



Identifying patterns

Continue each pattern.

Steps of 2:	$\frac{1}{2}$	$2\frac{1}{2}$	$4\frac{1}{2}$	$6\frac{1}{2}$	$8\frac{1}{2}$	$10\frac{1}{2}$
Steps of 5:	3.5	8.5	13.5	18.5	23.5	28.5

Continue each pattern.

$5\frac{1}{2}$	$10\frac{1}{2}$	$15\frac{1}{2}$			
$1\frac{1}{4}$	$3\frac{1}{4}$	$5\frac{1}{4}$			
$8\frac{1}{3}$	$9\frac{1}{3}$	$10\frac{1}{3}$		$12\frac{1}{3}$	
$55\frac{3}{4}$	$45\frac{3}{4}$	$35\frac{3}{4}$			
$42\frac{1}{2}$	$38\frac{1}{2}$	$34\frac{1}{2}$			$22\frac{1}{2}$
7.5	6.5	5.5			
28.4	25.4	22.4		16.4	
81.6	73.6	65.6			
6.3	10.3	14.3			
12.1	13.1	14.1			17.1
14.6	21.6	28.6			
$11\frac{1}{2}$	$10\frac{1}{2}$	$9\frac{1}{2}$			
8.4	11.4	14.4		20.4	
$7\frac{3}{4}$	$13\frac{3}{4}$	$19\frac{3}{4}$			$37\frac{3}{4}$
57.5	48.5	39.5			



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Continue each pattern.

Steps of 2:	$\frac{1}{2}$	$2\frac{1}{2}$	$4\frac{1}{2}$	$6\frac{1}{2}$	$8\frac{1}{2}$	$10\frac{1}{2}$
Steps of 5:	3.5	8.5	13.5	18.5	23.5	28.5

Continue each pattern.

$5\frac{1}{2}$	$10\frac{1}{2}$	$15\frac{1}{2}$	$20\frac{1}{2}$	$25\frac{1}{2}$	$30\frac{1}{2}$
$1\frac{1}{4}$	$3\frac{1}{4}$	$5\frac{1}{4}$	$7\frac{1}{4}$	$9\frac{1}{4}$	$11\frac{1}{4}$
$8\frac{1}{3}$	$9\frac{1}{3}$	$10\frac{1}{3}$	$11\frac{1}{3}$	$12\frac{1}{3}$	$13\frac{1}{3}$
$55\frac{3}{4}$	$45\frac{3}{4}$	$35\frac{3}{4}$	$25\frac{3}{4}$	$15\frac{3}{4}$	$5\frac{3}{4}$
$42\frac{1}{2}$	$38\frac{1}{2}$	$34\frac{1}{2}$	$30\frac{1}{2}$	$26\frac{1}{2}$	$22\frac{1}{2}$
7.5	6.5	5.5	4.5	3.5	2.5
28.4	25.4	22.4	19.4	16.4	13.4
81.6	73.6	65.6	57.6	49.6	41.6
6.3	10.3	14.3	18.3	22.3	26.3
12.1	13.1	14.1	15.1	16.1	17.1
14.6	21.6	28.6	35.6	42.6	49.6
$11\frac{1}{2}$	$10\frac{1}{2}$	$9\frac{1}{2}$	$8\frac{1}{2}$	$7\frac{1}{2}$	$6\frac{1}{2}$
8.4	11.4	14.4	17.4	20.4	23.4
$7\frac{3}{4}$	$13\frac{3}{4}$	$19\frac{3}{4}$	$25\frac{3}{4}$	$31\frac{3}{4}$	$37\frac{3}{4}$
57.5	48.5	39.5	30.5	21.5	12.5

The patterns on this page are formed by adding or subtracting whole numbers but the items in each row are mixed numbers or decimals. Children should see what operation turns the first number into the second, and the second into the third, and then continue the pattern.