

Weeks 16 and 17 - Repeating Patterns “The Core Unit”

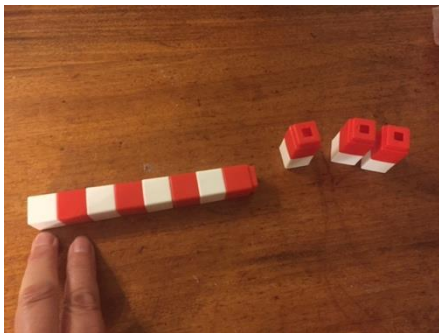
Strategies Gold Connection: #23 Demonstrates knowledge of patterns

The goal during these next two weeks is to teach children how to “*read*” patterns, that is, to help children really understand that repeating patterns have a *unit* that repeats (the **CORE UNIT**).

Your *Introduction* to repeating patterns is very important for building children’s understanding of the concept. Begin by reminding children that they have been learning about patterns all year (*count and move in patterns*). Do a *clap, tap* pattern (AB pattern) and tell them it is a pattern. Your chant will be “*clap, tap and clap tap and clap tap*, emphasizing the AB core unit. You could follow up with an AAB pattern of *clap, clap, tap and clap, clap, tap*. Always repeat the core unit at least three times. Discuss patterns in clothes, in the environment. You might read *Brown Bear, Brown Bear* by Eric Carl. Have children line up by boy girl **and** boy girl.

Introduce with WG activity from Week 17. Go straight to **Wednesday’s** whole group “Cube Pattern Trains”. **P.264** (but don’t wait until Wednesday of course). This is the **best** way to introduce repeating patterns. You can use two colors instead of three. Have enough cubes so that every child gets some cubes of the same colors (you have five boxes).

In Building Blocks we are *always* looking for what **unit** (smallest unit of repeat) comes next in a pattern – not just what comes next. So the question is “what **core unit** comes next?”



The **KEY** to the activity “Cube Pattern Trains” is that every child makes a **core unit** (see photo of red/white units). Demonstrate making the core unit by saying “**We put white on the bottom and red on top** (or whatever colors you choose)– “**that’s our core unit – white on the bottom and red on top**”. Then every child makes their own core unit and adds it to the train (which can be placed on the

floor while kids take turns adding their unit to it). When the train is made, chant the pattern “white red, **and** white red, **and** white red” – **Using two fingers to**

point to each unit while chanting – three fingers if you have used three colors. Don't worry, you get used to doing it! After the pattern has been chanted all the way to the end each child removes his/her unit and breaks it apart. This gives hands on experience making the smallest unit of the pattern.

Small Group Activity – Pattern Strips (Two Weeks)

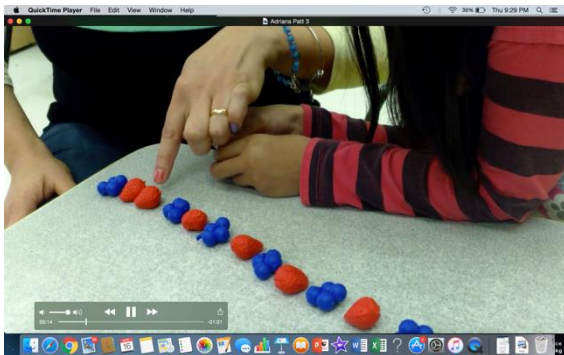
You need time for these activities. You want children to be able to duplicate



patterns and **extend** them, and maybe follow up by creating their own patterns. Extending the pattern is where you really get to see if children understand the pattern. Try to get children to make three new units of the pattern – extending the pattern beyond the strip. I usually say “Lets make this pattern train longer”. This is hard for some children but gently persist!

REMEMBER to use fingers (two

fingers for AB, three for ABB, to emphasize the core unit.



Finally, see if children can make their own patterns, transferring their knowledge by using different items to make patterns. Be sure there is a unit of repeat and that it is repeated at least 3 times.

“A teacher pointing out the inconsistency in her student’s AB pattern”

Computer: Pattern Planes 1 and 2. Marching Patterns 1 and 2.