

The ocean in this book is filled with patterned creatures and sounds. It provides many chances to identify, repeat, and extend simple patterns.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

Children will:

Teachers will:

THINK-MATH



- ◆ Recognize simple patterns in what they see and hear

- ◆ Prompt children to identify or repeat patterns

TEACHING TIP

As young children begin to learn about simple patterns, they also begin to understand that there is always an element that should come “next”. The idea they’re learning is that patterns are predictable, and they can go on indefinitely. Noticing and repeating patterns is an element of making sense of the world and the traits of objects. Toddlers may also notice patterns using their different senses, such as sound, visuals, or movements.

1. INTRODUCE

- ◆ “Patterns are all around us, and we can make patterns by repeating things back and forth. While we read this book called *Pattern Fish*, we will find lots of patterns and think about what comes next.”

2. READ THE BOOK

- ◆ Pause occasionally to prompt children to identify, repeat, or extend a pattern with your support.
- ◆ Label and call attention to both repeating patterns (e.g., ABAB) and increasing patterns (e.g., ABB).

Prompt Children to Identify or Repeat Patterns

Read: “Yellow-black, yellow-black, yellow...”

Label: “The colors of this fish are in a pattern of black and yellow, going back and forth. (*Point*) Yellow, black, yellow, black.”

Prompt: “What do you think comes next after yellow? Yes! Black. A pattern can keep going on and on.”

Read: “Stripe-dot-dot, stripe-dot-dot, stripe-dot...”

Label: “This is a tricky one. Dot would come next again. I see the colors on the borders are another pattern like this one. Yellow, red, red, yellow, red, red.”

Read: “Bubble-bubble-pop, bubble-bubble-pop, bubble-bubble...”

Prompt: “What do you think comes next? Pop! Let’s say it together. Bubble, bubble, pop! Bubble, bubble, pop!”

Prompt: “This pattern is about noises. What’s a noise pattern we could make? Maybe, clap, stomp, clap, stomp, clap, stomp (*clap and stomp together*). What else could we do?”

3. REVIEW

- ◆ “This book had patterns of noises, movements, and colors! We can figure out what’s included and comes next when we look at a pattern.”

4. KEEP IT GOING

- ◆ Encourage patterns in the contexts children most enjoy. For nonverbal children, engage them in patterns using their hands, feet, or movement. If a child is more interested in blocks than colorful counter toys, model patterns using different sizes (e.g., big block, small block, big block, etc.). Noticing children’s preferences can help you effectively scaffold and fold in pattern-learning naturally.