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PARENT'S GUIDE

Welcome

Helping children notice patterns in the world around them.

This is a gentle, playful toolkit for parents and young children. There are no right answers, no pressure, and no need to rush, just curiosity, movement, and discovery at your child's own pace.

What will children do?

Through the activities, children will notice repetition in everyday life, predict what comes next, discover structure through play, and begin creating their own patterns.

Three gentle stages

The product moves through three natural steps: first feeling patterns through movement, clapping, and rhythm; then seeing them in objects, colours, and shapes; and finally showing them on paper using drawings, stamps, or simple symbols. Children don't need to move through these in a fixed order. Many will jump back and forth, and that's completely fine.

What's inside

The toolkit includes activity modules for sound and music, objects and blocks, snack-time patterns, art-making, and printable worksheets. There are also coding cards and recording strips to help children connect physical play to symbolic thinking.

How to use it

Think of this as an activity library, not a workbook. Pick whatever suits your child's mood today: a movement game, a music activity, or a worksheet. Repeat favourites as many times as you like. Skip what doesn't spark interest right now. Most activities can be done with simple household objects, so there's no need to gather special materials before you begin.

The goal is not to complete everything. It's to help your child slowly fall in love with noticing patterns in the world around them.

MATERIAL LIST

Paper

Cardstock (optional)

Colored paper strips

Printer paper

Markers

Crayons

Colored pencils

Pencils

Washable paints

Pencils

Cardboard

Watercolor paints

Brushes

Rollers

Glue

Tape

Child-safe scissors

Stickers

White wax crayons (optional)

Dot markers (optional)

Old magazines for collage

Blocks

Toy animals

Toy vehicles

Buttons

Bottle caps

Pom-poms

Spoons

Cups

Clothespins

Pebbles

Shells

Leaves

Flowers

Sticks

Stones

Pinecones

Seed pods

Grass

Bubble wrap

Sponges

Cardboard tubes

Vegetable cross-sections

Fruits

-
- Crackers

 - Cheese

 - Bread pieces

 - Cucumber slices

 - Carrot sticks

 - Sprinkles or toppings

 - Blunt skewers

 - Small bowls

 - Plates or trays

 - Simple instruments (optional)

 - Bells

 - Rhythm sticks

 - Scarves for movement

 - Laminator (optional)

 - Dry erase markers (optional)

 - Folders, trays, or baskets for
printables and materials

 - A Metronome (or free app)

Note:

This isn't a compulsory list. The material requirements depend only on the activities you choose; this is for reference.

ACTIVITIES

ACTIVITIES AND GROUPS!

Patterns are recurring organized repetition. For a Preschooler, a worksheet with mere symbols has no meaning, no fun, no learning. So, we decided to make to real. the following pages aims to lay down structured real world practical learning activities, so that the child will develop a real understanding not memorization with diverse domain activities you can choose, mix match activities that work best for your child. this activities are based on mastery not completion, so kids of various age group can play based upon their current level. Don't force any insight or concept on the child, and feel free to create your own versions.

Embodied → Visual → Symbolic

Children must feel a pattern in their body before they can see it, and see it before they can represent it. All activities are placed in this sequence. Never skip to symbolic.

Pattern consciousness

The aim is not a child who circles the right answer. It's a child who spontaneously notices the pattern in a brick wall, a song, or a daily routine and names it mathematics.

Materials are a suggestion

Every activity requires minimum resources and are easier to personalize, therefore material is not a mandatory required rather a suggestion. Personalization is celebrated.

BODY AND MOVEMENT!

The body is the most available & powerful manipulative a child has. Before any object is placed in a child's hands, their own limbs, weight can create, extend, & break patterns.

Stomp-Clap pattern

Begins a two-action pattern "**stomp-clap-stomp-clap**" Once children join in naturally, the educator pauses mid-pattern.

Pattern March

March in a line or circle. Educator establishes a footstep-action pattern: "**march-march-jump, march-march-jump**" Layer in arm actions: "**march-march-reach-up**".

Breathing Pattern

Sit quietly. "**In-out-in-out**". That's our breathing. That's a pattern, it never stops." Then change it: "**In-out-hold**". **Can you feel the difference?**

Yoga Pattern Flow

"**Mountain Pose - Tree Pose - Mountain Pose - Tree Pose**". Once the AB pattern is established in the body, add Warrior Pose for AAB. Each pose is held for a breath.

Freeze Dance Patterns

Play music. When it stops, the educator calls a two-action pattern "**Jump! Spin!**" and children perform it together three times before the music restarts

Body Parts Tapping Pattern

Tap body parts in a pattern. Start with familiar: "**head-shoulders-head-shoulders**". Then make it unusual: "**elbow-nose-elbow-nose**".

Mirror Partner Pattern

Child A **creates a repeating movement sequence** (three repetitions minimum). Child B **mirrors it** exactly. After three repeats, partners swap roles.

Body Pattern Action Cards

Lay out cards with illustrated body actions face up. Educator arranges them in a pattern: "Jump-reach" Child read the card sequence and perform it. Then turns one card face down: which card is missing?

Pattern Performance Score

Children receive a "score card", a row of symbols representing a movement sequence. They perform it for their peers. Peers watch, identify the pattern rule, then draw their own score card for someone else to perform

Movement Notation Drawing

After performing a body pattern, child draw it. Stomp = a foot outline. Clap = two hands. Spin = a spiral. This is the bridge from experience to abstraction, the child invents their own notation system.

Invent-a-Pattern Spinner

Two paper plate spinners. Spinner 1: body actions (stomp, clap, spin, jump, wiggle, freeze). Spinner 2: pattern type (AB, AAB, ABB, ABC). Spin both. The combination is your pattern challenge: perform it, teach it to a peer, then record it.

Material List:

No material needed, just open space and 10 minutes.

Actions List

Action	Simple Explanation
The Stomp	Press your feet on the floor.
The Jump	Push off so both feet leave the ground.
The Spin	Turn around in a half or full circle.
The Right	Stepping right-side.
The Left	Stepping left-side.
The Clap	Bring your hands together to make a sound.
The Reach	Stretch your arms high up toward the sky.
The Shake	Shake your whole body or just your hips.
The Nod	Move your head up and down.
The Hop	Balance and jump on just one foot.
The Pat	Gently tap your knees or your tummy.
The Snap	Use your fingers to make a clicking noise.
The Wave	Move one hand from side to side.
The Tap	Use your fingers to touch different body parts.
The Breath	Take a deep, loud breath in and out.
The Freeze	Stop and stay perfectly still like a statue.

Yoga Poses List

Yoga Pose	Simple Explanation
Mountain Pose	Stand very tall and still with arms at your sides.
Tree Pose	Balance on one leg with your other foot on your ankle or calf.
Warrior Pose	Step wide, bend one knee, and stretch your arms out to the sides.
Star Pose	Stand with feet wide and arms out to make a star shape.
Butterfly Pose	Sit with feet together and flap your knees like wings.
Cat Pose	Get on hands and knees and arch your back up high.
Cow Pose	From hands and knees, drop your belly and look forward.
Snake Pose	Lie on your tummy and use your arms to lift your chest.
Ragdoll Pose	Stand and fold forward, letting your head and arms hang heavy.
Child's Pose	Kneel, sit on your heels, and tuck your head down to the floor.



The Stomp



The Jump



The Spin



The March



The Slide



The Hop



The Clap



The Wiggle



The Pat



The Reach



The Snap



The Nod



The Wave



The Breath



The Tap

Actions



Mountain Pose



Tree Pose



Warrior Pose
(Warrior II)



Star Pose



Butterfly Pose



Cat Pose



Cow Pose



Snake (Cobra) Pose



Ragdoll Pose



Child's Pose

Yoga Poses

NATURE AND OUTDOOR!

Nature is mathematics made visible. Patterns in leaves, shells, flowers and stones predate human mathematics. No classroom material is as rich as the natural world.

Leaf Collection Walk

Walk outdoors with a **collection bag**. Collect leaves of different shapes, sizes, and colours. Back inside, sort and arrange into patterns: “**big-small-big-small**”. “**Pointed-round-pointed-round**”.

Stick Tapping Rhythms

child finds **two sticks** on a nature walk. tap a rhythm pattern: “**long-short-long-short**”. The sticks used to make a sound in a pattern, the sound can differ with taking different sticks.

Nature Mandala Making

Make a circular arrangement of natural materials with repeating sections radiating from the centre: **leaf-petal-leaf-petal**, reading clockwise. This introduces rotational symmetry as a pattern type. Children discover that the circle has no start or end, a qualitatively different kind of pattern from a line.

Pebble Pattern Lines

Collect **pebbles**. Arrange in a line using a **self-invented rule**: rough-smooth-rough-smooth, or big-small-big-small. Once complete, cover one with a leaf. “**Which pebble is hiding? What rule did I use?**” The peer guesses.

Seed Sorting & Patterning

Mix a **cup of varied seeds**. Each child **sorts them by a chosen attribute** into a carton. Then selects two types and arranges **them in a pattern line** on a **pattern strip**. The tactile richness of seeds (smooth, rough, oval,) adds a sensory dimension absent from plastic manipulatives.

Bark & Leaf Rubbings

Place paper over bark, a leaf, or a textured surface. Rub with the side of a wax crayon. The surface pattern appears. "Can you see the tree's pattern?" Arrange multiple rubbings "bark-leaf-bark-leaf" into a pattern strip.

Pressed Flower Pattern Strips

Press flowers or leaves between heavy books for 3-5 days. Arrange the dried specimens on a strip of card in a pattern. Apply a thin layer of PVA glue to fix in place. The strips are genuinely beautiful. Pattern as botanical art.

Spiral Pattern Hunt (Advanced)

Look at a sunflower center, a pinecone, a shell, or a tightly rolled leaf. Can children see spirals going in two directions? The pattern being everywhere in nature. Introduce the word "Fibonacci" simply: "A mathematician named Fibonacci noticed this pattern in plants. You just found it too."

Material List:

Gather the following items for nature based activities:

- **Outdoor Essentials:** A collection bag, a cup for seeds, and a clipboard with a 6-box recording sheet.
- **Nature Finds:** Leaves (various shapes/colors), petals, sticks, pebbles (rough/smooth), pinecones, shells, and seeds.
- **Craft Supplies:** Paper, card strips, wax crayons, and PVA glue.
- **Home Items:** An egg carton (any containers) for sorting, heavy books for pressing flowers, and a shallow tray of sand or soil.

Nature Pattern Tray

A shallow tray of sand or soil with a collection of natural objects nearby. Children arrange objects freely in the sand. The educator observes quietly & narrates any pattern that appears: "I see you alternated the big stones and small stones. That's an AB pattern".

Outdoor Pattern Hunt

Go outside with a clipboard and a 6-box recording sheet. Children look for patterns: bricks in a wall, tiles on a path, petals on a flower, spots on an insect, fence posts in a row. Sketch each pattern found. Count how many were found. Compare with peers. "Who found the most patterns? What's the most surprising one?"

SOUND AND MUSIC!

Sound is the most immediate form of pattern, it exists in time, which makes it the closest to mathematical functions. Music is applied pattern mathematics, and preschoolers love it.

Echo Clapping

Educator **claps** a short **rhythmic pattern** (3-5 beats). Children echo it back exactly. Gradually extend the pattern length. Then reverse: a child leads and the educator echoes.

Loud-Soft Dynamics Pattern

Sing or play any sound with alternating dynamics: **LOUD-soft-LOUD-soft**. This is an AB pattern in volume, not in type of sound. Extend to **loud-loud-soft** (AAB). Children signal dynamics with large/small arm gestures so the pattern is visible as well as audible.

Body Percussion Orchestra

Divide the group: **Group A claps a two-beat pattern**. **Group B stomps a complementary two-beat pattern**. Together, the two patterns interlock into a polyrhythmic texture. This is harmony created by layered patterns, the foundation of all ensemble music.

