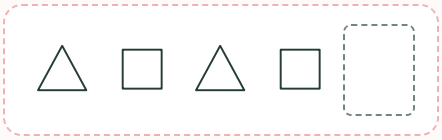
Patterns, first and next, and today

One child at a time. Read the steps, watch without helping, and note what the child does. Real objects are best; each card has a picture to use when there are none.

Activity 1 Copy and extend a pattern

1. Cut out the shapes on this card, or use blocks of two or three colours.
2. Lay out the pattern in the picture for the child to see.
3. Say: “Make this pattern with your shapes. Then make it longer.”
4. Watch without helping. Stop the child after 3 more.



Look for: Copies the 4 shapes in order, then adds triangle, square, triangle.

Not yet: Starting the pattern again from its first shape when that is not next, or adding shapes in a new order.

The next 3 were: _____

Activity 2 What comes next in the dance?

1. Do this action pattern for the child, saying each action as you do it: clap, jump, clap, jump, clap.
2. Stop there and ask: “What part repeats?”
3. Then ask: “What comes next?” The child may say it or do it.
4. You may do it once more if the child asks. Do not do the next action.

Look for: Says or does clap, jump as the part that repeats, and jump as what comes next.

Not yet: Saying the whole row back, a part that does not repeat, or a wrong next action.

What the child did and said: _____

Activity 3 A pattern in the school day

1. Say slowly: “Let’s say that at school we have circle time, then lunch, over and over.”
2. Then say: “circle time, lunch, circle time, lunch, circle time, …” and stop there.
3. Ask: “What part repeats? What comes next?”
4. You may say it once more if the child asks.

Look for: Says circle time, lunch as the part that repeats, and lunch as what comes next.

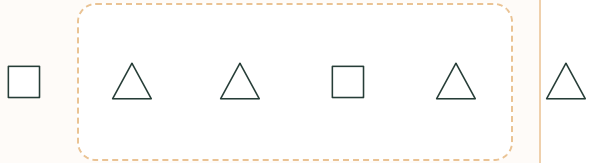
Not yet: Saying only the last thing heard, or a wrong next part.

What the child did and said: _____

Patterns, first and next, and today

Activity 4 What changes, what stays the same?

1. Point to the pattern on this card and let the child look at it.
2. Ask: “What changes in the pattern?”
3. Then ask: “What stays the same?”
4. Write down the child's words.



Look for: Says in their own words that the shape changes, and that the size or the colour stays the same (naming one of them is enough).

Not yet: Saying something changes that does not, or only naming the shapes.

What the child did and said: _____

Activity 5 First and next

1. Say the two things in this order: “taking a bath” and “drying off with a towel”. You may show two picture cards instead.
2. Ask: “What happens first? What happens next?” The child may put the cards in order.
3. Let the child tell it in their own words.

Look for: Tells taking a bath first and drying off with a towel next, using words such as first and next, or first and second.

Not yet: The wrong order, or naming only one of the two.

What the child did and said: _____

Activity 6 Yesterday, today or tomorrow?

1. Choose a real class event from yesterday, today or tomorrow that the child knows, such as library day or a birthday. Write it down with the right answer before you start.
2. Ask: “When is [the event]: yesterday, today or tomorrow?”
3. Write down the child's words.

Look for: Says the right one of yesterday, today or tomorrow for the event.

Not yet: The wrong day, or a word such as later or soon.

The event, and what the child said: _____

Patterns, first and next, and today: class record

▯ did it on their own ○ not yet – not seen yet. Write the date beside a mark to see progress over the year.

Child	1 Copy and extend a pattern	2 What comes next in the dance?	3 A pattern in the school day	4 What changes, what stays the same?	5 First and next	6 Yesterday, today or tomorrow?