**Math Talk**

**Child Vocabulary:**

<table>
<thead>
<tr>
<th>Math Vocabulary</th>
<th>Age-Appropriate Definition</th>
<th>Hand Motion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern</td>
<td>“Something that repeats over and over again”</td>
<td>Point 2 index fingers towards one another and move in circular motion</td>
</tr>
</tbody>
</table>

**Adult Vocabulary:**

<table>
<thead>
<tr>
<th>Math Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB vs. ABB patterns</td>
<td><img src="image" alt="AB AB ABB ABB patterns" /></td>
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</table>

**Self-Talk:** is when you narrate your own actions. Here are some examples of how to use self-talk to practice patterning:

- When getting dressed, “I am wearing a pattern on my shirt. The stripes go: white, black, white, black, white black…”
- When listening to music, point out the repeating rhythm, “I hear a pattern in this song, it goes: drum, drum, ding, drum, drum, ding…”

**Parallel-Talk:** is when you narrate the child’s actions. Here are some examples of how to use parallel-talk to practice patterning:

- When a child is stacking blocks say, “You made a pattern tower! It goes: red, blue, red, blue…”
- When a child is dancing say, “You are moving in a pattern by swinging your hips left, then right, then left, then right,…”
**Build**

**Teaching Strategies GOLD Objective:**

23 Demonstrates knowledge of patterns:

(Green, Blue, and Purple)
- Copies simple repeating patterns
- Extends and creates simple repeating patterns
- Recognizes, creates, and explains more complex repeating and simple growing patterns.

**Play and Connect**

Here are some ideas for continuing to play and learn about patterning!

**In The Classroom:**

- When lining up during transitions, put students into a line as a pattern, such as: long sleeves, short sleeves, long sleeves, short sleeves, etc. See if the children can discover the pattern.
- During meals, see if the students can make a pattern with their food. For example: cracker, cracker, cheese, cracker, cracker, cheese, etc.

**At Home Visit:**

- Have the parent play “Eye-Spy a Pattern” with their child. Encourage them to go on a hunt for patterns that they see throughout their day. Tell the parent to describe a pattern they see to their child and see if the child can find the pattern too!
- Have the parent start a sound pattern by using different sounds to create a pattern. For example: clap, clap, snap, clap, clap, snap, etc. See if their child can continue the pattern.

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**Book Recommendation:**

*Press Here* by Hervé Tullet

**Song Recommendation:**

*Head, Shoulders, Knees and Toes*