DIY Drum Circle

Every child has a "drum" an upturned container with a wooden spoon. Establishes a bass pattern: **BOOM-rest-BOOM-rest**. Children join in. Once stable, add a second layer: tap-tap-rest. Listen to the texture of layered patterns

Instrument Pattern Pass

Two instruments are passed around a circle. Each child performs the pattern "**shake-shake-tap-tap**" then passes both to the next. When the pattern breaks (someone does it wrong), it's a discovery moment. "**Something changed! Did we still have a pattern?**"

Note:

The group / peer Activities can be performed with anybody not just friends, but parents, siblings, grandparents or anyone.

Sound Pattern Cards

Using **sound cards**, Child draws a card sequence and performs it exactly. "**Large circle - small circle - large circle: what does that sound like?**" Then child creates their own card sequence.

Two-Sound Composition

Child picks **two sounds** and assigns each a **unique sticker or stamp**. Plans a pattern on **pattern strip**: **star-circle-star-circle, or star-star-circle-star-star-circle (AAB)**. Performs it for the group. The group identifies the pattern type.

Record, Listen, Draw

Children create a sound pattern (minimum 3 full repetitions), **record** it on a phone, then listen back. While listening, they **draw** what they hear as a visual pattern. Compare the original score to the drawing. "**Did your drawing match your plan?**"

Draw the Sound

Play a **rhythmic pattern**. Children **draw** it in real time: **big mark on paper for a loud beat, small mark for soft**. After 4-5 repetitions, they hold up their paper and "read" the pattern back.

Conduct the Score

A child acts as conductor. They point to symbols on a score (made by themselves or a peer) while the class makes the matching sound. **Left-to-right tracking, symbolic decoding**, group coordination, and pattern reading all happen simultaneously.

Material List:

- **Rhythm & Sound Tools:** Use household items like upturned containers for drums, wooden spoons, and two different musical instruments (such as a shaker and a drum).
- **Stationery & Creative Supplies:** Gather paper, **pattern strips**, unique stickers, stamps, and markers or crayons for drawing marks.
- **Visual Aids:** Prepare **sound cards** and a **score** for the child to follow.
- **Technology:** Have a phone or recording device available to record and listen back to sound patterns.

Rhythmic Pattern

Level	Rhythmic Pattern	Explanation
1. The Pulse	Clap – Clap – Clap – Clap	A steady, slow heartbeat rhythm.
2. The Switch	Clap – Snap – Clap – Snap	Alternating between two different sounds.
3. The Pause	Clap – Clap – (Silence)	Introducing a "rest" or a gap.
4. Quick Steps	Clap – Clap – clap-clap-clap	Two slow beats followed by three fast ones.
5. The Sandwich	Stomp – Clap – Clap – Stomp	A symmetrical pattern using hands and feet.
6. The Gallop	Clap-clap – (Pause) – Clap-clap	Short, fast pairs with a break in between.
7. The Build-Up	Clap – clap-clap – clap-clap-clap	Increasing the number of hits in each set.

Polyrhythmic Pattern

Name	Pattern A (Group 1)	Pattern B (Group 2)	Simple Explanation
The Walk & The Run	Step – Step – Step	tap-tap – tap-tap – tap-tap	One group goes slow while the other goes fast.
The 2 vs. 3	Clap – (Pause) – Clap	stomp-stomp-stomp	Two beats fighting against three beats.
The Heart & The Rain	Thump – Thump – Thump	clap-clap-clap-clap-clap	A steady pulse with a very fast pattern on top.
The Swing	Stomp – (Pause) – Stomp	Clap – Snap – Clap	A heavy base beat with a switching hand pattern.

OBJECT & BLOCK PATTERNS!

The classic approach reimagined. Peer-to-peer pattern challenges, child-invented rules, and "guess my rule" make this module far more engaging than the standard approach.

Bead Threading Patterns

Thread **beads** onto **cord or pipe cleaner** following a self-chosen pattern. The physical action of picking, considering, and threading encodes the pattern decision in the fingers.

Loose Parts Pattern Tray

A tray of mixed loose parts (**buttons, corks, shells, stones, bottle caps, lids, keys, coins**) and unlimited time to arrange freely. The educator watches, observes, and narrates any pattern that appears. No instruction is needed; the brain seeks patterns spontaneously. The educator's job is to point at it and name it: "**That's a pattern. You made it.**"

Pattern Necklace / Bracelet

Thread a wearable pattern onto **elastic or string**. The necklace is a circular pattern, it has no beginning or end. Ask: "**Where does the pattern start on a circle?**" The circular format introduces periodic, cyclical patterns are conceptually distinct from linear ones.

Block Tower Pattern

Build a tower where the colours follow a pattern: **red-blue-red-blue**. Count the layers. Ask: "**If I add one more, what colour?**" Then deliberately add the "wrong" colour: "**Wait – is this right?**" Children correct the educator with enormous satisfaction.

Guess My Rule

Educator creates a pattern from **objects** and covers one element. "**What's missing?**" Once fluent, advance to: don't cover anything, let children observe and state the rule. "My rule is: I always put round things before square things." Then children become rule-setters and peers guess.

Button Sort & Pattern

A collection of **mixed buttons** sorted first by attribute (colour, number of holes, size, texture, shape), then used to create patterns from each category. Entirely child-led with educator narration. The sorting task is pre-patterning: establishing categories is the precursor to using them as pattern elements.

Pattern Record Sheets

After creating an object pattern, child records it by colouring cells in a [pattern grid](#).

Accumulated over weeks, the record sheets show progression, from simple AB to complex AABB or ABC.

My Pattern Rule Book

A personal book where each page records one pattern rule the child has discovered or invented.

"My rule: always put the round thing before the flat thing." Illustrated by the child with a sample of the pattern.

Material List:

- **Threading & Jewelry:** Beads, cord, pipe cleaners, elastic, or string.
- **Building & Sorting:** Colored blocks and a large collection of mixed buttons.
- **Loose Parts:** A tray containing various small objects like corks, shells, stones, bottle caps, lids, keys, or coins.
- **Recording & Discovery:** A [pattern grid](#), a personal notebook or dairy, and basic [objects](#).

SNACK-TIME PATTERNS!

Intrinsic motivation at its most primal, you eat the result. No worksheet has ever competed with a self-made fruit skewer for engagement.

Fruit Skewer Pattern

Thread fruit onto a blunt skewer using a self-chosen pattern: **grape-strawberry-grape-strawberry**. The child chooses the rule, executes it, checks it, and eats the result. The eating makes the consequence of the pattern concrete and delicious.

Sandwich Layer Pattern

Build a layered sandwich with a pattern: **bread-filling-bread-filling-bread**. Cut in half and examine the cross-section. "Can you see the pattern if we look at the edge?" The internal structure of a sandwich, visible only on cutting, makes the abstract concept of a hidden pattern suddenly concrete.

Veggie Pattern Plate

Arrange **vegetable sticks** around a central dip bowl in a pattern: **carrot-cucumber-carrot-cucumber** radiating from the centre. This is a radial pattern, a circular arrangement. Children present their plate to a peer before eating. The act of presenting and explaining reinforces pattern language.

Cracker & Topping Arrangements

Arrange the snack in a pattern before eating: **cracker-cheese-cracker-cheese** in a line. Or **cracker with topping A, cracker with topping B, alternating**. The child can then eat in pattern order, or break the pattern, both actions are mathematically rich.

Biscuit Decoration Pattern

Decorate a plain biscuit using a repeating pattern of toppings: **red sprinkle, white sprinkle, red, white**, working in a line or circle around the biscuit. The circular biscuit surface introduces radial pattern arrangements. The outcome is genuinely beautiful and edible.

Picture Recipe Sheet

A visual "recipe" for a snack pattern: a sheet showing a strip of illustrated food icons in sequence (grape icon - strawberry icon - grape icon - ?). Child follows to make their snack. This is reading a symbolic instruction and translating it into physical construction.

Snack Pattern Menu Writing

Write a "menu" for a pattern snack using mark-making, drawing, or dictation: "Order 1: Grape-Strawberry Pattern Skewer (AB). Order 2: Cracker-Cheese-Cheese Pattern (ABB)." Role-play a snack café where children take each other's orders from their menus. Mathematical language, writing development, and social role-play in one activity.

Material List:

- **Fruits & Vegetables:** Fresh fruit (like grapes and strawberries) and vegetable sticks (such as carrots and cucumbers).
- **Bread & Pantry:** Sliced bread and fillings for layered sandwiches, various crackers, and cheese.
- **Decorations:** Plain biscuits, colorful toppings (such as red and white sprinkles).
- **Kitchen Tools:** Blunt skewers for fruit patterns and small bowls for dips.

ART MAKING PATTERNS!

The best mathematics teaching produces something beautiful. Art-making is pattern-making, the decorative and the mathematical arise from the same cognitive operation.

Finger Pattern Printing

Index finger into red **paint**, middle finger into blue paint. Press across the page in order: **red-blue-red-blue**. No brush, no tool needed. Children can also use the whole hand, each finger a different colour for more complex ABCDE patterns.

Vegetable Cross-section Printing

Cut vegetables in cross-section and dip in paint. Each vegetable makes a distinctive mark: **okra = a star**, **celery = a rose**, **broccoli = a tree**, **carrot = a circle**, **pepper = a complex shape**. Children discover which vegetable makes which mark through inquiry, then use two vegetable printers to create a pattern.

Bubble Wrap Printing

Roll **paint** over **bubble wrap** with a roller or brush. Press onto paper. The bubble pattern appears automatically, a grid of circles. Now vary it: **use two colours in alternating rows**. Or **cut bubble wrap into two different sizes** (large bubbles, small bubbles) and alternate. The material creates the pattern structure; children control the variation.

Collage Pattern Strips

Tear or cut shapes from **magazines** and arrange into a pattern strip on a long card. The variety of textures, images, and colors makes the collage pattern visually rich. The imperfect edges of torn paper give each element uniqueness while the pattern provides structure.

Paper Weaving

Weave **coloured paper strips** through a pre-slit base sheet. **Under-over-under-over** – this is a binary pattern applied spatially. The finished piece is a visible pattern grid in which the pattern exists in two dimensions simultaneously: horizontal strips AND vertical strips each carry their own colour pattern, and together they create a third pattern at the intersections.

Leaf Print Pattern

Paint the textured (vein) side of a **leaf**. Press firmly onto paper. Lift (a leaf print appears). Use two leaf shapes alternately to create an AB pattern strip. The leaf print is always unique (no two are identical), which means every pattern strip is an original artwork, even when the rule is identical

Wax Resist Pattern

Draw a repeating pattern in **white wax crayon** on white paper. Wash **watercolour** over the whole surface. The wax pattern is revealed as the paint resists it. This is pattern making where the process is invisible until the reveal moment, a genuinely magical experience.

Cultural Pattern Study & Creation

Show printed examples of patterns from several cultural traditions: **Rangoli (India)**, **kente cloth (Ghana)**, **ikat (Central Asia)**, **Aboriginal dot art (Australia)**, **Celtic knotwork (Ireland)**, **tilework patterns (Morocco, Turkey)**.

Ask: "**What's the rule in this pattern?**" Then children create their own inspired version.

Material List:

- **Painting & Printing Essentials:** Liquid paint in multiple colors, brushes, rollers, and paper.
- **Unique Printers:** Bubble wrap, textured leaves, and vegetable cross-sections (such as okra, celery, broccoli, carrots, and peppers).
- **Weaving & Collage:** Colored paper strips, a pre-slit base sheet for weaving, old magazines, and long card strips.
- **Specialty Art Supplies:** White wax crayons and watercolor paints.
- **Reference Materials:** Printed examples of cultural patterns, such as Rangoli, Kente cloth, or Aboriginal dot art.

