

# Follow Me

## Targeted skill

Young children are expected to identify, extend, and create patterns of sounds, physical movements, and concrete objects. Additionally, they are expected to use the given parts of a pattern to predict what comes next in a sequence.

## What to do

This activity helps your child learn to do a series of activities that are repeated in a pattern. Use clapping hands, tapping knees, and snapping fingers to create simple patterns. As your child recognizes the pattern, encourage him or her to follow and extend it.

You might begin by sitting on the floor, facing your child. Clap your hands one time and tap your knees one time, then repeat the sequence until your child can do it with you. Repeat the same ABAB pattern with different motions, such as clap, snap; tap, snap; or snap, clap.

## Extending the activity

- ❖ Ask your child to “name” the pattern, that is, attach words or letters to the pattern to identify it. An ABAB pattern has two elements that alternate. In an AAB pattern, the first action is repeated twice and the second action is repeated once. An ABC pattern involves a sequence of three motions that repeat.
- ❖ Add motions such as touching your shoulders, crossing arms over your chest, waving hands over your head, touching your head, touching the floor.
- ❖ Patterns can be created using sound. For example, fill soda bottles with varying levels of water to create different sounds when tapped or gather a variety of bells to ring. Concrete objects such as small blocks, buttons, bottle caps, lids, rocks, and keys can also be used to make patterns.
- ❖ Asking your child to explain what comes next extends the learning in this activity. Also ask, “What comes before?” or “What if I changed the \_\_\_\_ to \_\_\_\_?” to further extend the learning.

## What your child is practicing

Since patterns form the basis of all mathematics, you are helping your child develop a lifelong understanding of mathematical concepts.