

The striped sock in this story is trying to find the matching pattern of its pair. This book lends itself to supporting classification and sorting, as well as identification of simple patterns.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### THINK-MATH



#### Children will:

- ◆ Use language to classify objects according to basic characteristics
- ◆ Recognize simple patterns

#### Teachers will:

- ◆ Label patterns and object characteristics

### TEACHING TIP

Before creating patterns, toddlers first need an understanding of classification and sorting. Toddlers naturally enjoy sorting like-items, which helps them identify traits and how to group objects. Later comes patterning – predictable sequences based on a certain rule. For toddlers, focus on simple classification and patterning with only one rule at a time (e.g., sorting objects based on one shape or color). Throughout the day, call children’s attention to characteristics of objects and simple patterns around the classroom, such as an ABABA-type pattern.

### 1. INTRODUCE

- ◆ “Does anyone have stripes or dots on their clothes today? Some patterns match and some do not. We are going to read *A Pair of Socks* today. Let’s try to notice the different patterns in this story!”

### 2. READ THE BOOK

- ◆ Pause occasionally to label the patterns and differing/similar characteristics of the clothes in the pictures.
- ◆ Prompt children to identify and extend patterns with your support.

### Label Patterns and Object Characteristics

**Read:** “not the same, I can see.”

**Label:** “I see blue, red, blue, red, blue, red (*point to each color*) stripes on this sock. It makes a blue and red pattern.”

**Prompt:** “Let’s name the colors we see on the other sock (*point to each color*). Are they the same? You’re right, these sock patterns don’t match!”

**Read:** “but spots are wrong, too.”

**Label:** “This sock has yellow and red dots on it. I’m going to make a pattern as I point to them (*point*), yellow, red, yellow, red, yellow, red.”

**Prompt:** “Do these socks match? You’re right, this one has red and blue stripes, but this one has yellow and red dots. They’re not the same!”

**Read:** “I was going to give up, but *here* you are!”

**Prompt:** “Do these socks have the same pattern? Yes, they both go (*point and encourage children to join*) blue, red, blue, red. What would come after red?”

### 3. REVIEW

- ◆ “We looked at the colors and shapes in this book to find the matching sock patterns. Some were different and some were the same – do you see any matching or different patterns on our clothes?”

### 4. KEEP IT GOING

- ◆ Opportunities for patterning and classification arise all throughout the day. Try classification during Meals (e.g., sorting by type of food) or during transitions (e.g., everyone wearing blue can wash their hands first). Prompt children to try patterns of their own by modeling during Choice Time or Outdoor Time, with toys, blocks, counters, or natural objects.