



# Body Patterns P.1.7

**Word Wall:** number names zero to twenty, pattern, repeat, count, counting, sort, rhythm,

## Introduction

Students will participate in clapping, body and music patterns. Rhythmic clapping with students can help with cooperation, pre-math, verbal and patterning skills.

## Resources

- Pattern Cards
- 5 X 5 Grid Pattern Cards
- Early Years FISH Kit



## Time / Classroom Organisation

These activities can be introduced as a whole class activity. Allow 15-20 minutes to sing the Cookie Jar song and 5 – 10 minutes for the pattern counting two's. These games can be repeated many times and can be used as a quick game or transition.

## Australian Curriculum

Year level: Prep

**(ACMNA005)** Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings



## Activity Process – Who Stole the Cookie from the Cookie Jar?

The "Who Stole the Cookie from the Cookie Jar" song provides an opportunity for students to keep a rhythmic pattern going.

1. To play "Who Stole the Cookie from the Cookie Jar?", children sit in a circle. One child is chosen to be the leader.
2. The leader starts a rhythm by first clapping their thighs, then clapping their hands, repeating this over and over again, about two beats per second. All the children join in with the rhythm. When the rhythm is established, the leader begins saying the rhyme.

*Leader: Who stole the cookie from the cookie jar?*

*Leader: (Name of child 1) stole the cookie from the cookie jar.*

*Child 1: Who me?*

*Everyone: Yes you!*

*Child 1: Couldn't be.*

*Everyone: Then who?*

*Child 1: (Name of child 4) stole the cookie from the cookie jar.*

*Child 4: Who me?*

*Everyone: Yes you!*

*Child 4: Couldn't be.*

*Everyone: Then who?*

*Child 4: (Name of child 2) stole the cookie from the cookie jar.*

On their turn, a player can choose to accuse any other player of stealing the cookie except the player who just accused them. However, you must name a child who has not had a turn yet before you can name any other player.

4. The game continues in this way without any breaks in the rhythm or speech pattern.



[http://www.youtube.com/watch?v=Eh\\_fRORAg0&NR=1&feature=fvwp](http://www.youtube.com/watch?v=Eh_fRORAg0&NR=1&feature=fvwp)



## Activity Process – Pattern Counting in Two's

Students count while tapping body parts in a pattern.

1. Create a two element pattern by tapping your head and then tapping your shoulders.
2. Ask students to count *one, two, one two* as they repeat the pattern.
3. Ask students to create other rhythmic 'two' patterns. For example: snap fingers, clap, snap fingers, clap; or clap, flick, clap, flick.
4. Once students are competent, students can complete the body pattern without counting, the teacher can stop the pattern at any time and ask students what movement would come next.
5. Repeat Activity with a three element pattern.

Source:

[http://k6.boardofstudies.nsw.edu.au/files/maths/maths\\_k6\\_ws.pdf](http://k6.boardofstudies.nsw.edu.au/files/maths/maths_k6_ws.pdf) p25

## Activity Process – Pattern Cards

1. Prepare a two pattern cards or draw on the board two patterns that have two repeating elements or use a 5 X 5 grid mat (with mat cards)
2. Show the students the cards
3. Ask students to describe the pattern.
4. Discuss what about the two patterns that are the same and different.
5. Repeat several times with different patterns.



Source:

[http://k6.boardofstudies.nsw.edu.au/files/maths/maths\\_k6\\_ws.pdf](http://k6.boardofstudies.nsw.edu.au/files/maths/maths_k6_ws.pdf) p25



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## Variations and Extensions

### 1. Boom Chicka Boom

Resources: Your best chanting voice!

The Boom Chicka Boom Chant provides students with an opportunity to hear and clap out a repeating pattern.

*I said a boom chicka boom*

[Students repeat]

*I said a boom chicka boom.*

[Students repeat]

*I said a boom chicka rocka*

*Chicka rocka, chicka boom*

[Students repeat]

*I said a boom chicka boom.*

[Students repeat]

*Oh yeah (echo), uh huh (echo), next time (echo)*

*A little softer (echo).*

*A little louder...*

*A little slower...*

*A little faster...*

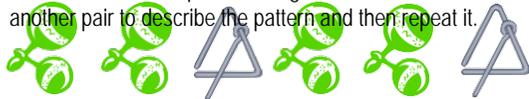
*The end!!!*

### 2. Musical Patterns

Resources: A selection of musical instruments (shakers, tambourines, triangles)

Learning ipod/ipad-use a device to record patterns

Use musical instruments to create a pattern. Choose a pair of students to create a pattern using two instruments and ask another pair to describe the pattern and then repeat it.



shake shake ting shake shake ting

Source: Linthorne, C. & Serenc, M. 2005. *Jigsaw Maths Teacher Resource Book 2*. Firefly Press: Buderim p22



## Interactive Whiteboard Resources



<http://splash.abc.net.au/res/i/L1056/index.html>

### Contexts for learning

#### Play:

- **Shakers:** Make maracas for shaking rhythms.
- **Painting:** Use stamps or make potato stamps for students to experiment with making their own patterns.

#### Investigation:

**Pattern Study:** Bring in an assortment of wrapping paper for the students to study. Find a repeating pattern in the paper and cut off a section. Glue the section onto a strip of blank paper and ask students to continue or copy the pattern. Hang completed patterns around the classroom.

#### Real life experience:

- Listen to sound patterns in your environment. For example the telephone ring and the school bell.
- **Language:** Use simple language such as pattern, over and over, repeat and again.

#### Routines and Transitions:

**Sing Songs:** For example, *If you happy when you know, Heads shoulders knees and toes, This Old Man and Old Macdonald.*



## Assessment

Use observational checklists and monitor students ability to:

- create a repeating pattern by clapping, body movements or music.
- Describe and copy a pattern that has been demonstrated

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- Use Beatwave to create sound patterns

## Background Reading

Students are most likely to recognise the significance of pattern when their attention is regularly drawn to it in the context of real life situations, play and investigations as well as the more structured patterns of the classroom.

**Pattern:** an arrangement of shapes, objects, numbers or colours

**Repeating pattern:** a repeated arrangement using shapes, letters, sounds, objects, movement

**Repeat:** the repeating part of a pattern: the repeat is circled:  
qu qu qu qu qu

Source: *First Steps in mathematics: Number.2010. Port Melbourne: Rigby. p 200.*



## Links to other MAG's

P.2.7 – Patterns copy, continue and create

P.3.5 – Patterns identify and repeat

P.4.5 – Patterns – missing elements