CREATE MORE ACTIVITIES!

Start with the child's interest (the "hook")

What does your child love? Dinosaurs. Trucks. his baby sister. Cooking. Spiders. The hook is the content, it has nothing to do with mathematics, but it determines whether the child engages at all. Write the interest down first, before thinking about the activity structure.

If unsure which activity to pick, or have no time to choose?, read our 10 minute activity guide.

Choose a modality (the "how")

Pick one of the modules that fits the child's current mode of engagement. A child who needs to move = body/movement. A child who loves making = art. A child who is food-motivated = snack. Don't force a modality, find the one that meets the child where they are today.

Determine the developmental stage (E → V → S)

How much has this child engaged with patterns before? Start with Embodied if they're new to intentional patterning. Move to Visual when they can read a pattern in objects. Introduce Symbolic only when they can explain a pattern rule verbally. Never skip stages, the progression is developmental, not just pedagogical preference.

Swap the content for the child's interest

Take any existing activity from this library. Replace the default content with the child's interest. Beads → train carriages (red engine, blue carriage). Fruits → train sounds (choo-choo, clank). The mathematical structure is identical; the content transforms the child's engagement entirely.

Add a social and a challenge element

Every activity becomes richer with: (a) a peer component, can the child teach his train pattern to a friend? and (b) a stretch challenge, can he make a pattern that uses THREE types of train carriage? The peer component creates mathematical language. The challenge creates productive struggle without the anxiety of formal assessment.

WORKSHEETS

CHALLENGES !

A Different Kind of Worksheet.

This section presents **traditional worksheets re-imagined**.

These challenges are not designed to rush children toward correct answers or memorized formats. Instead, they invite children to **observe, notice, predict, build**, and slowly become aware of patterns around them.

- The goal is **not perfection**.
- The goal is **pattern consciousness**.

A child who develops pattern consciousness does not only recognize patterns on paper, but slowly begins to notice them in movement, music, routines, nature, buildings, stories, art, and everyday life.

Before Beginning:

Please remember:

These worksheets are the final stage of the journey.

Before children can represent patterns symbolically, they must first:

- feel patterns in their body,
- see patterns visually,
- and experience repetition through movement, sound, objects, and play.

Do not rush to paper too early.

Repetition is not a problem. Repetition builds familiarity, confidence, and recognition. If a child enjoys repeating an activity many times, allow it.

Mastery grows slowly.

The Learning Flow

All activities in this section follow the same developmental sequence:

Feel → Notice → Predict → Understand → Create

Children first experience patterns physically, then visually, and only later symbolically.

This sequence matters.

When children move through these stages naturally, patterns stop becoming “worksheet questions” and begin becoming something they genuinely notice and understand.

About the Activities

Pattern Spotter

Children look carefully to discover what repeats.

This activity develops:

- observation, visual attention, and awareness of repeating units.

The focus is not speed, but noticing

Pattern Predictor

Children guess what comes next in a sequence.

This develops:

- prediction, anticipation, and logical continuation.

Before answering, encourage children to ask: "What repeats?" "How does it repeat?"

Pattern Detective

Children find what breaks the pattern.

This develops:

- error detection, deeper understanding of rules, and flexible thinking.

Children are encouraged not only to spot mistakes, but also to think about how patterns stay consistent.

Pattern Builder

Children build patterns from a given rule.

This develops:

- symbolic thinking, memory, and creative application.

Building patterns is often more powerful than simply identifying them.

Integrated Challenges

These combine multiple skills together:

- spotting, predicting, correcting, and creating.

The aim is not testing, but integration. Children begin using pattern understanding more independently and flexibly.

A Note for Parents

Children may: move slowly, repeat often, invent their own rules, or notice patterns differently from adults. This is valuable.

Try not to immediately correct or direct every response. Instead: ask questions, allow exploration, and stay curious with them. Sometimes the richest learning happens in the conversations around the activity, not only in the worksheet itself.



PATTERN SPOTTER

Guess my rule.....Spot what repeats?

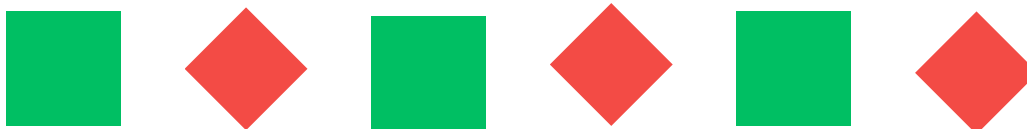
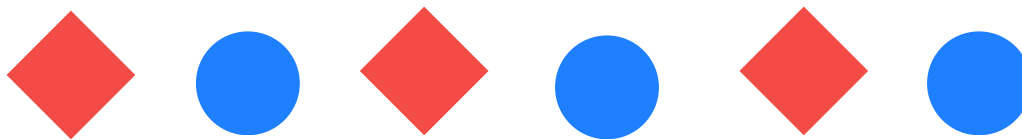
Name:

Date:

Example:


The part that repeats is


Circle what's repeating and draw.





PATTERN SPOTTER

Name:

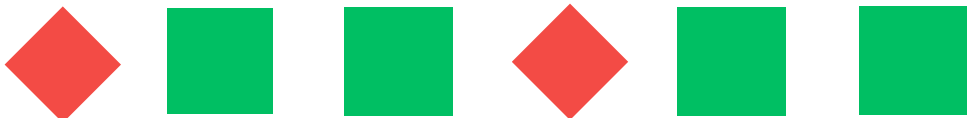
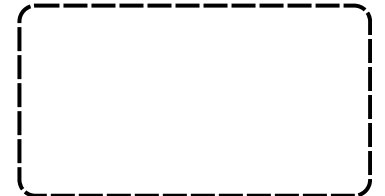
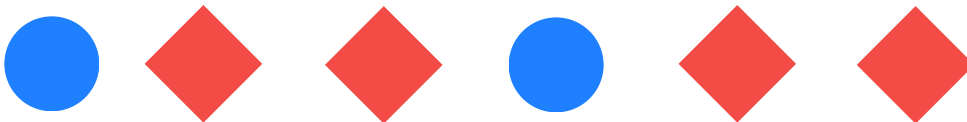
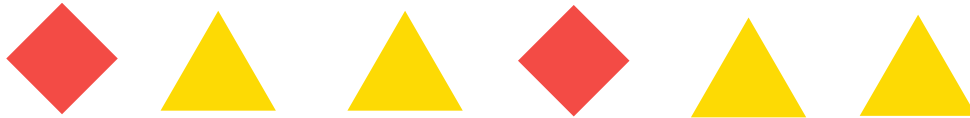
Guess my rule.....Spot what repeats?

Date:

Example:


The part that repeats is


Circle what's repeating and draw.





PATTERN SPOTTER

Name:

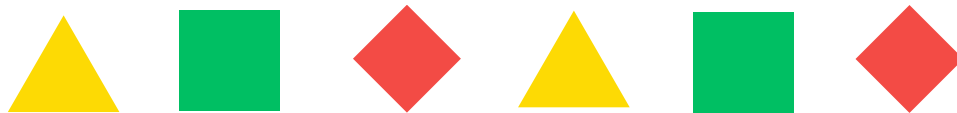
Guess my rule.....Spot what repeats?

Date:

Example:

The part that repeats is

Circle what's repeating and draw.









Pattern Predictor

Can you guess what comes next?

Name:

Date:

			
Square	Circle	Triangle	Diamond

Green square, Blue circle, Green square, Blue circle, Green square, Dashed square, Dashed square

Blue circle, Yellow triangle, Blue circle, Yellow triangle, Blue circle, Dashed square, Dashed square

Yellow triangle, Red diamond, Yellow triangle, Red diamond, Yellow triangle, Dashed square, Dashed square

Green square, Yellow triangle, Green square, Yellow triangle, Green square, Dashed square, Dashed square







Pattern Predictor

Can you guess what comes next?

Name:

Date:

			
Square	Circle	Triangle	Diamond

Red diamond, Blue circle, Red diamond, Blue circle, Red diamond, [Dashed square], [Dashed square]


Green square, Red diamond, Green square, Red diamond, Green square, [Dashed square], [Dashed square]



Create Your own:

[Dashed square], [Dashed square], [Dashed square], [Dashed square], [Dashed square], [Dashed square], [Dashed square]

Before writing the answers, always ask: What Repeats? How it repeats?

 Use Physical Objects



Pattern Predictor

Can you guess what comes next?

Name:

Date:



Square



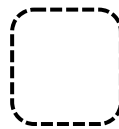
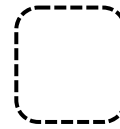
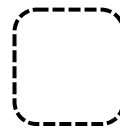
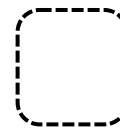
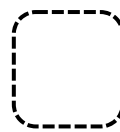
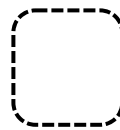
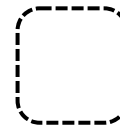
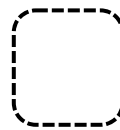
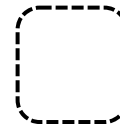
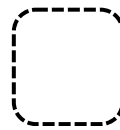
Circle



Triangle



Diamond









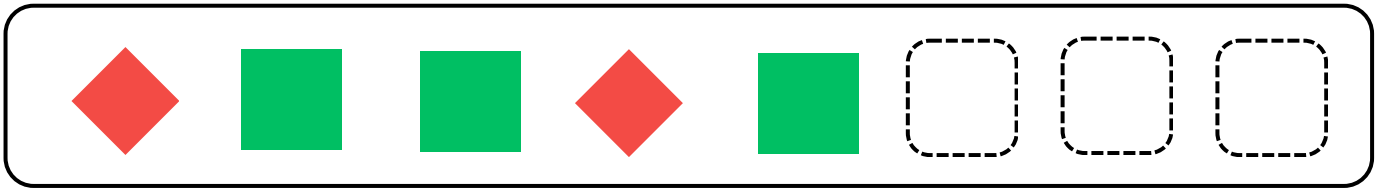
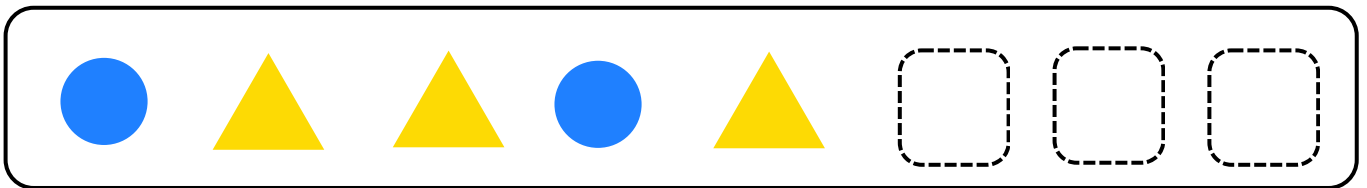
Pattern Predictor

Can you guess what comes next?

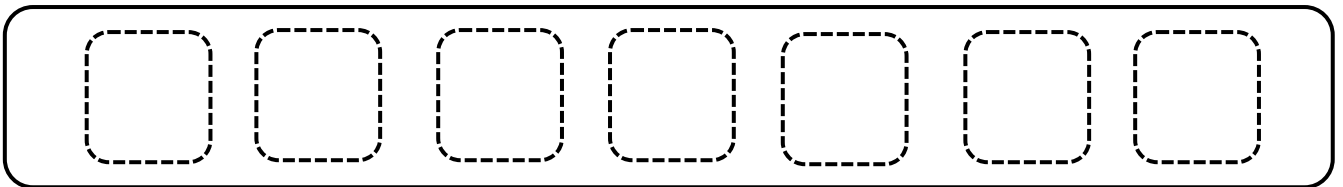
Name:

Date:

			
Square	Circle	Triangle	Diamond


Create Your own:



Before writing the answers, always ask: What Repeats? How it repeats?



