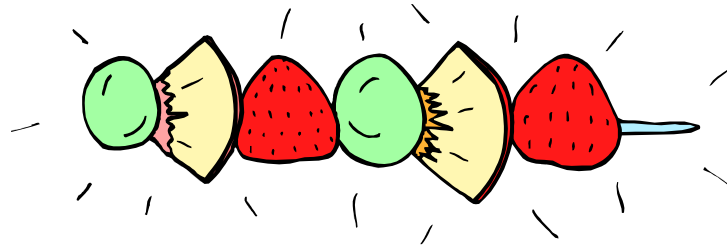


Fruity Patterns



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 will use math manipulatives and fruit to copy identical patterns and to create their own patterns with at least two elements.

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

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **A.c. Patterns 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.b.** Child duplicates identical patterns with at least two elements

Materials

- Assorted fruits (e.g., strawberries, apples, grapes, cherries, pineapple, bananas, kiwi)
- Sharp knife for cutting the fruit (for adult use only)
- Marshmallows (optional)
- Plates, forks, and napkins
- Wooden skewers with blunt tips (one per child)
- Small bowls to hold the fruit and marshmallows
- Math manipulatives (e.g., small colored blocks, colored links, or colored counters)
- Book: *Zoe's Hat: A Book of Color and Patterns* by Sharon Lee Holm
 - Supplemental Book(s):
Fruits by Sara Anderson

Procedures

1. Cut the fruit into small pieces and place in small bowls.
2. Make sure the ends of the skewers are not sharp. You may need to cut off the sharpened end.
3. Begin the lesson by reading *Zoe's Hat: A Book of Color and Patterns* by Sharon Lee Holm to introduce the concept of patterns. Follow the reading with a discussion to review the concepts presented.
4. Create a simple pattern with at least two elements using the math manipulatives (e.g., red/yellow/blue, red/yellow/blue). Ask the children to describe the pattern and then copy the pattern using the same math manipulatives that you used.
5. Allow the children to use the math manipulatives to create their own patterns and then describe the patterns.
6. Explain that now you will use fruit instead of math manipulatives to make fruity patterns.
7. Display the bowls of fruit and marshmallows.
8. Show the children how to create a pattern using various pieces of fruit. Ask the children to help you describe the pattern.
9. Give each child a plate, a skewer, and plastic fork to use when choosing fruit.
10. Allow the children to create their own patterns. Ask each child to describe his/her pattern before eating the fruit.

Adaptations

- Provide small plastic gloves for children who may have sensory sensitivities.

Extensions

- Make a chart to show the different patterns that the children created.
- In a newsletter to families, include patterning activities that families can try at home with their children using common items (e.g., buttons, dried beans, assorted pasta shapes).

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- using their eye-hand coordination to duplicate identical patterns with at least two elements.

Related Standards for Four-Year-Olds

• I. Physical Development

○ A. Health and Wellness

- **A.2.** Shows visual abilities to facilitate learning and healthy growth and development
- **A.10** Makes healthy food choices

○ D. Fine Motor Development

- **D.2.** Uses eye-hand coordination to perform fine motor tasks

Related Standards for Four-Year-Olds (continued)

- **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.1.** Interacts with and develops positive relations with peers
 - **B.c. Adults**
 - **B.c.1.** Develops positive relationships and interacts comfortably with familiar adults

- **IV. Language, Communication, and Emergent Literacy**
 - **E. Conversation**
 - **E.2.** Initiates, ask questions and responds to adults and peers in a variety of settings
 - **E.2. a** Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.
 - **E.2.b.** Child provides appropriate information for the setting (e.g., introduces himself or herself, request assistance, answers questions by providing name and address to a police officer or other appropriate adult).