Hear and Describe Patterns

Listen, show the core and explain growth.

1.PFA.1.a · Identify and describe repeating and increasing patterns.

Name _____ Date _____

Sound patterns

Listen to your teacher perform each pattern. Say or perform the smallest part that repeats.

Pattern	Show or tell the repeating part
1	
2	

Growing sounds

Listen to the groups of claps. Draw a dot for each clap in each group. Tell how the groups change and perform the next group.

Your explanation

Tell an adult how a repeating pattern differs from a growing pattern. You may use sounds or drawings to explain.

Teaching and assessment

Read directions aloud as needed. Let children inspect the printed stimuli before responding. Accept pointing, drawing or oral explanation. Do not supply the core or rule. Assess the pattern, not artistic neatness.

1

Perform clap-tap-clap-tap twice, then snap-stomp-snap-stomp twice. Accept clap-tap and snap-stomp as the smallest repeated units.

2

Perform one clap, pause, two claps, pause, three claps. Child records 1,2,3 dots, says add one, and performs four claps.

3

A repeating pattern repeats its core; this growing example has one more sound in each group. Listen to the description, not only a category label.