

WHO IS NAPPING?

Big Idea Focus: Patterns are sequences (repeating or growing) governed by a rule. Identifying a pattern brings predictability and allows one to make generalizations.

In this lesson, children:

1. Create a visual representation of a growing pattern
2. Discuss ideas about patterns

Materials

- *The Napping House* by Audrey Wood
- Character cards with felt, magnets, or tape on the back (see Blackline Masters, pp. 1—4)
- Felt board, magnet board, or chart paper
- Unifix cubes or inch cubes (optional)

- **Review *The Napping House* and Introduce Activity**

Remind children of *The Napping House* story. Ask children, *What happens at the napping house?* and *Who lives in the napping house?*

Show children the character cards you have prepared and ask them to name each one. Tell children that you would like their help to figure out the pattern of the story.

- **Represent the Growing Pattern**

Turn to the page where the illustration shows the granny sleeping on the bed. Have a child display the granny character card on the board or chart paper to represent who is napping. For example, say:

- *Who is napping on this page?*
- *Let's show who is napping using a picture.*

Continue to the next page with the granny and the child on the bed.

- *Who is napping now?*
- *Let's use two pictures now to show who is napping.*
Let's line them up.

Help children align the character cards so that a simple pictograph results. (All granny cards are lined up, all child cards are lined up, and so on.) Stop at the illustration with the flea; there are now six characters piled on the bed.

Planning Tips

Make sure that children are familiar with *The Napping House* prior to this lesson.

Introduce this activity to **small groups**. Once children are familiar with the materials, they can use them independently during center time to retell the story and represent the growing pattern.

Facilitation Tip

In order to focus on the math of the lesson, keep the book review brief.

Do not re-read the book as you represent the growing pattern. Use the illustrations as a guide and have children tell who is napping on each page.

Math Note

Growing patterns change (increase or decrease) by a constant amount. The pattern of *The Napping House* is based on a constant change of plus one.

Research Lesson: PATTERN AND REGULARITY

- **Discuss the Growing Pattern**

Draw children's attention to the shape of the pictograph they have constructed. Ask questions to help them describe the growing pattern. For example:

- *What do you notice? How can you describe the pictograph we made?*
- *Why is this a pattern? Have you seen a pattern like this anywhere else?*
- *If this pattern continued, what would happen next?*

Observation

Do children notice that the result looks like steps or a staircase?

Do any children use numbers to describe the pattern they see?

Can they explain what should come next in the pattern?

- **Close the Lesson**

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Tell children that you appreciate their help in finding the pattern in the story. Remind them that finding patterns in stories helps them know what comes next. It helps them make predictions.

Invite children to be on the lookout for other stories with a growing pattern. (See **Book Connections** for suggestions.)

Math Note

It is important to identify what repeats in a pattern. In the case of a growing pattern, it's a quantitative change that repeats. This constant change brings predictability and allows one to make generalizations, just as with a repeating AB pattern.

Book Connections

- > *I Went Walking* by Sue Williams
- > *There Was an Old Lady Who Swallowed a Fly* by Simms Taback
- > *This is the House that Jack Built* by Simms Taback
- > *Bringing the Rain to Kapiti Plain* by Verna Aardema
- > *Rooster's Off to See the World* by Eric Carle
- > Other cumulative tales

Differentiation

Ask children to copy and extend the plus one growing pattern using unifix cubes or inch cubes.
For children who are ready, add numerals to label the pictograph or their cubes.

Teacher as Learner

The idea of growing patterns is new for many early childhood teachers.

Can you think of other examples of growing patterns?