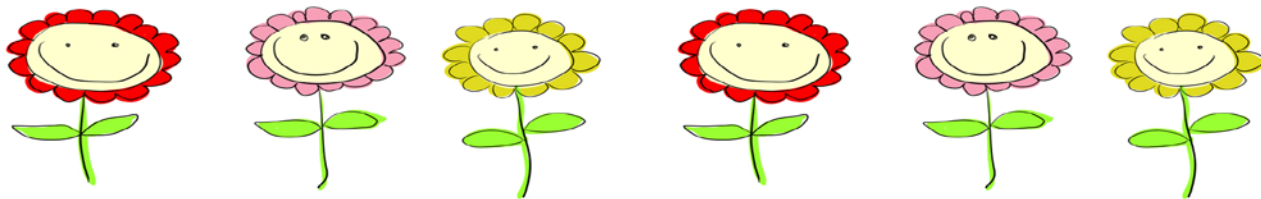


What Comes Next?



Suggested Group Size

Small Group

Objective(s)

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

Activity

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

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

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **A.c. Pattern and Seriation**
 - **A.c.1.** Understanding characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, versus a non pattern like a rainbow)
 - **A.c.1.b.** Child duplicates identical patterns with at least two elements.

Materials

- Dry erase board
- Dry erase markers (at least three different colors)

Procedures

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 non-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.

Adaptations

- 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

- Add related materials to classroom centers:
 - **Dramatic Play:** provide clothespins and a basket with 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.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- duplicating identical patterns with at least two elements.

Related Standards for Four-Year-Olds

- **I. Physical Development**
 - **Health and Wellness**
 - **A.2.** Shows visual abilities to facilitate learning and healthy growth and development
 - **D. Fine Motor Development**
 - **D.2.** Uses hand-eye coordination to perform fine motor tasks
 - **D.3.** Shows beginning control of writing by using various drawing and art tools with increasing coordination
- **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.b. Peers**
 - **B.b.2.** Develops special friends
 - **B.b.3.** Shows care and concern for others
- **IV. Language, Communication, and Emergent Literacy**
 - **E. Conversation**
 - **E.1.** Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
 - **E.1.a.** Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem solving).

Related Standards for Four-Year-Olds (continued)

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **A.c. Pattern and Seriation**
 - **A.c.1.** Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements
 - **A.c.1.a.** Child recognizes patterns and non-patterns.
 - **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 dog/cat/cow/dog/cat/dog/cow pattern).