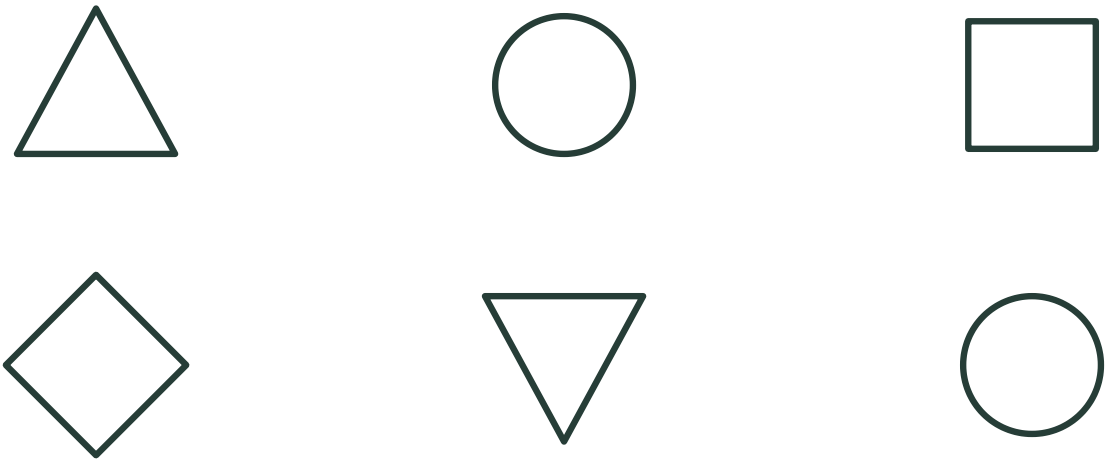
Shapes and patterns

Name _____ Date _____

1 Circle every triangle.



2 Look at the house. Colour every triangle.



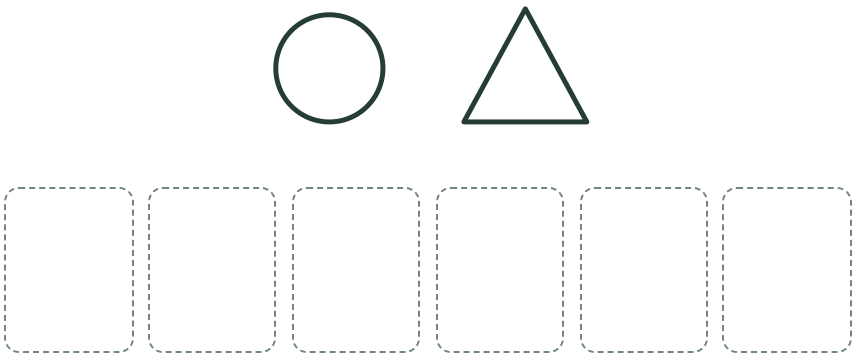
Shapes and patterns

Name _____ Date _____

3 **Look at the pattern. Draw the next three shapes.**

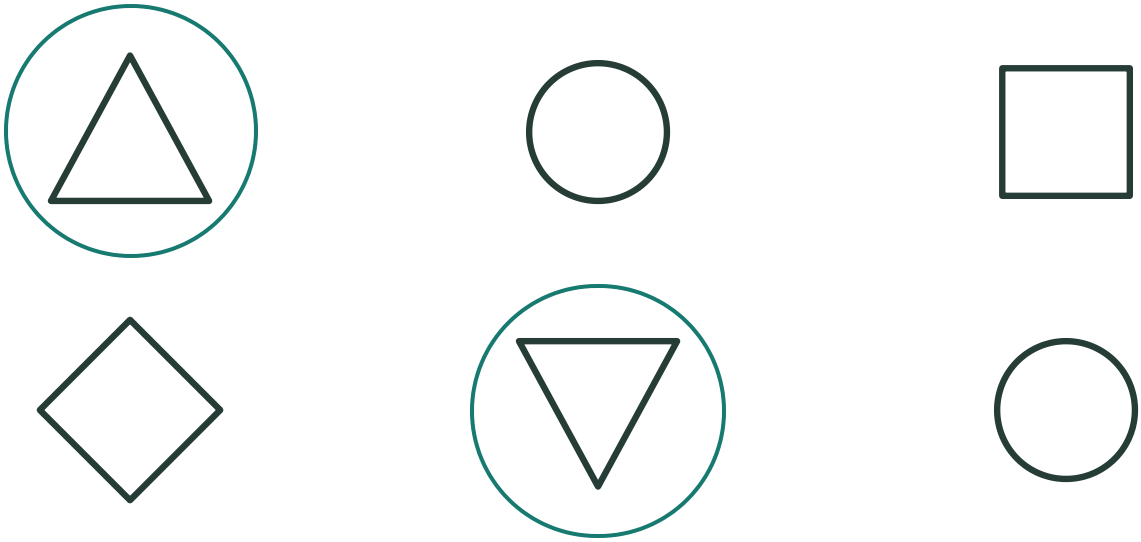


4 **Use circles and triangles to make a repeating pattern.**



Shapes and patterns

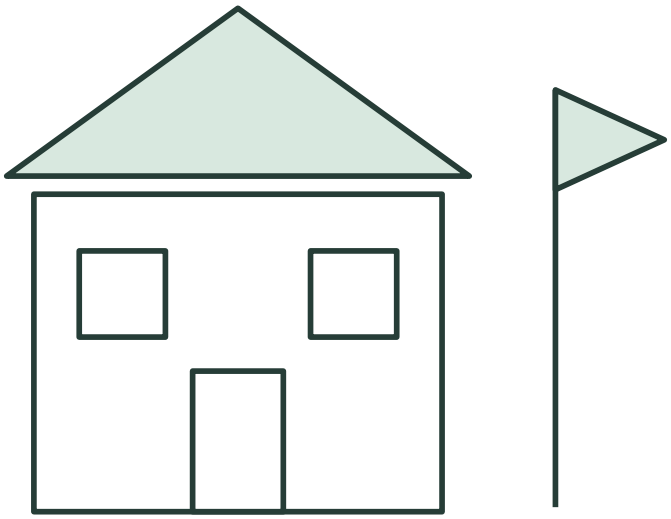
1 **Circle every triangle.**



Accept: Circle every triangle: positions 1 and 5 (read across each row). A turned square is still a square.

Shapes and patterns

2 Look at the house. Colour every triangle.



Accept: Colour the triangular roof and triangular flag. Leave the rectangular wall and door and the two square windows uncoloured.

Shapes and patterns

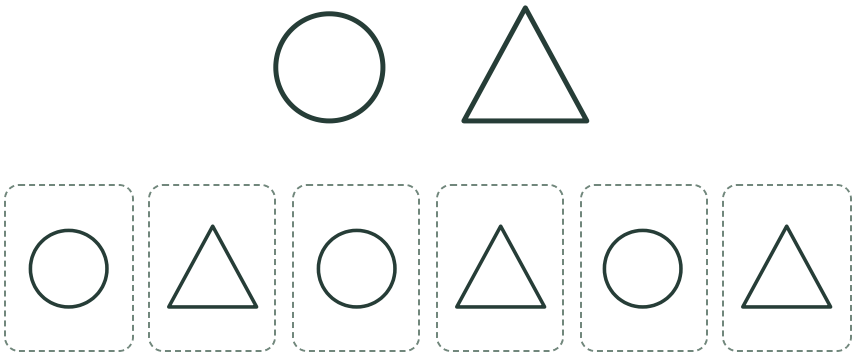
3 **Look at the pattern. Draw the next three shapes.**



Accept: Draw triangle, circle, triangle, in that order. Accept uncoloured outlines.

Shapes and patterns

4 **Use circles and triangles to make a repeating pattern.**



Accept: One example is circle, triangle, circle, triangle, circle, triangle. Accept any repeated two- or three-shape unit using both supplied shapes, repeated at least twice. This paper task supports pattern creation; record explanations separately.

Shapes and patterns

Alberta Kindergarten · Version 1

Before you begin

Give the child only the student pages. Read each instruction aloud once; repeat it if needed. Use an ordinary pencil or crayon. Model the printed example without completing the child's questions.

