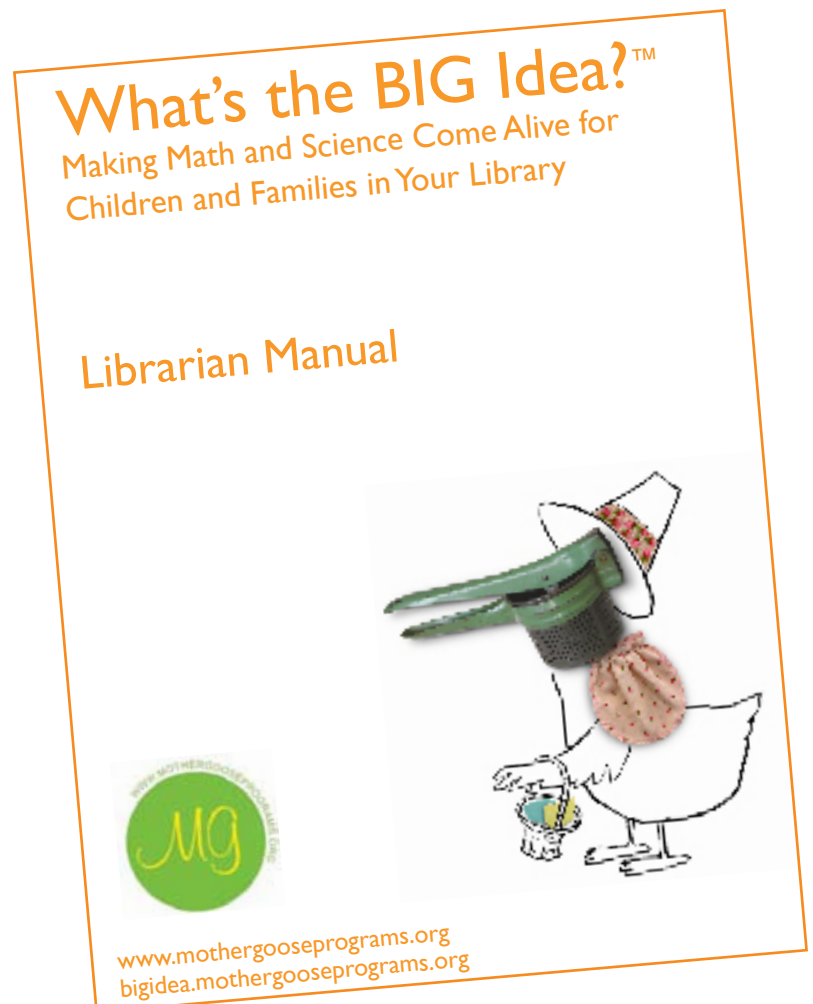


# What's the BIG Idea?™

- **Get children excited about math and science**
- **Contribute to children's school readiness**
- **Use hands-on activities to make books come alive**
- **Increase the number of children attending your programs**
- **Meet national and local education standards**
- **Help children make sense of the world around them**
- **Have fun!**



# **Webinar Archive**

**at [www.mothergooseprograms.org](http://www.mothergooseprograms.org)**

**What's the BIG Idea?  
An Overview**

**Same and Different:  
Sorting Together**

**Make a Splash with  
What's the BIG Idea?  
at your Library**

# Patterns, Functions and Algebra

- **Identifying, making, copying and extending simple patterns: sequenced or repeated organization of objects, sounds, or events.**
- **Using patterns to predict what will come next in a sequence.**
- **Recognizing single number patterns such as “one more.”**
- **Noticing, describing, and explaining mathematical changes in quantity, size, temperature, or weight.**



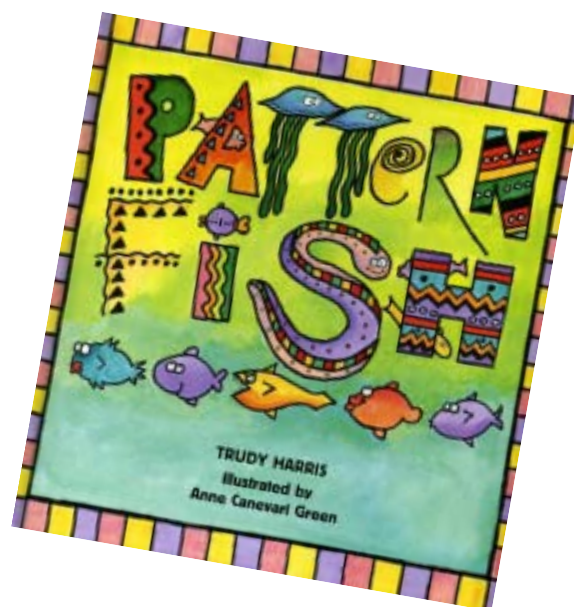
# Even Very Young Children Show an Interest in Patterns

