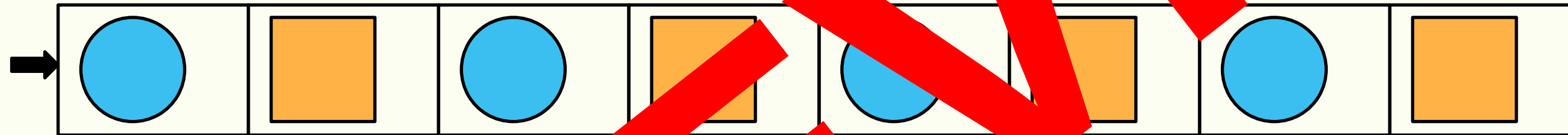
What two shapes come next?

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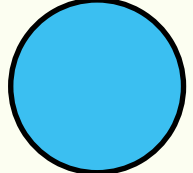
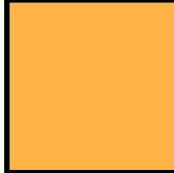
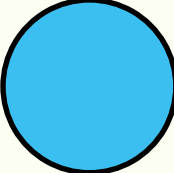
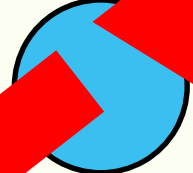
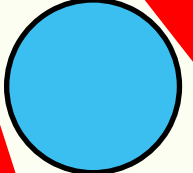
Answer 3

Circle, then square. Keep the same order.



Question 4

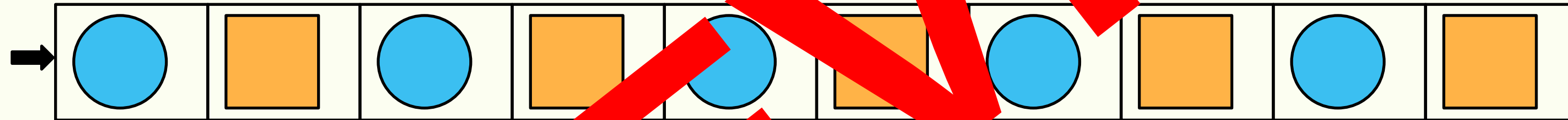
It stops at a circle. Add three shapes

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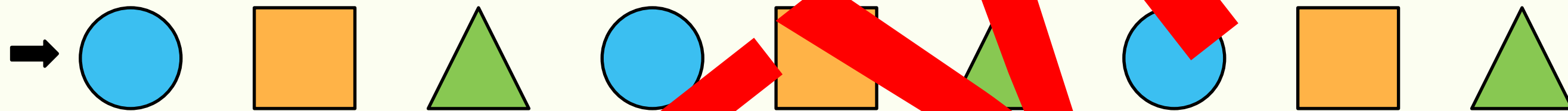
Answer 4

Square, circle, square. Keep going from the top.



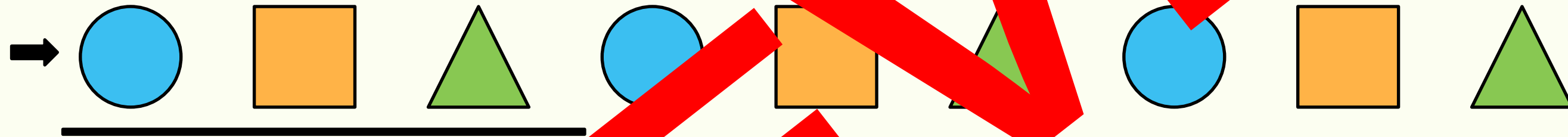
Question 5

Show the part that comes back.