Use Physical Objects







Pattern Predictor

Can you guess what comes next?

Name:

Date:

			
Square	Circle	Triangle	Diamond

Green square, Blue circle, Yellow triangle, Green square, Blue circle, [Dashed square], [Dashed square], [Dashed square]

Red diamond, Yellow triangle, Blue circle, Red diamond, Yellow triangle, [Dashed square], [Dashed square], [Dashed square]

Yellow triangle, Green square, Red diamond, Yellow triangle, Green square, [Dashed square], [Dashed square], [Dashed square]

Blue circle, Red diamond, Green square, Blue circle, Red diamond, [Dashed square], [Dashed square], [Dashed square]



PATTERN DETECTIVE

Name:

Find What Breaks the Pattern

Date:



Square



Circle



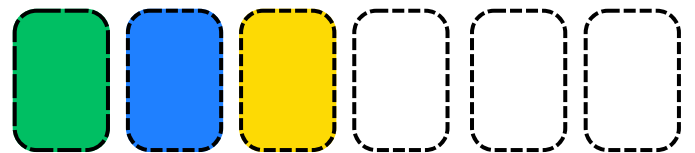
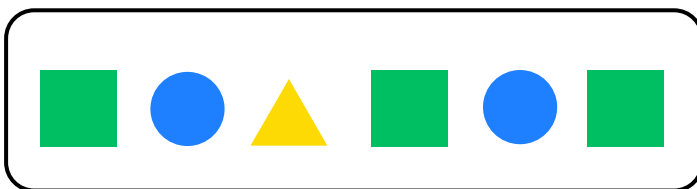
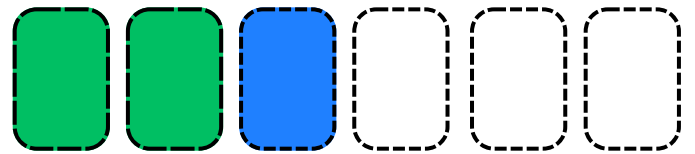
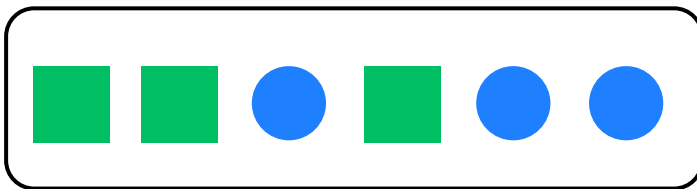
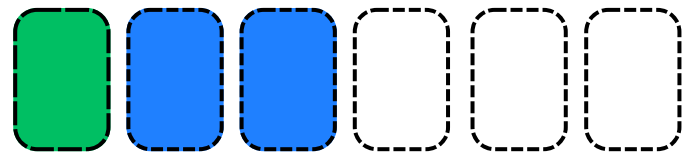
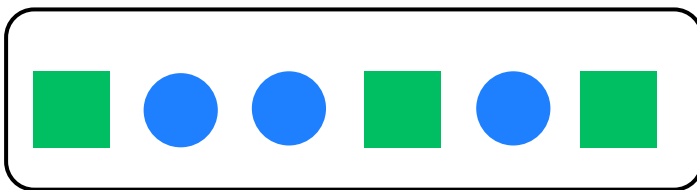
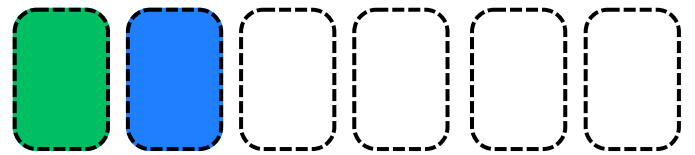
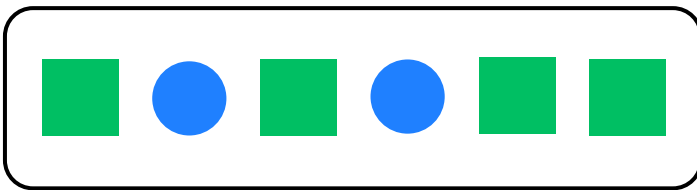
Triangle



Diamond

✗ 1. Cross the Mistakes

✎ 2. Colour the correct pattern





PATTERN DETECTIVE

Name:

Find What Breaks the Pattern

Date:



Square



Circle



Triangle



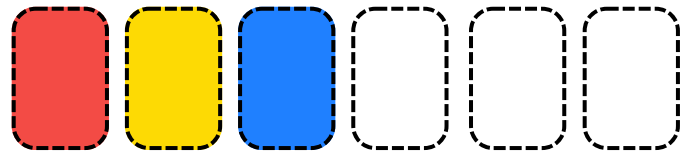
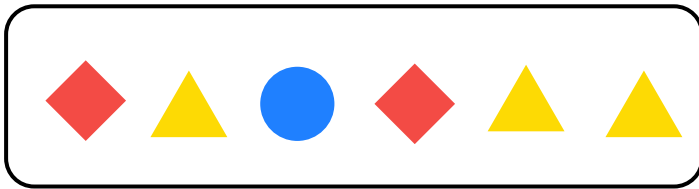
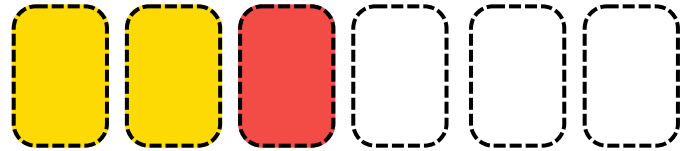
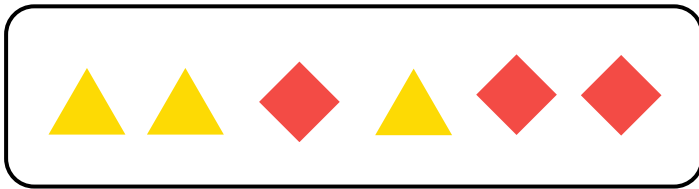
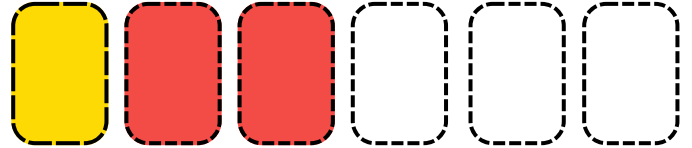
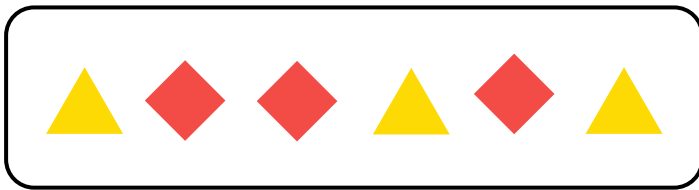
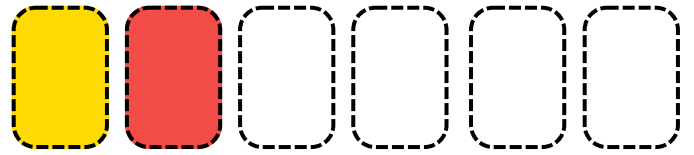
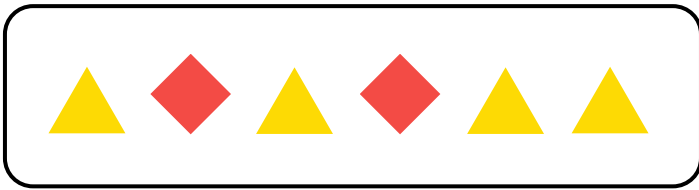
Diamond



1. Cross the Mistakes



2. Colour the correct pattern





Pattern Builder

Look at the rule. Build the pattern.

Name:

Date:

Example:

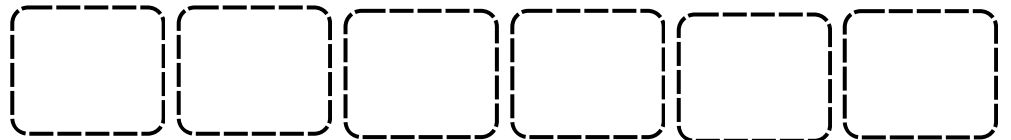
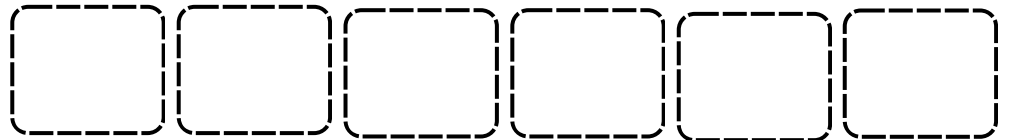
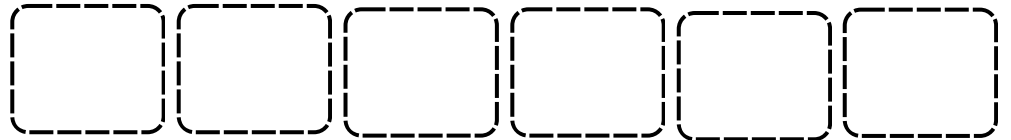
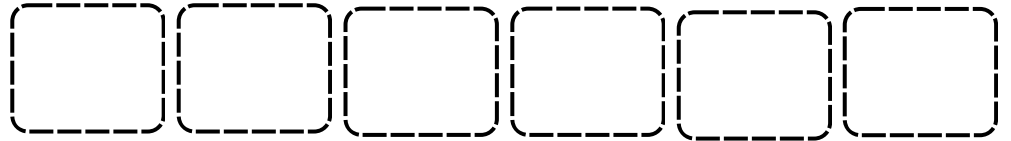
Rule:



Build it:



Read the rule. Then build the pattern in the boxes.





Pattern Builder

Look at the rule. Build the pattern.

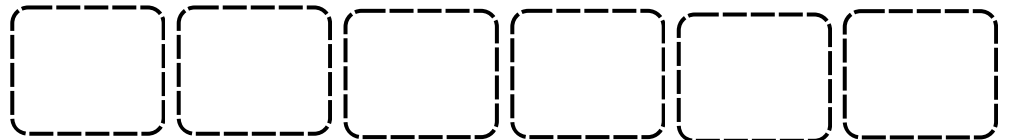
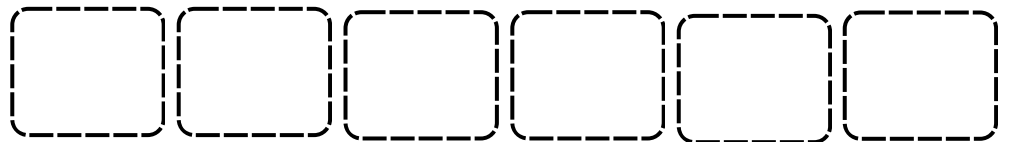
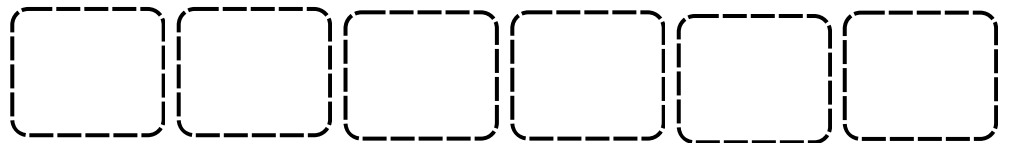
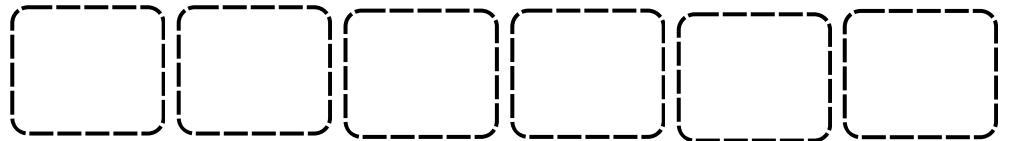
Name:

Date:

Example:

Rule:  Build it: 

Read the rule. Then build the pattern in the boxes.





