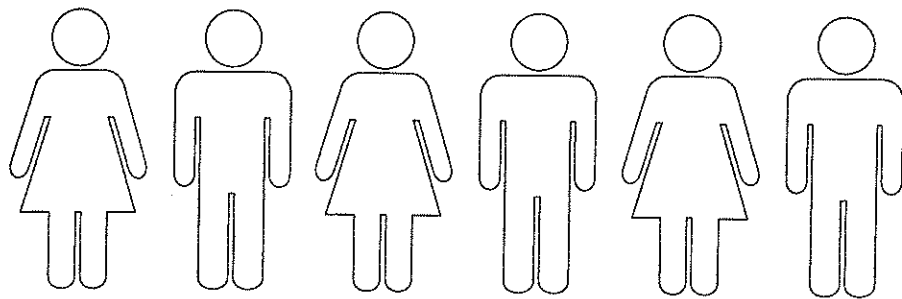


Boy, Girl, Boy, Girl

Targeted skill

Young children are expected to identify, extend, and create patterns using a variety of objects, including concrete objects, sound, and physical movement.

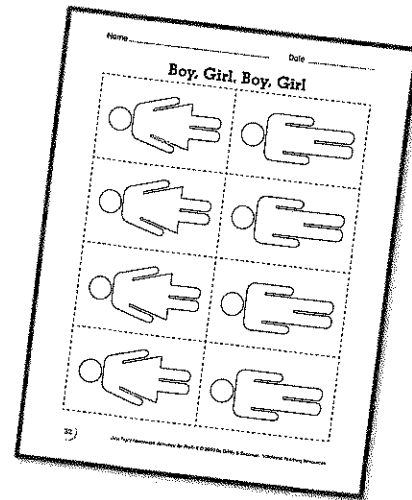


Materials

- ◆ Patterns for the boy and girl silhouettes
(Cut these out for your child or help your child with the task, as appropriate.)

What to do

Place the silhouettes in front of your child in the order of boy, girl, boy, girl, boy, girl. Leave room at the end of the line for the rest of the shapes. Ask your child to “read” the silhouettes and help him or her say, “Boy, girl, boy, girl, boy, girl.” Indicate the next space in the line and ask your child which shape should go there. After encouraging your child to place the “boy” shape there, ask him or her to reread the line of silhouettes. When your child reaches the end of the line, encourage him or her to add the next silhouette and reread the line.



Patterns

Boy, Girl, Boy, Girl (continued)

Extending the activity

- ❖ Rearrange the silhouettes into other patterns. Begin with boy, boy, girl, boy, boy, girl. Then follow the same process to help your child place the needed silhouettes.
- ❖ Continue with other patterns such as girl, girl, boy; boy, boy, girl, girl; boy, boy, boy, girl; girl, girl, girl, boy.
- ❖ Use familiar objects to make patterns. For example, use forks, knives, and spoons from the kitchen to make patterns such as fork, fork, spoon; knife, knife, spoon, spoon; knife, fork, spoon; spoon, spoon, fork, knife.
- ❖ These patterns can also be labeled in other ways. For example, the pattern of boy, girl, boy, girl can be labeled as ABAB. Assigning a letter to the shape helps your child associate the pattern with an abstract representation.
- ❖ As a further extension, you can suggest that “two repeats of two objects” makes four objects in the line. This is the basis for addition and multiplication.
- ❖ You can also use physical movements and sounds to create patterns such as clap, clap, tap or boing, boing, thump.

More questions to ask

Ask your child how many times the pattern repeats. This will encourage him or her to divide the line of objects into smaller parts. For example, four silhouettes arranged boy, girl, boy, girl consist of two repetitions.

What your child is practicing

Practicing arranging objects into patterns helps your child learn to predict. Math calls not only for predicting, but also for making reasonable predictions. This is practiced on a very basic level in this activity. For example, ask your child if it is reasonable that a spoon would appear in a knife, knife, fork pattern. While this may seem funny, it will help your child learn to make reasonable predictions.

Name _____

Date _____

Boy, Girl, Boy, Girl

