



Math Webcast #5: Patterns

Viewer's Guide for Math Leaders

Key Points

Patterns can be established or recognized whenever outcomes are regular and predictable.

Patterns are a part of children's everyday experiences.

Pattern can be understood as an integrated part of numerous mathematical and non-mathematical curriculum domains.

Part I: What do children need to know to understand patterns?

Give examples of identifiable, culturally significant patterns available children in your program.

What is the definition of a pattern?

Give an example of a repeating pattern. Give an example of a growing pattern. Explain why your examples are regular and predictable.

Explain how to improve a child's sense of predictability as it relates to patterns in various environments (i.e. the child's home, classroom, supermarket, etc.)

Why is it important for patterns to be a part of a young child's experiences?

Give an example of patterns that enhance children's learning experiences.

Give an example of how understanding patterns benefits the long-term education outcomes of children.

Pick two or more domains or domain elements from the Child Outcomes Framework and give examples of related lessons or experiences that would enhance a child's understanding of pattern.

Explain the process of:

- identification
- replication
- completion



Describe how a teacher can scaffold student's learning about and with patterns.

Choose two of the illustrated pattern experiences and give an example of how it could be used to enhance the learning experiences for children.

Give examples of ways teachers can facilitate students' discovery and description of patterns.

What are some other books, songs, etc. can teachers share with their students to illustrate a growing pattern? Pick one and describe how this book, song, etc. could be used?

Knowing what you know now, describe an activity incorporating or recognizing patterns in daily routines. How can teachers intentionally incorporate these activities?

How can teachers intentionally plan to incorporate learning about patterns into a child's daily routine?

Give three examples of children tacitly learning about patterns.

- 1.
- 2.
- 3.

How can the understanding of pattern inform or act as a precursor to a child's understanding of language, literacy, writing and science?

In terms of pattern, how is the teaching strategy for a young child different from that designed for older children?

Part II: How?

How do the Head Start Child Outcomes Framework and the National Council of Teachers of Mathematics (NCTM) Prekindergarten Focal Points reflect the importance of teaching staff helping children learn about pattern?

Where do children learn about pattern?



Part III: What Else?

What questions do you have about pattern and young children?

What strategies can teaching staff use to help children develop knowledge, skills, and understanding of pattern?

What can you do to help teachers in your program facilitate children's learning about pattern?

