

What Comes Next?



Activity: Children identify a pattern unit then draw what comes next in the pattern.

The children will use their eye-hand coordination to duplicate identical patterns with at least two elements.

V. Mathematical Thinking

V.C.1. Identifies and extends a simple AB pattern

http://www.floel.org/standardsresource/standards.html#d=V&a=four_year_olds

Lesson

1. Discuss with children what a pattern is and what a pattern is not. Draw examples of patterns and non-patterns on the dry erase board and ask, "Is this a pattern or not a pattern?"
2. Draw a simple pattern on the dry erase board (e.g., smiley face, sad face/smiley face, sad face; triangle, circle, square/ triangle, circle, square).
3. Ask the children to help you describe the pattern unit (e.g., smiley face, sad face/smiley face, sad face; triangle, circle, square/ triangle, circle, square).
4. Ask the following questions, "What comes next in the pattern? Who can draw what comes next in the pattern?"
5. Choose a child to draw the next three objects on the dry erase board.
6. Repeat steps two through five until all of the children have had a turn.

Materials Needed

Dry erase boards
Dry erase markers (at least three different colors)

Checking for Understanding

Children will demonstrate their understanding of the lesson by:
-duplicating identical patterns with at least two elements.

Scaffolding

-If a pattern unit with three elements is too difficult for the children, then start with a pattern unit with two elements.
-Create pattern unit where the object remains the same and the color changes (e.g., red flower, blue flower, green flower/red flower, blue flower, green flower).

Extensions

-Dramatic Play: provide clothespins and a basket with a variety of socks for the children to create patterns by hanging socks on a clothesline (string/rope).
-Literacy/Writing: provide dry erase boards and markers.