

# Patterns

## GOALS

### Comprehension

Making text to self connections: Ask students if they know what a pattern is and to give examples.

### Vocabulary

**High-frequency Words:** a, are, ate, can, come, I, in, no, not, put, some, the, they, what, yes, you

**Content Words:** balls, colour, fruit, letters, next, numbers, oh, pattern, pens, read, row, shapes, size, words

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. pat/tern

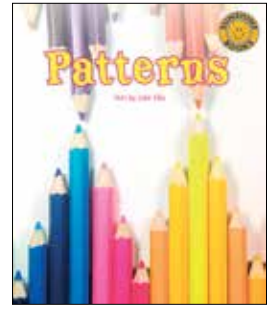
### Phonics

**Letters and Sounds:** wh

**Words to Blend and Segment:** what, when, where, why, which

### Fluency

Practise rereading the story with a partner (orally).



There are patterns in nature and all around us. See if you can tell what comes next.

## Before Reading

- Read the title together. From the cover photo and title students predict what the text might be about. Ask: What is a pattern? Can you give an example? Discuss the pattern of the pencils on the cover. The pencil start short and get longer then shorter again. The pattern repeats in another colour. Read the name of the author. Discuss the author's role.
- Read the title page together. Students talk about what they see in the picture. Ask: What patterns do you see?
- Talk/walk through the pictures. Discuss what they see on each page. Read the patterns in the pictures.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. What pattern is repeated? (stone, leaf, stick).
- On page 3 what do they see? (pens in a row) Ask: What is the pattern in the photo? (colour pattern) Which word is *pens*? How would *pens* start? Find the short word that starts with p. Read the words together, pointing to them as they are read. Turn to page 4 and notice the labels. Answer the question on page 4: *What comes next?*
- Follow this pattern for each page discussing the different ways the patterns are presented, looking for the initial letter of the key words before reading each page and answering the question. Predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- On pages 6–7, what shapes have been used to make the shape pattern? On pages 8–9, why is this called a size pattern?
- Notice the repetitive parts on each page (a pattern), e.g. *I put some... in a row. Are they a pattern? Yes they are a ... pattern. Can you read the pattern?* How do these repetitive parts help the reader? (They look for clues in the pictures for the one or two word changes.)
- Discuss the ending. Was that an amusing ending? What happened to the pattern? Go back and read the labels in the text. Make labels for the fruit pattern on pages 14–15 and draw the fruit.
- What other pattern would you like to make? (A vegetable pattern? A sweet pattern?) Illustrate and label one of these.

## **Phonemic Awareness**

- Identify syllables in words and clap as they are spoken, e.g. *pat/tern*. Students listen to the following words and say how many syllables they have. *balls* (1), *col/our* (2), *fruit* (1), *let/ters* (2), *next* (1), *num/bers* (2). Students repeat the words as they clap the beats.
- Recognise and produce words that begin with the same digraph: /wh/. Students listen for the /wh/ sound as words are spoken, then they repeat, what, when, where, why, which. Ask: What do you notice about these words? (They are all question words.) Suggest more words starting with the digraph /wh/ for students to say stretching the sounds, e.g. white, whale, wheat.

## **Phonics**

- Recognise words that begin with the digraph /wh/. Tell students that a digraph has two letters that make one sound. Write the question words what, when, where, why, *which* on the board to practise blending and segmenting the sounds together, e.g. /wh/ /e/ /n/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *can, yes, what, put, ate, I, the, come*. Print flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Help students understand the meaning of new words in the context of the text, with picture support, e.g. *numbers, patterns, shapes, size*. Discuss other new vocabulary and meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *I put some fruit in a row. Are they a pattern?* (14–15)

## **Fluency**

- Students practise rereading the story with a partner.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. *I put some vegetables in a row. Are they a pattern?* They write their text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.