

Patterning

In this story, Bina makes colorful patterned bracelets for Raksha Bandhan, a celebration of brothers and sisters. This story gives chances to identify and extend the patterns shown in the bracelets.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK-MATH



Children will:

- ◆ Label patterns & object characteristics

Teachers will:

- ◆ Prompt children to identify, repeat, or extend patterns

TEACHING TIP

Children naturally gravitate towards sorting and grouping based on common traits or characteristics. With practice, this builds the skills needed for creating and recognizing patterns. To create patterns, children need an understanding of a variety of traits. A particular rule applied to these traits leads to sequences that makes a pattern. Encourage preschoolers to recognize and extend patterns of varying complexity, such as within repeat patterns (e.g., ABABAB) or increasing/decreasing patterns (e.g., ABBB).

1. INTRODUCE

- ◆ “Have you ever made a pattern using art materials? What about toys or blocks? In this book, *Bracelets for Bina’s Brothers*, we’ll see what patterns Bina creates using beads.”

2. READ THE BOOK

- ◆ Pause occasionally to prompt children to identify, repeat, or extend the patterns Bina makes.
- ◆ Label and model making more complex patterns within the pictures.

Prompt Children to Identify, Repeat, or Extend Patterns

Read: “She strung blue-green-blue-green, then...”

Label: “Bina is making a pattern using a blue bead, then a green bead, and repeating that over and over.”

Prompt: “What would come next after green in this pattern? Then what comes after blue?”

Read: “green-orange-green-orange, then...”

Prompt: “Is this pattern the same as the last pattern? What is this new pattern, can you point to it?”

Model: “I see a lot of beads on the ground in front of Bina. I’m going to point to a new pattern (*point*), green, green, orange, green, green, orange.”

Prompt: “She strung them: orange-orange-green-green, and then —”

Label: “This pattern is a little different from the last two. This one has two greens and then two oranges.”

Prompt: “How can we make this pattern go longer? What comes next? Let’s try together: Green, green, orange, orange, green, green, orange, orange...”

3. REVIEW

- ◆ “Bina made a few different patterns in this story. Patterns show us what comes next, and they can keep repeating over and over when we know what the pattern is.”

4. KEEP IT GOING

- ◆ Extend the concept of patterning throughout the day as children are engaged in various activities. You can encourage children to look at their clothes or images in the classroom to identify patterns. As children gain practice identifying patterns, you may challenge them to make patterns using more complex pattern types (e.g., ABCABC) or to sort by more than one trait (e.g., all the square blocks that are blue).