Pattern Builder

Look at the rule. Build the pattern.

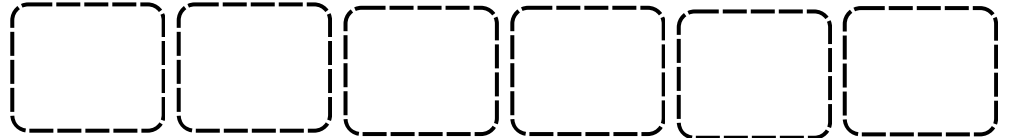
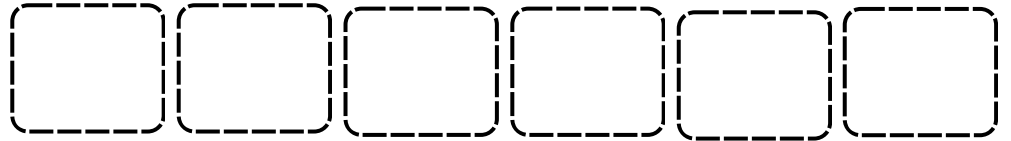
Name:

Date:

Example:

Rule:  Build it: 

Read the rule. Then build the pattern in the boxes.





PATTERN SPOTTER

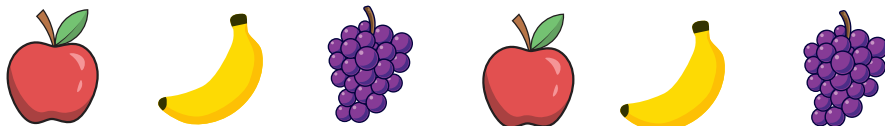
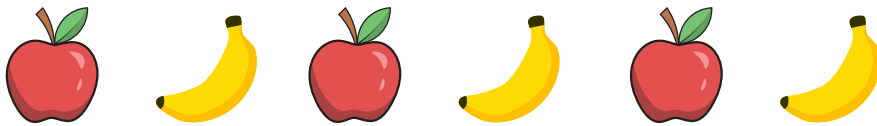
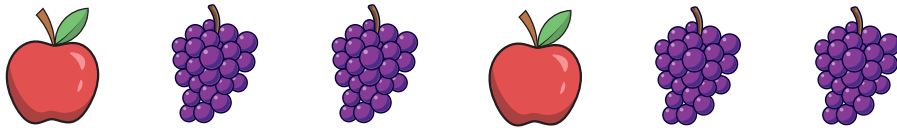
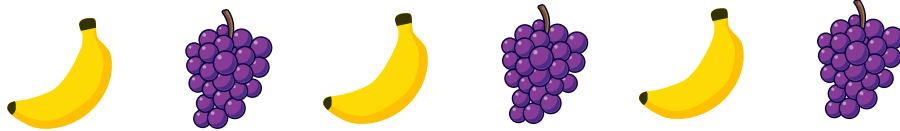
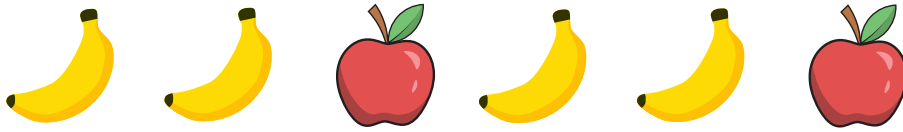
Guess my rule.....Spot what repeats?

Name:

Date:

Example:

Circle what's repeating and draw.





Pattern Predictor

Can you guess what comes next?

Name:

Date:



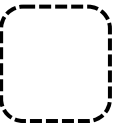
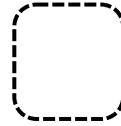
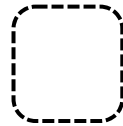
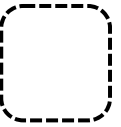
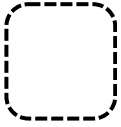
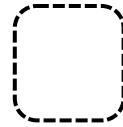
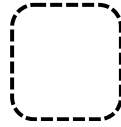
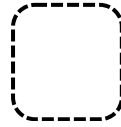
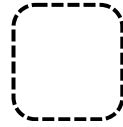
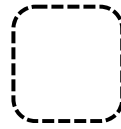
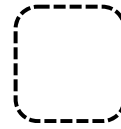
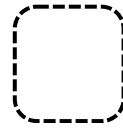
Apple



Banana



Grapes





Pattern Predictor

Can you guess what comes next?

Name:

Date:



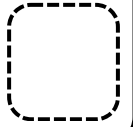
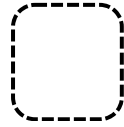
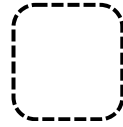
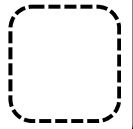
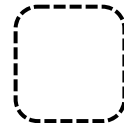
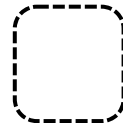
Apple



Banana



Grapes



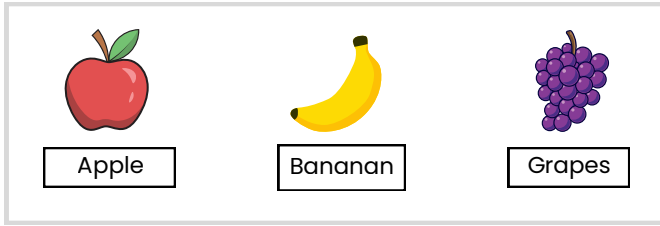


PATTERN DETECTIVE

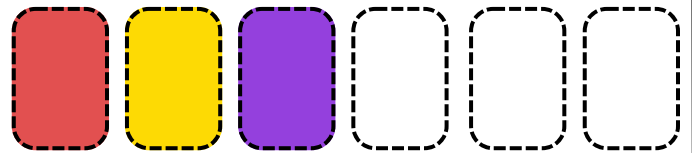
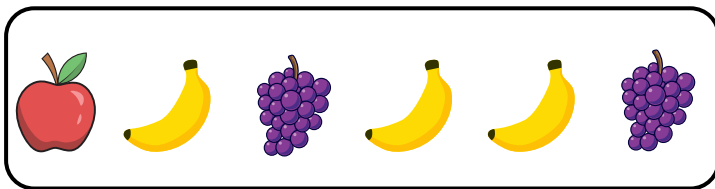
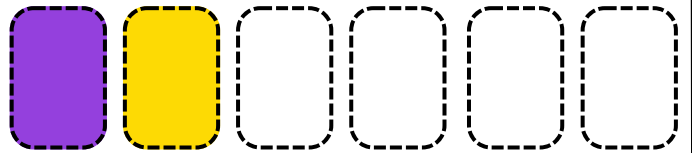
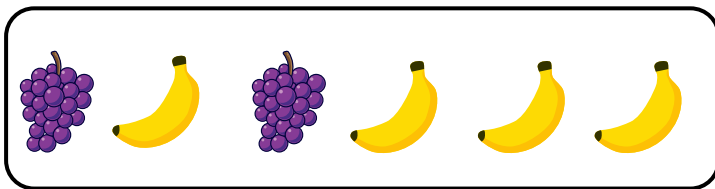
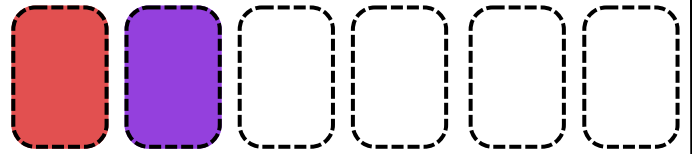
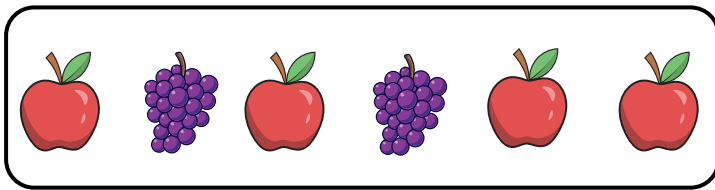
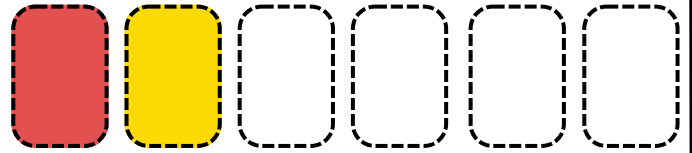
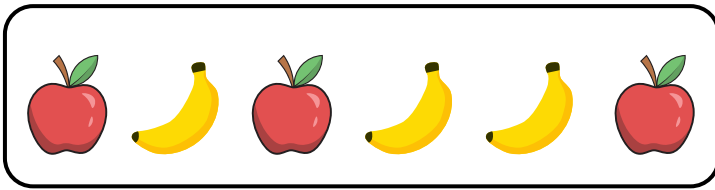
Name:

Find What Breaks the Pattern

Date:



- 1. Cross the Mistakes
- 2. Draw the correct pattern





Pattern Builder

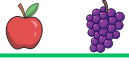
Look at the rule. Build the pattern.

Name:

Date:

Example:

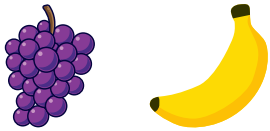
Rule:



Build it:

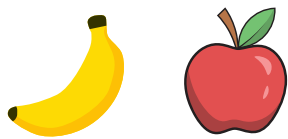


Read the rule. Then build the pattern in the boxes.



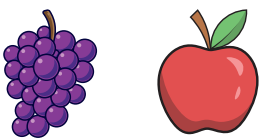
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.....

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PATTERN SPOTTER

Guess my rule.....Spot what repeats?

Name:

Date:

Example:


The part that repeats is


Circle what's repeating and draw.





Pattern Predictor

Can you guess what comes next?

Name:

Date:



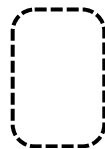
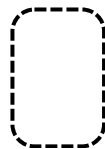
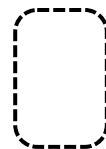
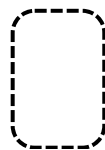
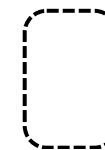
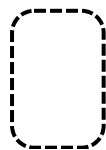
Up



Down



spin








PATTERN DETECTIVE

Name:

Find What Breaks the Pattern

Date:

		
Up	Down	spin

X 1. Cross the Mistakes

↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↑

↓ ↑ ↑ ↓ ↑ ↑ ↓ ↑ ↑ ↓ ↑ ↓

↑ ↓ ↓ ↑ ↓ ↓ ↑ ↓ ↓ ↑ ↓ ↑

↑ ↓ ↻ ↑ ↓ ↻ ↑ ↓ ↻ ↑ ↓ ↑



Pattern Builder

Look at the rule. Build the pattern.

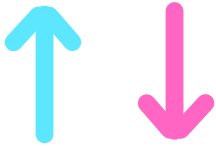
Name:

Date:

Example:

Rule:  Build it: 

Read the rule. Then build the pattern in the boxes.



.....

--	--	--	--	--	--



.....

--	--	--	--	--	--



.....

--	--	--	--	--	--



.....

--	--	--	--	--	--

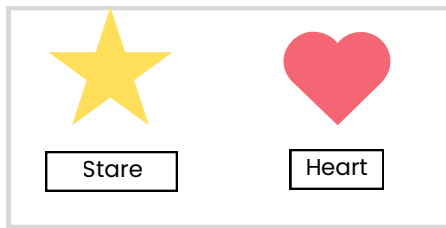


INTEDRATED WORKSHEET

Name:

Apply all the concepts in one.