These pages are for practice. Use the observation prompts below to check the child's thinking. Mark the mathematical response, not colouring neatness or handwriting.

What to look for

Activity	Marking and acceptable responses
1	Circle every triangle: positions 1 and 5 (read across each row). A turned square is still a square.
2	Colour the triangular roof and triangular flag. Leave the rectangular wall and door and the two square windows uncoloured.
3	Draw triangle, circle, triangle, in that order. Accept uncoloured outlines.
4	One example is circle, triangle, circle, triangle, circle, triangle. Accept any repeated two- or three-shape unit using both supplied shapes, repeated at least twice. This paper task supports pattern creation; record explanations separately.

Observe separately

Show a circle, square, and triangle, including turned examples. Ask, “What is this shape called?” Record the child's words. For a pattern, ask, “What changes? What stays the same?” Record an explanation separately; circling a shape does not demonstrate independent naming or explaining.

Existing skills and curriculum links

S22.SPA.010: Name common two-dimensional shapes · S22.ALG.010: Copy and continue a repeating pattern · S22.ALG.AB101: Make a repeating pattern of your own

AXIS:AB.MAT.K.GEO.1 · AXIS:AB.MAT.K.PAT.1

Identify familiar two- and three-dimensional shapes, such as circles, triangles, cubes and cylinders. · Say what comes next in a repeating pattern. · Create a repeating pattern using a repeating part of one, two or three elements.