

Making Patterning Accessible During Routines and Transitions

[LT]²



- Building learning into existing routines and transitions is an effective way to engage children through repetition and predictability (Jenning, Hanline, & Woods, 2012). By incorporating patterning into everyday routines and transitions, the learner is offered multiple opportunities to practice these skills throughout authentic and diverse environments.

Embedding Patterning into Routines

Centers/Free Play	<ul style="list-style-type: none">▪ Arrange multiple opportunities for children to engage with patterning during classroom centers and free play. Provide a range of sensory options and integrate the children's interests to help create personal connections to patterning.▪ Set up the art table to encourage pattern making. Some material ideas include dot markers, stickers, and beads/pipe cleaners. Allow them to independently explore and practice.▪ Provide a range of different colored and sized building materials for children to create patterned structures. Ideas include Legos, blocks, and Magna-Tiles.
Snack and Shared Meal Times	<ul style="list-style-type: none">▪ Encourage children to engage with patterning during mealtimes. Include a balance of teacher-led questions and peer-led discussion.▪ As children are sitting around the table(s) for their meal, have them identify patterns on one another's shirts.▪ Have the children identify the patterns they see around the room, either on the walls or even on their plate. Ask them to describe it and explain how they know it is a pattern.
Outdoor Time	<ul style="list-style-type: none">▪ Highlight the patterns that are found in nature during outdoor experiences. This can be through structured activities or simply through free play. Always be sure to follow the child's lead.<ul style="list-style-type: none">▪ Listen to birds and the musical patterns they make. See if children can replicate these patterns. This should be fun and silly!▪ Hand out magnifying glasses and examine the visual patterns on natural elements, such as leaves or trees. Verbally classify these patterns (i.e., big line, little line, big line, little line, etc).▪ Create your own ABAB or ABBABB patterns with rocks, sticks, and anything else you can find.

Making Patterning Accessible During Routines and Transitions

[LT]²



Story Time

- Incorporate patterning into class read-alouds. As children’s books often contain patterned language/plots, many books can be used. Pause frequently to discuss the book’s patterns with the students and hold space at the end to summarize as a group. Some books that explicitly discuss patterns include:
 - ***Pitter Pattern*** by Joyce Hesselberth
 - ***Pattern Bugs*** by Judy Harris
 - ***I See a Pattern Here*** by Bruce Goldstone

Making Patterning Accessible During Routines and Transitions

[LT]²



Embedding Patterning into Transitions

- Incorporate songs that focus on patterning into classroom movement breaks.
 - Banana Banana Meatball by Blazer Fresh
<https://www.youtube.com/watch?v=BQ9q4U2P3ig>
 - Pump Up the Pattern by Jack Hartmann
<https://www.youtube.com/watch?v=hoFhVdYsmPg>
- Hang a clearly labeled visual schedule in the classroom. Not only will this help children better anticipate transitions and decrease transition anxiety, it will also highlight the patterns of the school day. Once and awhile, point out one of these patterns as it happens (i.e., “*We came in from recess and washed our hands, what is another time of the day when we wash our hands?*”)
- To alert children’s attention to a change in activities, make a rhythmic pattern such as clap-clap-stomp and wait for the children to replicate it to show they are listening. This should increase in difficulty as the children progress in their patterning development.