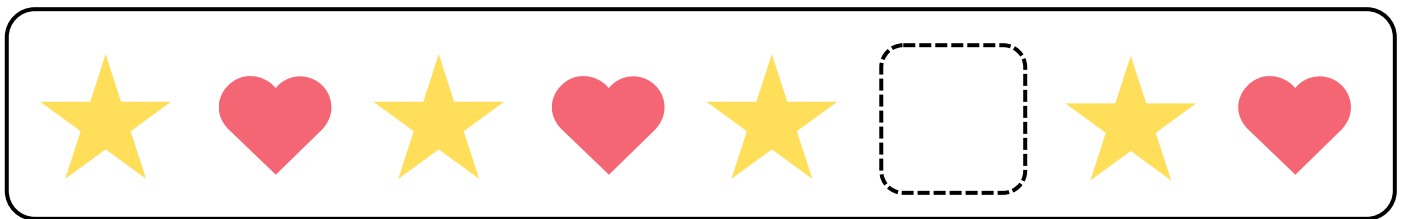
Date:



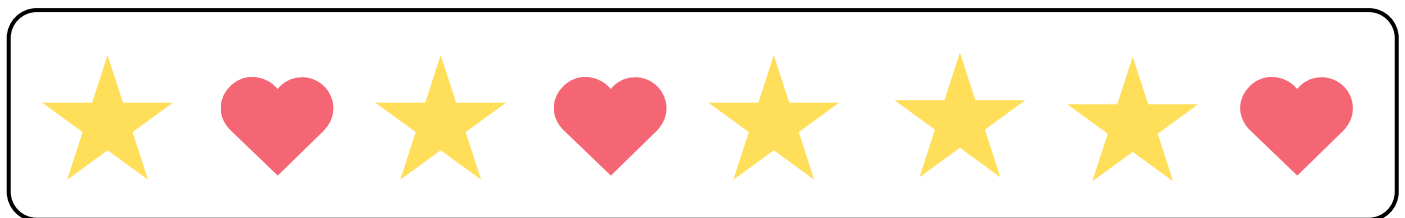
1. Spot the pattern. Circle it and write inside the box.



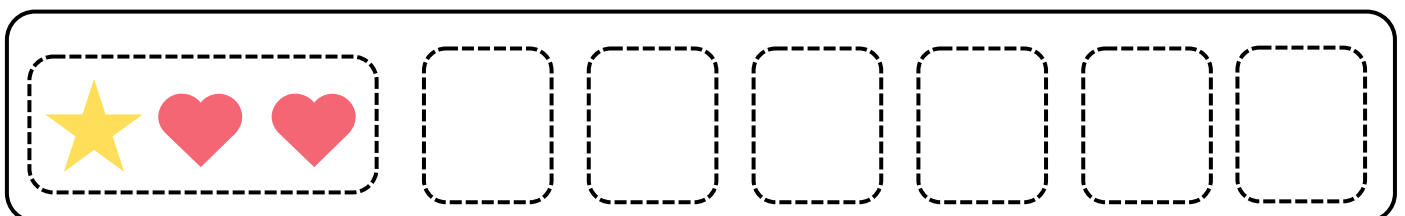
2. Complete the pattern.



3. Cross the Mistake.



3. Create your own.



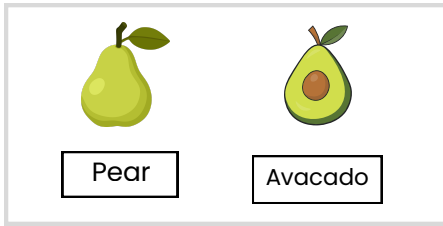


INTEDRATED WORKSHEET

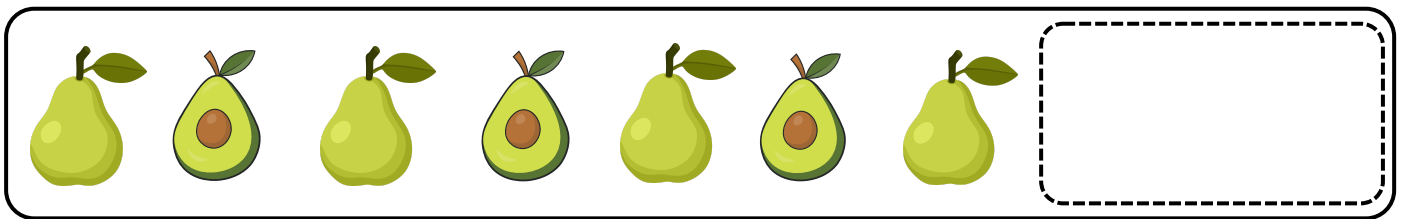
Name:

Apply all the concepts in one.

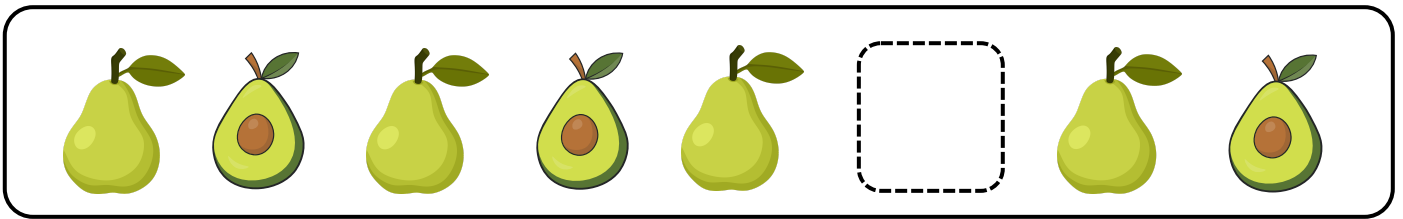
Date:



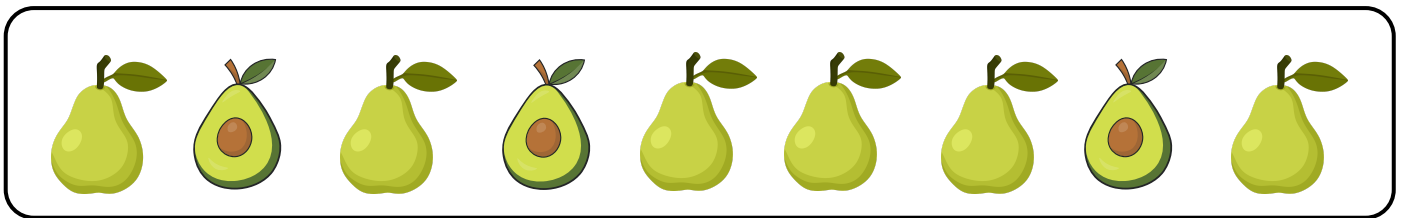
1. Spot the pattern. Circle it and write inside the box.



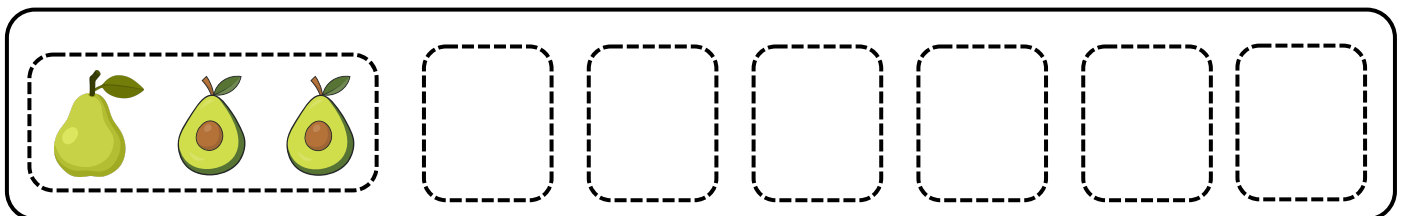
2. Complete the pattern.



3. Cross the Mistake.



3. Create your own.



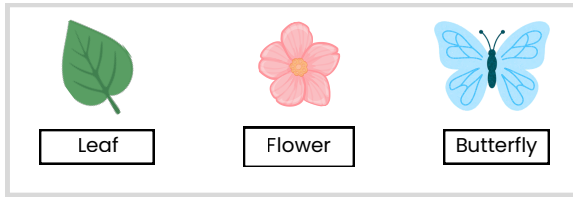


INTEDRATED WORKSHEET

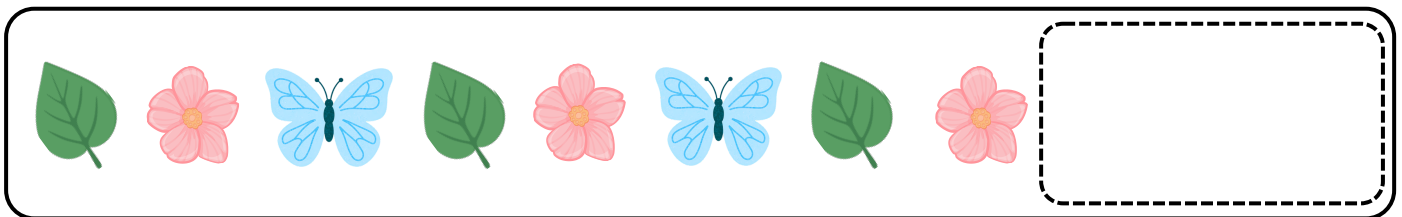
Name:

Apply all the concepts in one.

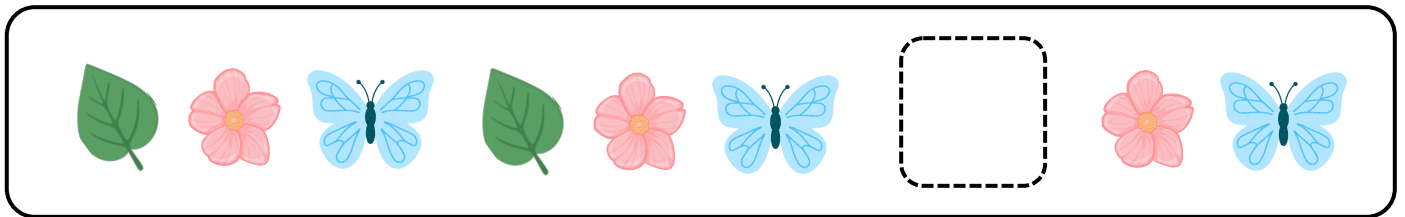
Date:



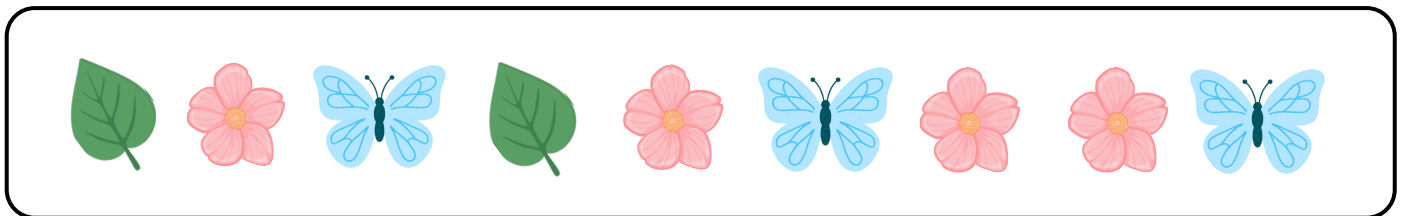
1. Spot the pattern. Circle it and write inside the box.



