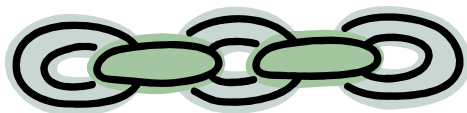


Paper Chain Patterns



Suggested Group Size

Small group

Objective(s)

The children will duplicate identical patterns with at least two elements and describe the pattern units.

Activity

Children will copy identical patterns and describe the pattern unit. Children will create their own patterns with at least two elements using paper strips of different colors to make a paper chain.

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **c. Patterns and Seriation**
 - **A.c.1.** Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)
 - **A.c.1.b.** Child duplicates identical patterns with at least two elements.
 - **A.c.1.c.** Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern)

Materials

- Assorted colors of construction paper cut into 1" strips
- Scissors
- Glue
- Optional Book(s): *Pattern Fish* by Trudy Harris
Pattern Bugs by Trudy Harris

Procedures

Before You Begin the Lesson

1. Cut the construction paper into one inch strips of equal length (see Figure 1).

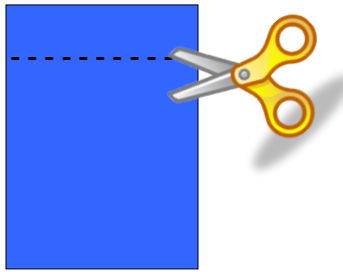


Figure 1

Small Group

1. Begin the lesson by reading one of the optional books or a book of your choice to introduce the concept of patterns. Follow the reading with a discussion to review the concepts presented.
2. Create a simple pattern with at least two elements using the construction paper strips (e.g., red/blue/yellow, red/blue/yellow) and ask the children to describe the pattern unit (e.g., red/blue/yellow). Next ask the children to copy the pattern using the construction paper strips.
3. Allow the children to create their own patterns with at least two elements and then describe the pattern unit.

Adaptations

- Assist the children with duplicating patterns, creating patterns, and identifying pattern units, as needed.
- String popcorn and dried cranberries to create a pattern instead of paper strips.
- Provide a variety of ink colors and rubber stamps (e.g., bugs, fish). Allow the children to create their own patterns (e.g., blue fish, red fish, blue fish, red fish).

Extensions

- Create an area in the classroom to showcase the different patterns that the children have made.
- **Art area:** add paper strips, glue, and scissors. Allow the children to create their own patterns.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- duplicating identical patterns with at least two elements
- creating patterns with at least two elements
- recognizing pattern units.

Related Standards for Four-Year-Olds

- **I. Physical Health**
 - **A. Health and Wellness**
 - **A.2.** Shows visual abilities to facilitate learning and healthy growth and development
 - **D. Fine Motor Development**
 - **D.2.** Uses eye-hand coordination to perform fine motor tasks

- **II. Approaches to Learning**
 - **A. Eagerness and Curiosity**
 - **A.1.** Shows curiosity and is eager to learn new things and have new experiences

- **III. Social and Emotional Development**
 - **B. Relationships**
 - **b. Peers**
 - **B.b.1.** Interacts with and develops positive relationship with peers
 - **c. Adults**
 - **B.c.1.** Develops positive relationships and interacts comfortably with familiar adults