

Copy My Pattern

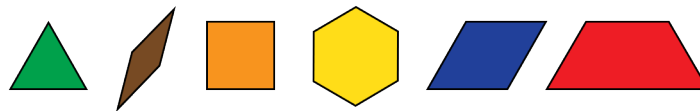
Players 2-6 : Ages 2+ : 5-10 min

GOAL

To recognize a shape pattern and copy it.

MATERIALS

Pattern blocks or paper shape cut-outs.



Any pattern templates



VOCABULARY

Pattern
Repeat
Square
Triangle

QUESTIONS

Do you see a pattern?
What pattern do you see?
What part of the pattern repeats?

HOW TO PLAY

1. Choose a pattern template or create your own simple repeating pattern (e.g., circle, square, circle, square).
2. Place the rest of the pattern blocks or other materials you are using in a pile.

- Place your pattern down in front of children. If necessary, tape your template or pattern pieces to a surface to prevent sliding.

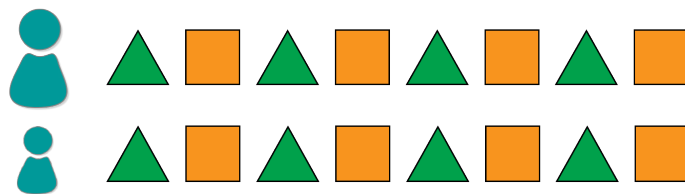
Say, "Here is my pattern! Let's say the pattern together."



Together, chant, "triangle, square, triangle, square, triangle, square, triangle, square." Point to each shape as you say its name.

Say, "Now it's your turn. Can you copy my pattern? Use this pile of shapes to copy my pattern."

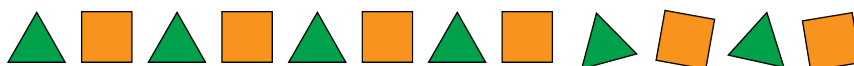
Wait for children to copy your pattern. If needed, allow them to put their pattern directly underneath yours, matching the shapes with 1:1 correspondence.



Say, "Yes, you copied my pattern!" Chant the pattern together, pointing to each shape as you say its name.

Continue playing with different patterns. When children are ready, have them choose a pattern template or make their own pattern for others to copy.

Variation: Have children extend your pattern! Allow them to build onto your pattern instead of copying it:



TIPS FOR PLAYING

- Many stories, dances, and chants follow a predictable pattern. "Five Little Monkeys" follows a pattern where the words repeat but the number of monkeys decreases by one each time. "Head, Shoulders, Knees, and Toes" follows a pattern that

speeds up as you go. Dancing or movement patterns such as "clap, clap, stomp, clap, clap, stomp" also help children build an understanding of pattern through movement. As you engage children in these everyday activities, help them notice the pattern and describe it in words.

WHAT CHILDREN ARE LEARNING

- Children may begin to understand that patterns are made up of repeating units, but it may take more time for them to be able to consistently identify the repeating unit or to create their own patterns. With time and experience, children will be able to see the underlying mathematical structure in patterns and can use symbols such as letters to represent the structure of the pattern.
- Notice whether children use the same repeating unit for their whole design. If they do change the pattern part way through, you can say you noticed that they started a new pattern and talk about how it's different.

MATH TOPICS

Patterns and Structure

Sorting and Attributes

Shapes and Geometry

VIDEO



Watch Game Video

View the QR code in your smartphone's camera app or QR code reader to watch a video that shows how to play Copy My Pattern.