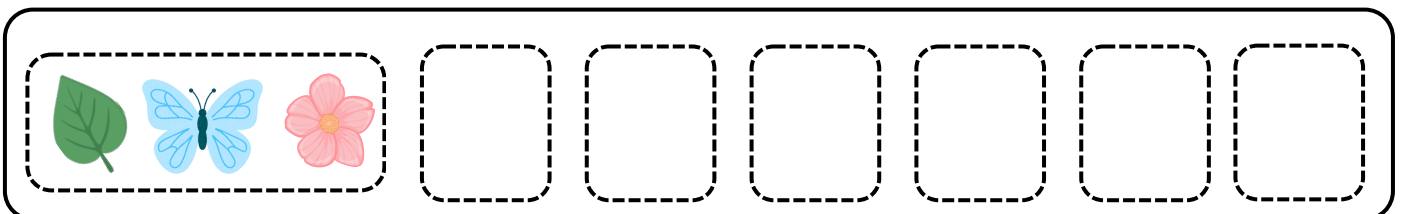
2. Complete the pattern.







































































3. Cross the Mistake.



3. Create your own.



PRINTABLES



ACTIVITY_PATTERNS



Name: _____

What to Use: _____

What to do: _____

Time/ Place: _____

Notes: _____

ACTIVITY_PATTERNS



Name: _____

What to Use: _____

What to do: _____

Time/ Place: _____

Notes: _____

ACTIVITY_PATTERNS



Name: _____

What to Use: _____

What to do: _____

Time/ Place: _____

Notes: _____

ACTIVITY_PATTERNS



Name: _____

What to Use: _____

What to do: _____

Time/ Place: _____

Notes: _____

TODAY'S PATTERN TIME

A small record of explorations

Date: _____

Time Spend:

5 min _____

10 min _____

+15 min _____

A question that came up..

Notes:

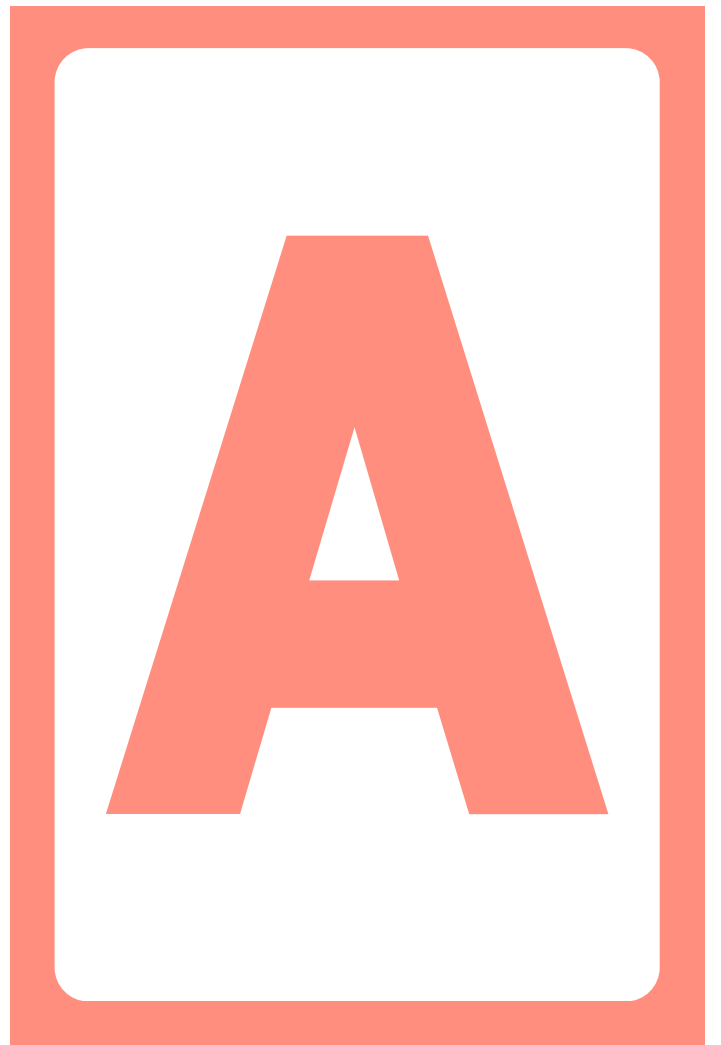
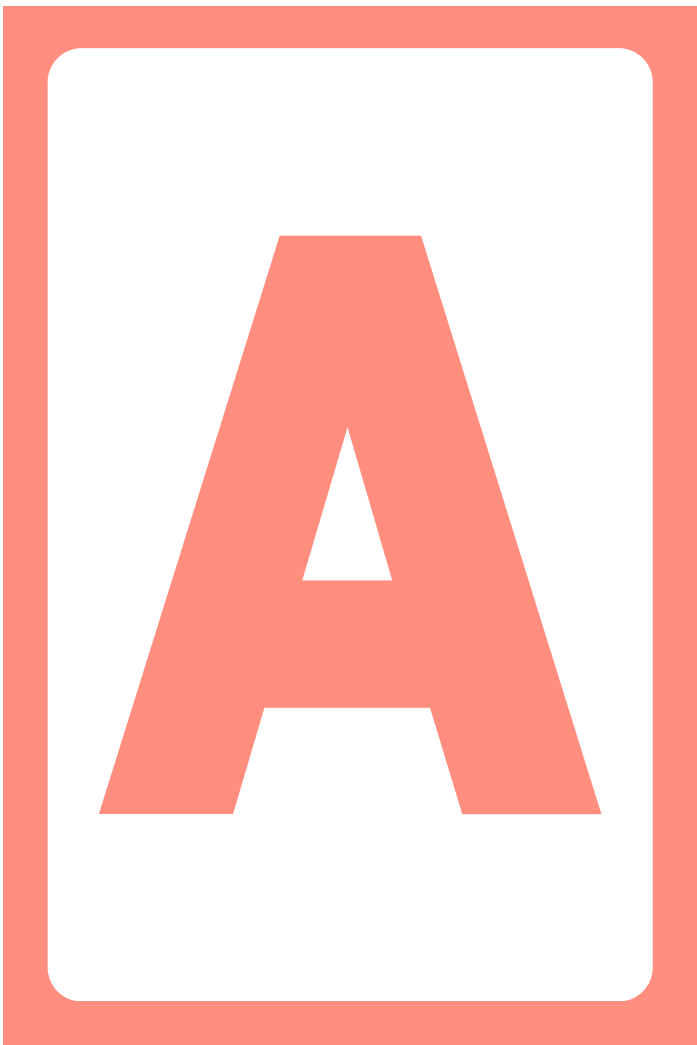
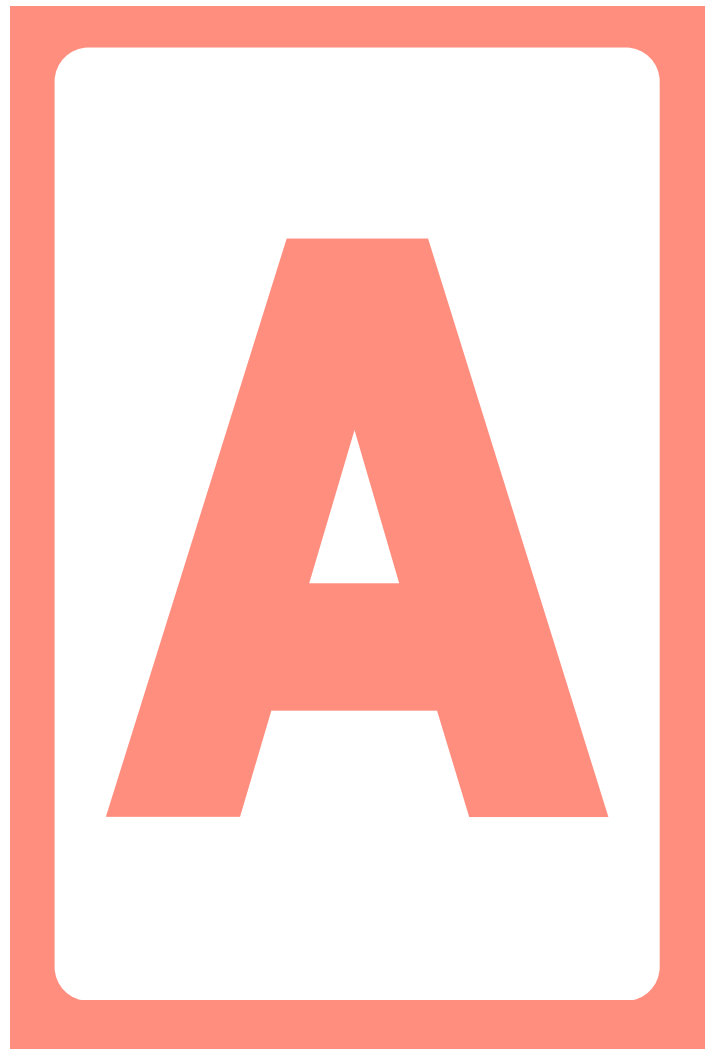
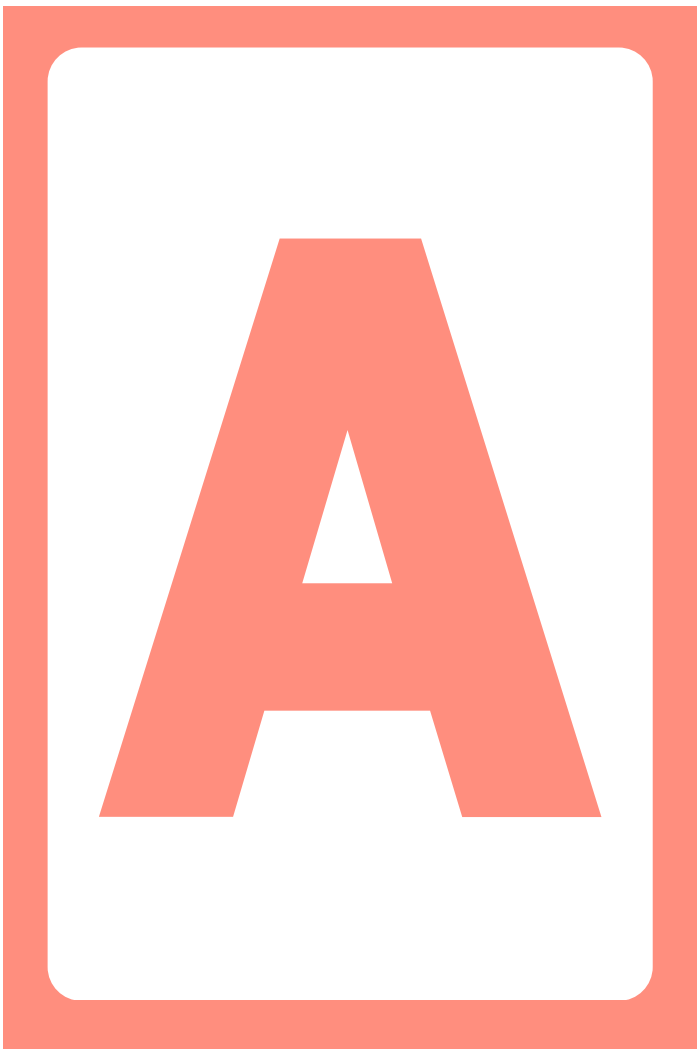
1. Activity Chosen:

2. What's Used:

What my child noticed:

Favorite Part:

What would we like to explore again?



