



# What's Next?

## INSTRUCTOR GUIDE



### Math Talk

#### Child Vocabulary:

##### Math Vocabulary

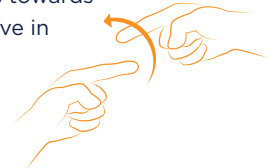
Pattern

##### Age-Appropriate Definition

"Something that repeats over and over again"

##### Hand Motion

Point 2 index fingers towards one another and move in circular motion



#### Adult Vocabulary:

##### Math Vocabulary

AB vs. ABB patterns

##### Definition

AB:

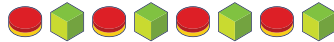


ABB:



**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.



#### Book Recommendation:

Pitter Pattern  
by Joyce Hesselberth

## 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, snap, etc. See if their child can continue the pattern.

Learn more about playing math at  
[Zenomath.org/partner-resources/](https://zenomath.org/partner-resources/)

## TS GOLD ALIGNMENT

Game Level      Name/Description



Seed

2 Years

#### Pre-Patterner

A child may not recognize patterns yet. They may see a striped shirt with no repeating unit and call it a pattern.



Sprout

3 Years

#### Pattern Copier

Child copies simple repeating patterns. For example, copies the teachers as they string beads that go: green, yellow, green, yellow, green, etc.



Sprout

4 Years

#### Pattern Extender AB

Child is able to extend AB repeating patterns. When shown a pattern that goes: black, orange, black, orange, the child is able to add to it: black, orange.



Bloom

5 Years/Kinder

#### Pattern Extender (non AB) and Explainer

A child is able to extend patterns, even if they are not AB, for example they may extend an ABBA pattern. A child can explain or describe a pattern. They may say, "This is a pattern, it goes: purple, white, purple, white, purple!"



Bloom

5 Years/Kinder

#### Pattern Creator

Creates and explains simple AB patterns and may begin creating more complex ABBA patterns. For example, a child creates a tower that goes: cube, rectangular prism, cube, rectangular prism, cube, etc.