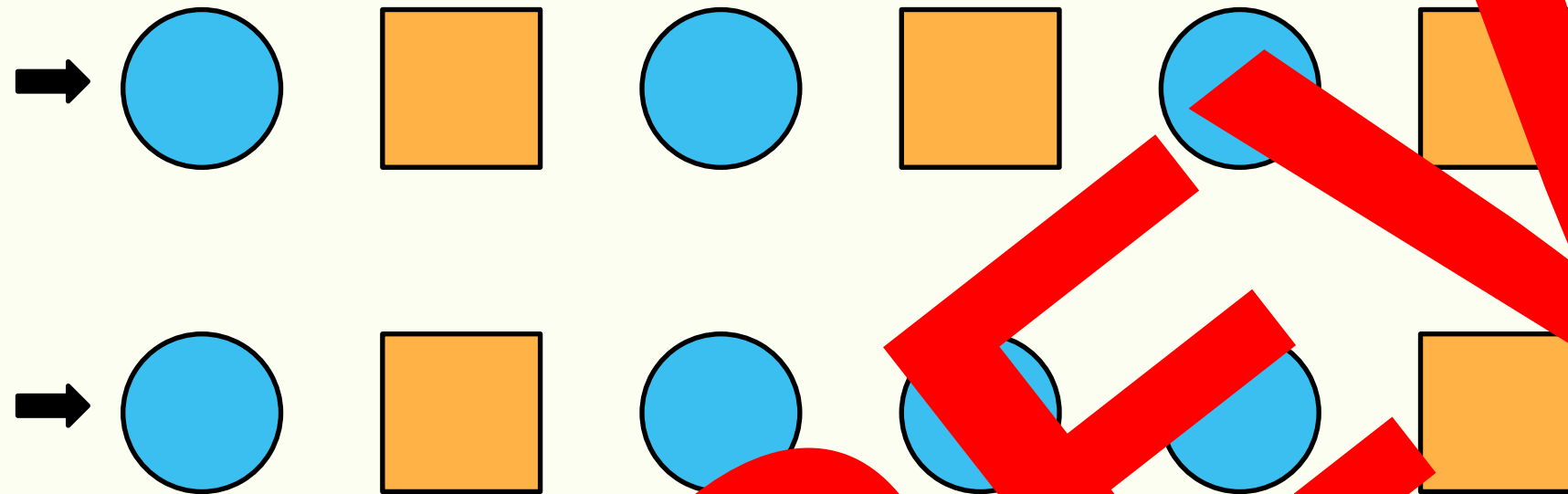
Answer 5

Circle, square, triangle. Those three shapes repeat.



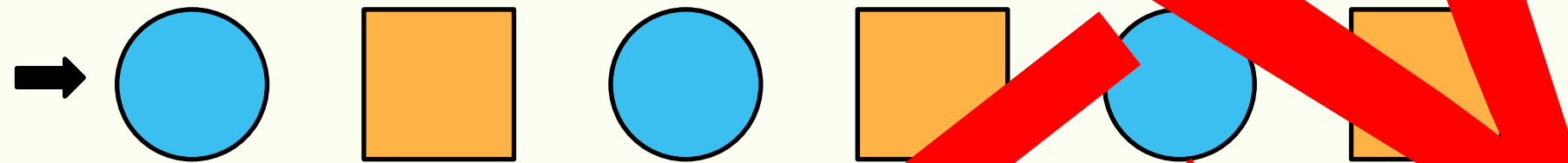
Question 6

One shape is wrong. Use the good one to fix it.



Answer 6

Swap the fourth circle for a square. Click all correct places.



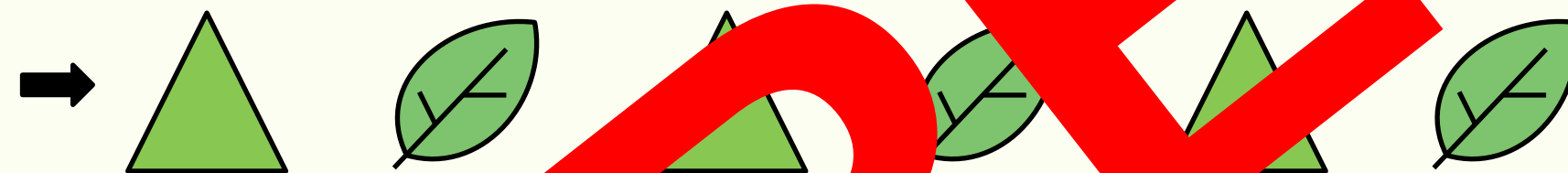
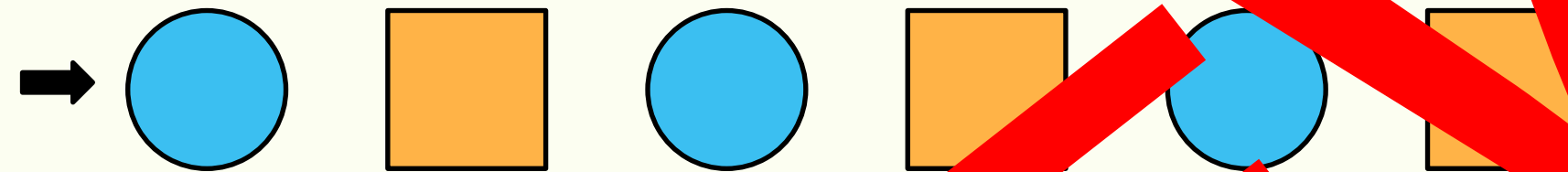
circle, square, circle, square, circle, square.