B

B

B

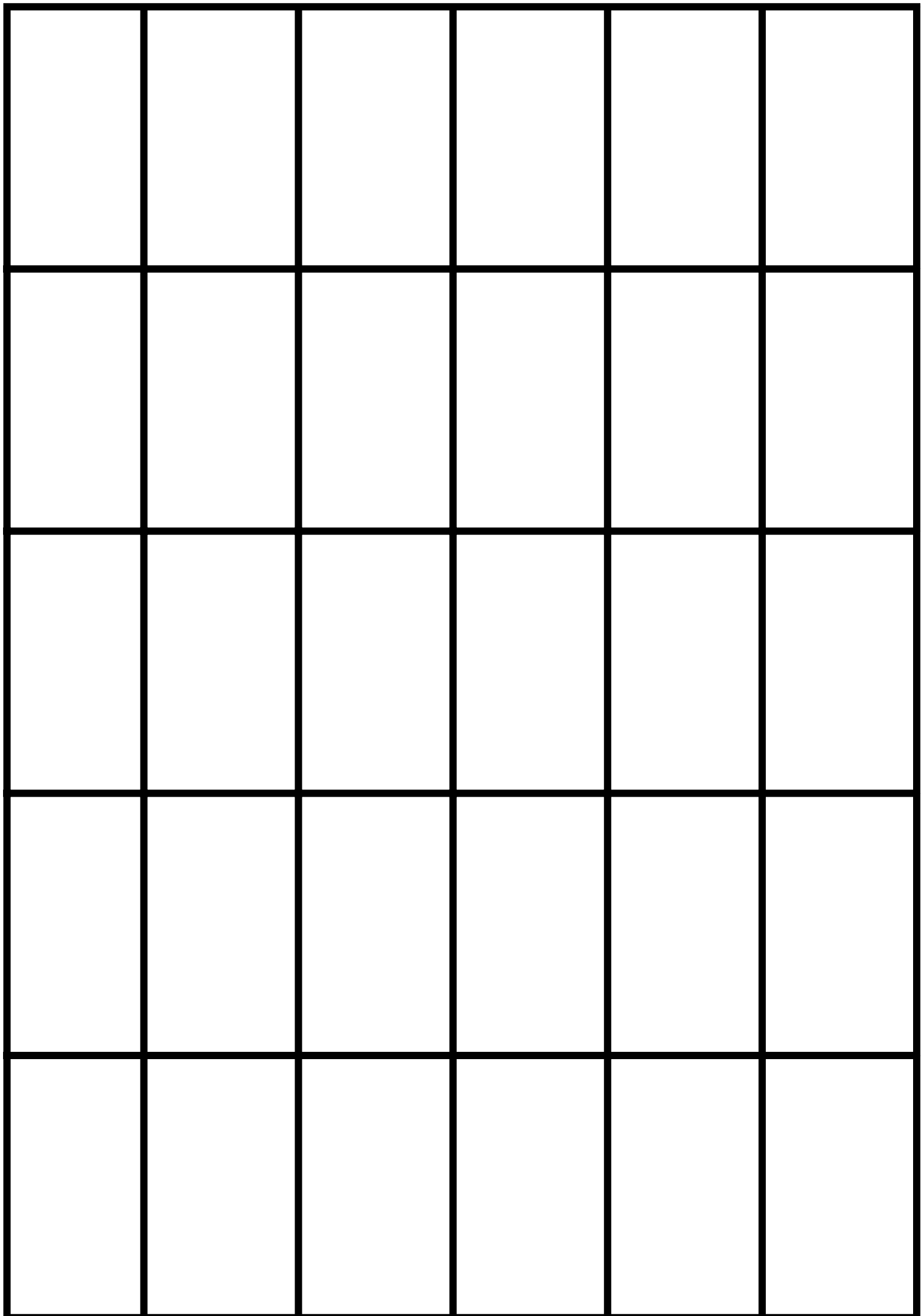
B

c

c

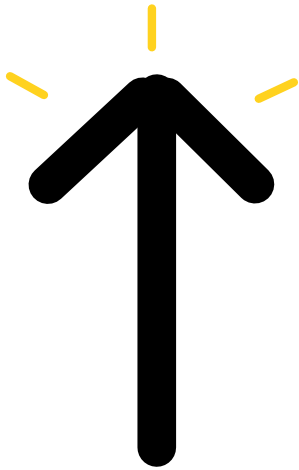
c

c



Action

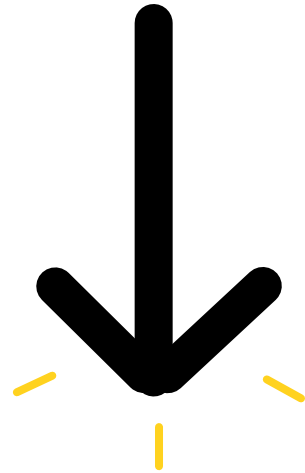
01



JUMP

Action

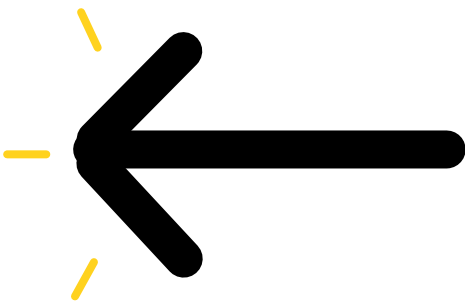
02



STOMP

Action

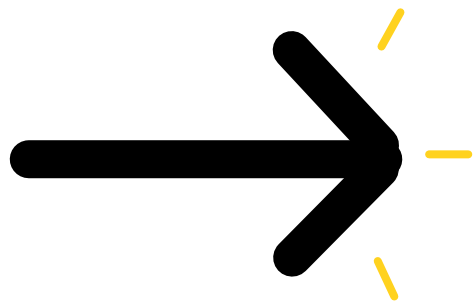
03



LEFT

Action

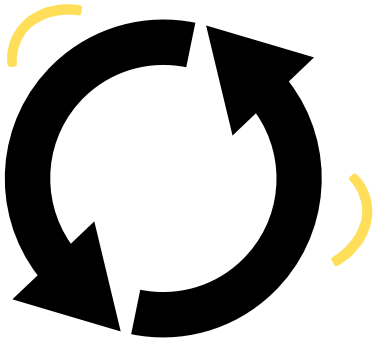
04



RIGHT

Action

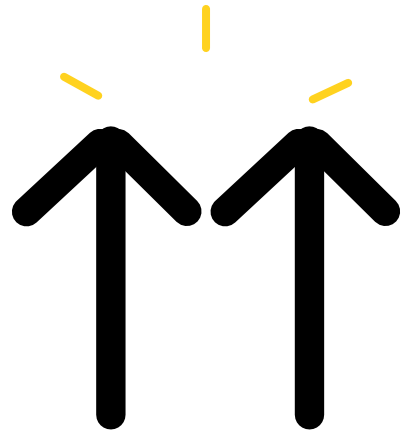
05



SPIN

Action

06



REACH

Action

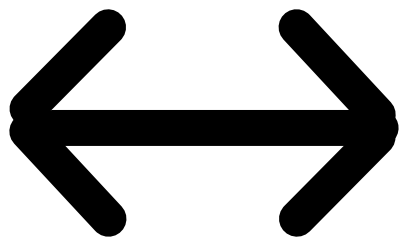
07



CLAP

Action

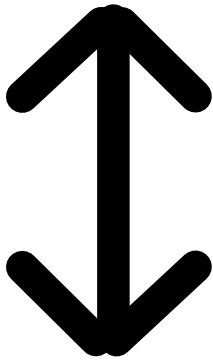
08



SHAKE

Action

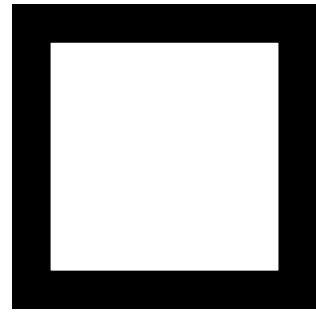
09



.....
NOD

Action

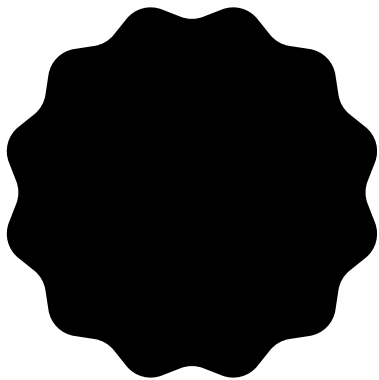
10



.....
FREEZE

Action

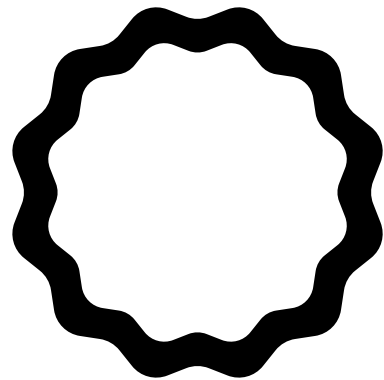
11



.....
PAT

Action

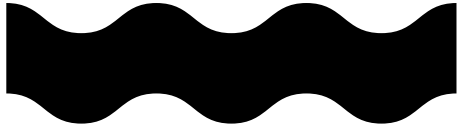
12



.....
TAP

Action

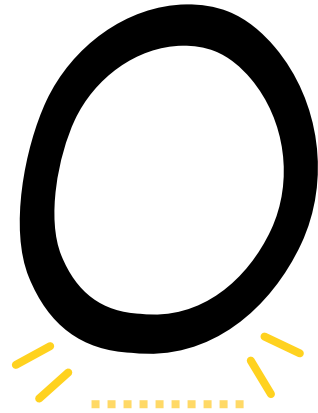
13



.....
WAVE

Action

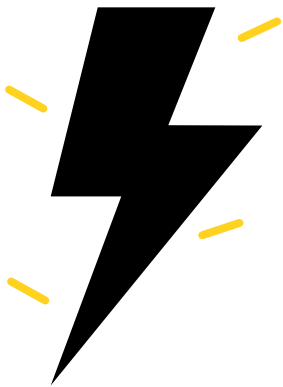
14



.....
HOP

Action

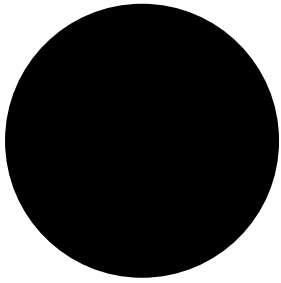
15



.....
SNAP

VOLUME

01



LOUD

VOLUME

02



SOFT

RHYTHM

01



BEAT

RHYTHM

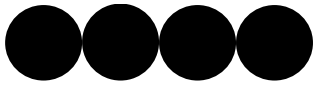
02



SLOW

RHYTHM

03



FAST

RHYTHM

04



PAUSE

CHALLENGE

01



.....
GUESS

CHALLENGE

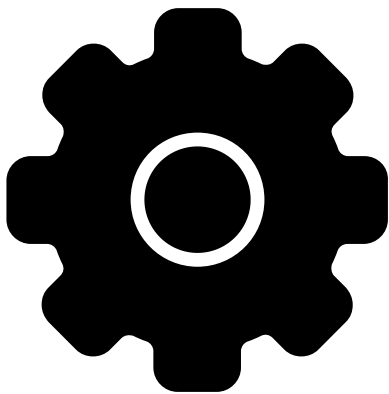
02



.....
CHECK

CHALLENGE

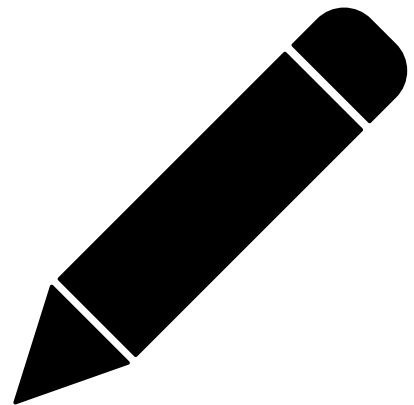
03



.....
FIX

CHALLENGE

04



.....
CREATE

CHALLENGE

05



.....
THINK

CHALLENGE

06



.....
FIND

Thank You!

A Heartfelt Note of Gratitude

Thank you so much for choosing our Body & Movement Patterns guide. It has been a joy to be a part of your child's learning journey. We hope these activities have sparked curiosity, movement, and a deeper understanding of the world around them.

Explore More from Our Collection

The learning doesn't have to stop here! We have a wide range of interactive tools designed to help children grow, play, and learn.

- number series, learning to feel numbers instead of memorizing.

Visit our shop- [@kidsworksheetworld.com](https://www.kidsworksheetworld.com)



if this brought value to your child's learning, please dont forget to give a short review. And any suggestion for future

Your feedback helps us so much to improve and create better tools for more children like yours.

