

## Patterning

**Companion Text:** I Lost My Sock, by Lin Jakary & Ryan Olson

**Subject Area & Grade Level:** Mathematics, Kindergarten

### *Objectives*

After this lesson, students will be able to:

- Create patterns with objects
- Recognize and translate patterns from three dimensions to two dimensions
- Use words to describe patterns orally

### *Activity*

Read the story once through without stopping. Then, return to page 19 and point out the pattern of the socks in the drawer. Ask students to try to determine from looking at the picture how many socks would fit in the drawer in total, even though the whole drawer isn't shown. Have students make their best guess and explain their reasoning.

Give students sets of wooden blocks, legos, or other patterning tools. Have each student construct any pattern they want out of the blocks by laying them on an 8 ½ by 11 piece of paper on the ground or table. Encourage students to make simple patterns that repeat, and tell them they do not have to fill the entire paper. Then, have each student move to the pattern made by another student and try to draw the pattern onto a piece of paper, using the same shapes, colors, and sizes.

### *Reflection*

Ask students to share the patterns they drew, and explain them in words. For example, "I copied blue and yellow bricks in one direction across the paper, with green and red squares making a border around the whole outside." There will likely be some students who were not able to make the transition from 3-dimensional to 2-dimensional, so point out any inconsistencies. There also might be opportunity to reinforce that the main characteristic of a pattern is that it repeats in some way, rather than just occurring at random.

After all students have shared their patterns, ask them if any of the patterns made remind them of patterns seen in nature, ie., zebras, tigers, dalmations, etc.

