

1

Which line repeats

Build two short lines of real objects on the floor where every pair can see them. One line repeats, such as pencil, rubber, pencil, rubber, pencil, rubber. The other is the same objects in no order. Students point to the line that repeats.

"One of these repeats and one does not. Point to the one that repeats."

"How do you know?"

Rebuild both lines several times with different objects and swap which side each is on, so students are choosing by what they see rather than remembering where it was.

2

Say the two things that repeat

Give each pair two kinds of object from the same tub, such as counters and blocks, and build a line for them that goes counter, block, counter, block. Students take turns running a finger along the line and saying the two things aloud. Say it with them for the first few turns and then drop out.

"Counter, block, counter, block. That is the part that repeats."

"Show me where it starts again."

Listen for students who name every object in the line but cannot stop at the end of the repeating part. Cover all but the first two objects for those students, then uncover one object at a time.

3

Find one on yourself

Students look at their own clothes, shoes and hands for something that repeats, such as stripes, buttons down a shirt, the tread on a shoe or their own fingers. Each student shows their pair and says what repeats.

"Find something on you that repeats. Say what it is."

"Show your partner where it starts again."