

## Identifying patterns

| Continue each pattern. |    |    |    |    |    |  |  |
|------------------------|----|----|----|----|----|--|--|
| 0                      | 6  | 12 | 18 | 24 | 30 |  |  |
| 0                      | 7  | 14 | 21 | 28 | 35 |  |  |
| 60                     | 52 | 44 | 36 | 28 | 20 |  |  |

Continue each pattern.

| 3 | 9  | 15 | 21 |
|---|----|----|----|
| 2 | 9  | 16 | 23 |
| 1 | 9  | 17 | 25 |
| 7 | 15 | 23 | 31 |
| 7 | 13 | 19 | 25 |
| 7 | 12 | 17 | 22 |

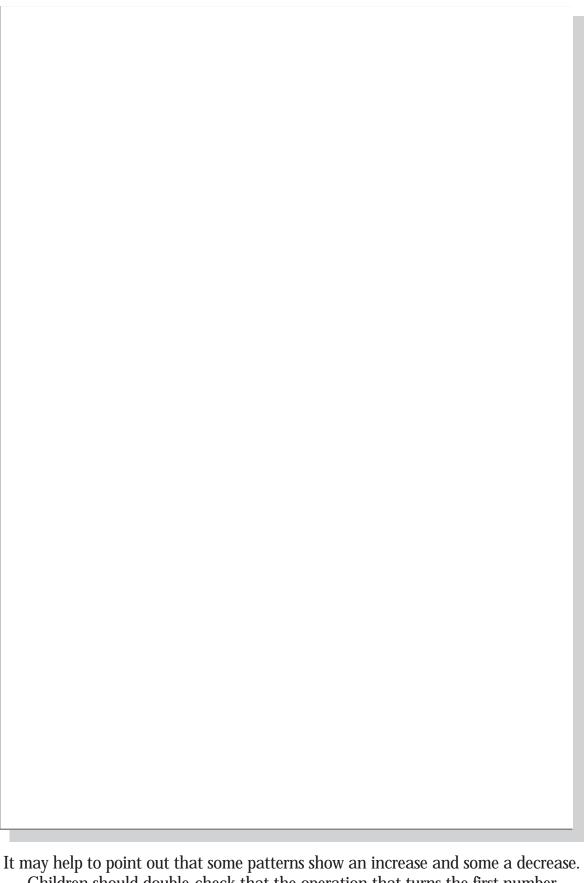
Continue each pattern.

| 71 | 65 | 59 | 53 |
|----|----|----|----|
| 90 | 82 | 74 | 66 |
| 56 | 49 | 42 | 35 |
| 72 | 66 | 60 | 54 |
| 96 | 88 | 80 | 72 |
| 48 | 42 | 36 | 30 |

Continue each pattern.

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4



It may help to point out that some patterns show an increase and some a decrease. Children should double-check that the operation that turns the first number into the second also turns the second number into the third. They can then continue the pattern.