Question 7

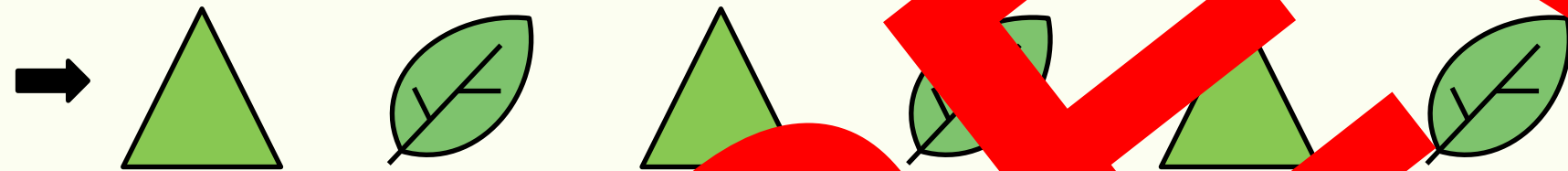
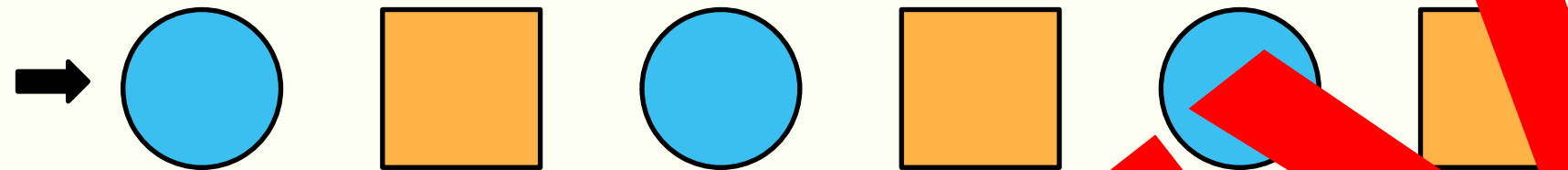
Do these rows follow the same pattern?

Circle becomes triangle. Square becomes leaf.



Answer 7

Yes. Circle becomes triangle. Square becomes leaf.



Question 8

What two actions does the text?

Circle means clap. Square means touch the table.

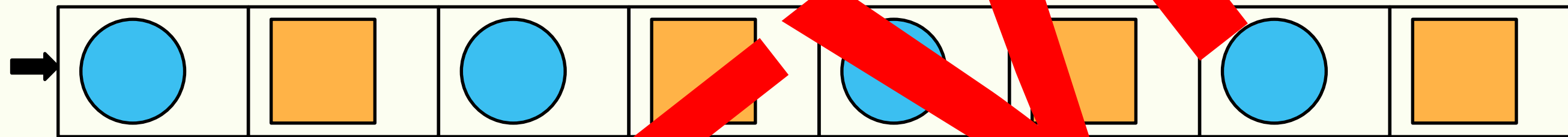
→	○	□	○	□	○	□		
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Clap, touch. Clap, touch. Clap, touch.



Answer 8

Clap, then touch. Pointing or quiet actions work too.

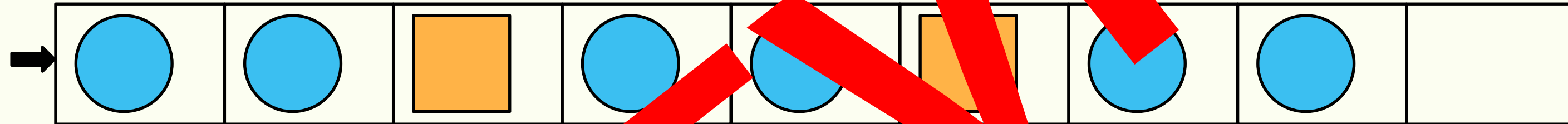


... then touch.



Question 1

Keep this pattern going

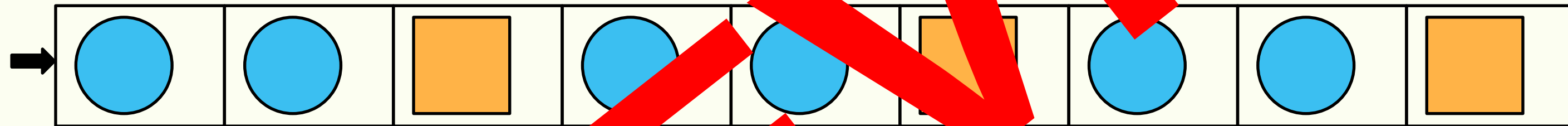


Try this challenge together if you need help.



