

How can hands and feet be used to make sound patterns?

Make a physical pattern:

- Clap your hands and stomp one foot in a particular sequence (clap, clap, stomp; clap, clap, stomp; clap, clap, stomp). Have your child repeat the same sequence. Then together create variations of the pattern.
- Teach your child simple dances that include a sequence of steps and movements.



In what ways do authors use patterns in songs and stories?

Many children's books and songs repeat lines or passages in predictable ways, allowing children to recognize and predict the patterns. Robert Munsch's stories are delightful to read aloud because of this, as is Judith Viorst's *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

- Look together for patterns in various storybooks and songs. (“There was an old woman who swallowed a fly...” or “Five little monkeys, jumping on a bed...”)
- Ask your child to compose a new line for the pattern in a book or song.

What different types of shape patterns are there at home or in your neighbourhood?

There are patterns everywhere, if we pay attention to them. Can you uncover some of the patterns around us?

- Ask your child to try and identify patterns in clothing, in wall paper, in tiles, on toys, and among trees and flowers in the park. What makes something a pattern? Talk a bit about shape, size, and colour, and how they make things seem alike.
- Encourage your child to describe the patterns he or she finds.
- Identify the features of the patterns that are repeated. What makes the items part of a pattern (ie., all the gloves have fingers, all of the leaves are green, all of the tiles have a diamond shape in the center).

What words can be used in describing patterns?

In a repeating pattern, the pattern core is the part of the pattern that continuously recurs (for example, in the pattern ABB, ABB, ABB, the pattern core is ABB).

- Lay down a row of 9 spoons so that the handles point up or down in a pattern core of up, up, down (up, up, down; up, up, down; up, up, down). Give your child six spoons and ask him to extend the pattern.
- Make the pattern core longer (ie., up, up, down, up; up, up, down, up; up, up, down, up) or by changing one of the pattern core elements (ie., up, up, down, sideways; up, up, down, sideways; up, up, down, sideways).
- Ask your child to describe the patterns he/she created.

What patterns are there in a one hundred chart?

Make a one hundred chart. Ask your child to look for patterns up and down, across or diagonally in the chart. What do you notice if you count down the 1's column? What is the same in every column? What else do you notice?

Have your child pick out all the numbers that contain a 2 or a 7 and describe the different number patterns that he or she sees.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100