

1

Decide the part before you build

Take two kinds of thing from the tray and say what the repeating part will be before touching anything. Lay that part down, then lay it down again, and again, saying it aloud each time. A pattern is made by choosing a small part and repeating it, not by putting objects in a line and hoping one turns up.

"My repeating part is going to be pasta, block."

"Pasta, block. Pasta, block. Pasta, block. Now I have a pattern."

"What was my repeating part? Say it with me."

Build a second line beside it that uses the same two things but a different repeating part, such as pasta, pasta, block. Two lines made from the same materials look different because the repeating part is different, and that is what students need to hear you name.

2

Say the rule, build the rule

Decide a repeating part but keep it hidden, say it aloud twice, and have a student build it from the words alone. Uncover yours and compare. If the two do not match, the words were not clear enough, so say it again together rather than fixing the objects.

"My rule is bead, bead, block. Build it without looking at mine."

"Say the rule back to me before you start."

Then do the same with sound. Clap, clap, stamp, held steady while the class joins in, and one student makes up a rhythm of their own for everyone to copy. The repeating part works the same way whether it is made of objects or of sounds.

Action cards for sound and movement patterns

clap

stamp

click

pat knees

tap head

jump

nod

shh

hum

stomp

wave

tap shoulders

Blank cards for actions the class invents