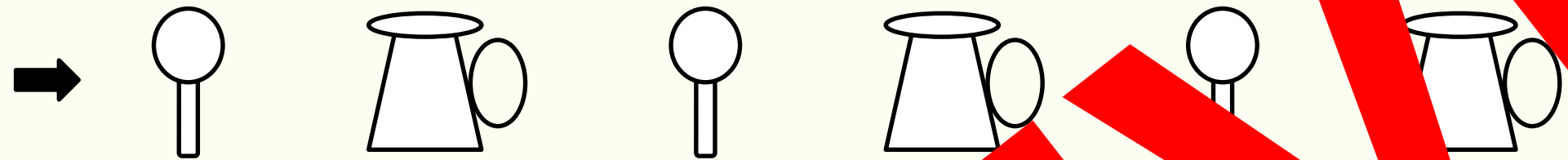
Answer a

Square comes next, after the circle



Question 10

Make a new copy and add to more

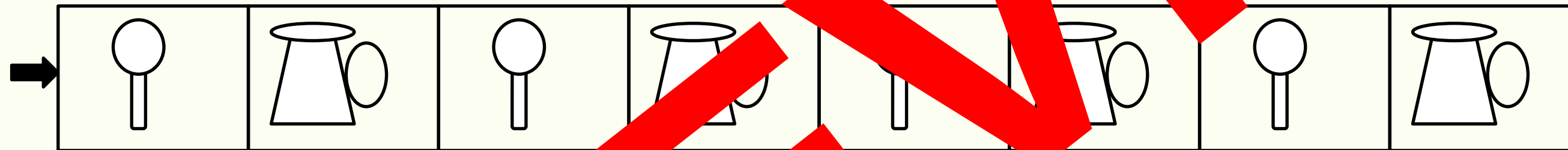


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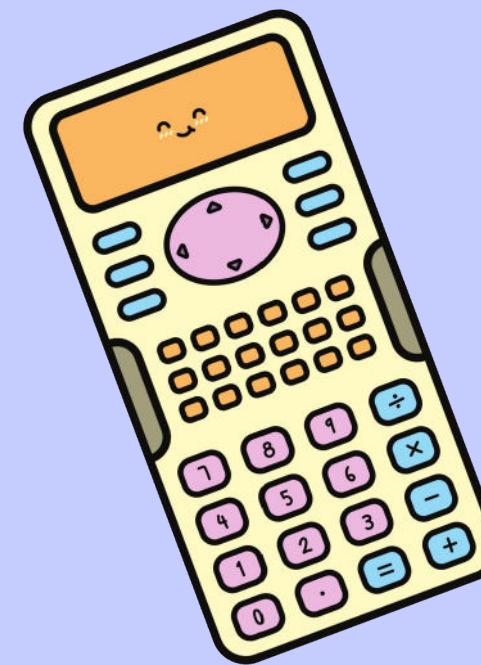
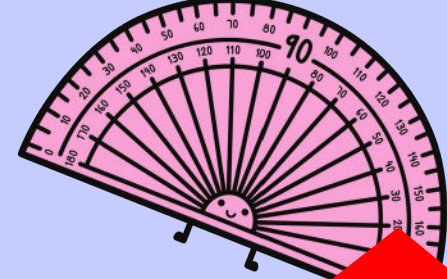
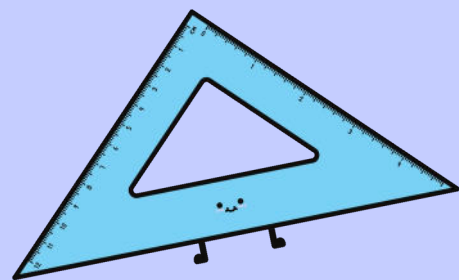
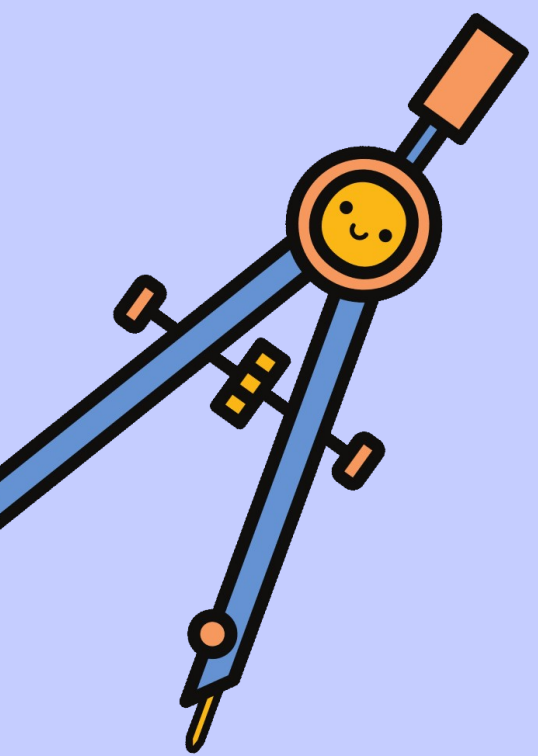
Answer 10

Copy all six objects. Then add a spoon and a cup.



Pictures and symbols work with one agreed key.





Well done!

