

This book follows Lu and her friends as they discover patterns in everyday life. This story shows patterns that can show up in activities, music, and different places.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### Children will:

#### Teachers will:

THINK-MATH



- ◆ Identify, repeat, or extend patterns
- ◆ Label patterns & objects characteristics

### TEACHING TIP

Patterns can be found all around, as well as throughout your daily routine. Children become familiar with patterns when they begin to notice and sort objects by their properties. They also experience patterns through repetitive motions, sounds, and visual cues. Encourage children to use their senses to seek patterns in everyday life. There are opportunities throughout the day to point out both different traits (e.g., “These animals live on land, these in water”) and repeating patterns (e.g., “You have a striped shirt on today! Yellow, green, yellow, green.”). These moments help build pattern knowledge over time.

### 1. INTRODUCE

- ◆ “If you look around, you can spot lots of different patterns all around us. We’ll practice today as we read this story, *Pitter Pattern*. The girl in this book discovers patterns all around her.”

### 2. READ THE BOOK

- ◆ Pause occasionally to label the patterns and object characteristics that Lu notices.
- ◆ Prompt children to compare characteristics and repeat/extend patterns in the story.

### Label Patterns & Object Characteristics

**Read:** “Boot, boot, puddle. Boot, boot, puddle. Another pattern! What comes next?”

**Label:** “Lu noticed this pattern has two boots that come before the puddle each time. Boot, boot, puddle.”

**Prompt:** “What comes next after puddle? What else do you notice about the boots? Do they all look the same?”

**Read:** “And the steps in Lu’s dance make a pattern.”

**Label:** “This dancing pattern has four parts – jump, hop, kick, twirl. Jump, hop, kick, twirl.”

**Prompt:** “What other patterns are on this page? The dance one was tricky! Do you see the pattern of the two colors on the page? What about the pattern of the drumbeats?”

**Read:** “Saturday”

**Label:** “There are many patterns in the buildings, cars, and trees. One I spotted is the color of these cars – white, red, green, white, red, green. I could also sort them by big trucks and small cars.”

**Prompt:** “What patterns do you notice on this page (*encourage children to point to the picture*)?”

### 3. REVIEW

- ◆ “Today we saw patterns in boots, dancing, cars, and so much more. Patterns are everywhere. Look around you. Do you see any patterns around like Lu found in the book?”

### 4. KEEP IT GOING

- ◆ Encourage children to find patterns and repeat them on their own. Beyond looking for patterns in the environment, try creating and modeling patterns and then prompting children to try them out too. This can become a game (e.g., you or a child starts a clap/stomp pattern and everyone repeats it) or a conversation you engage in at Meals (e.g., “I’m going to line up my snack by cracker, cucumber, cracker. How will you sort your snack?”).