**They:**

- **Recognize and reproduce simple patterns (they build a tower of blocks that is red, green, yellow, red, green, yellow).**
- **Imitate sound and physical movements (they clap, jump, clap, jump).**
- **Recognize and talk about patterns in their environment (daily routines, the seasons, day and night, repeated phrases in books).**
- **Begin to predict what comes next.**

**Recognizing patterns and relationships is intrinsic to both mathematics (Dodge, Colker and Heroman, 2000, p. 40) and science, both in process skills and content areas (National Science Education Standards). Working with patterns invites young children to identify relationships, make predictions and form generalizations (National Council of Teachers of Mathematics, 2000).**

# Visual Patterns



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# The Doorbell Rang

by Pat Hutchins

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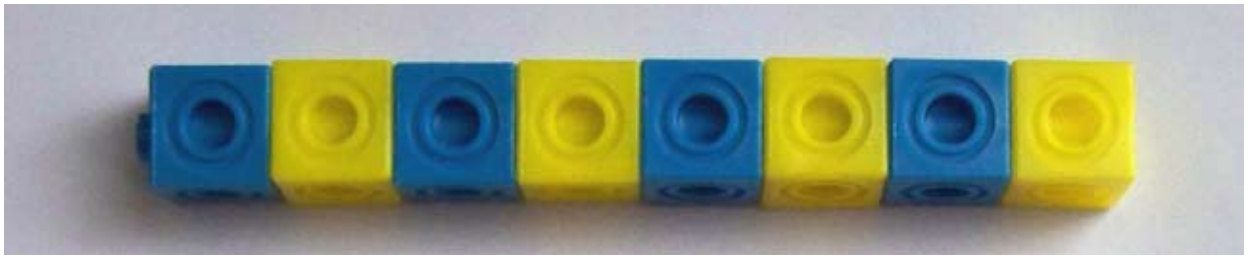


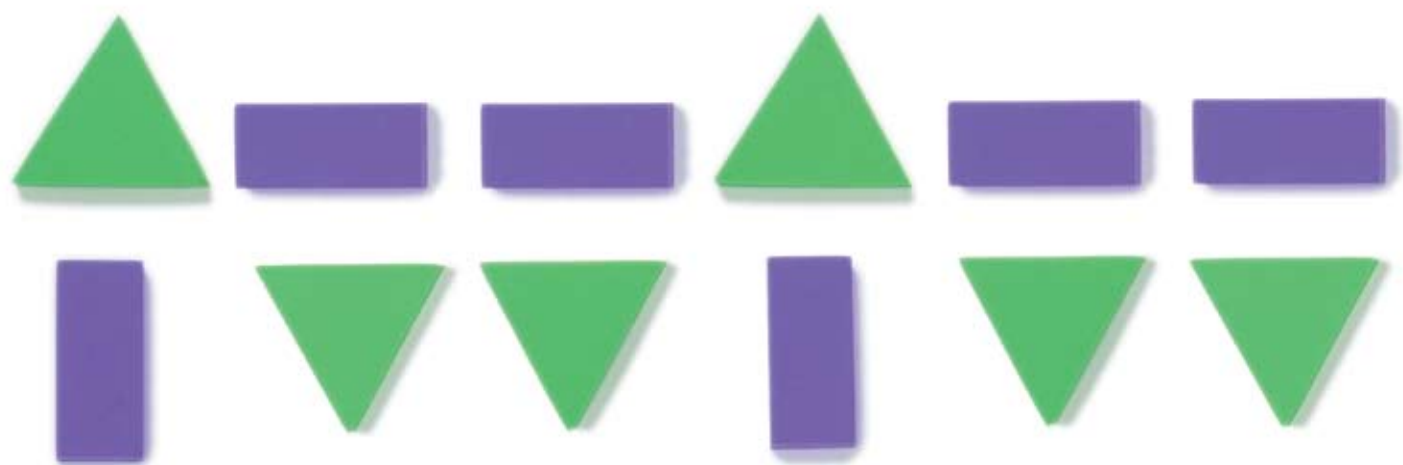
P A T C R N

I S H



**TRUDY HARRIS**  
illustrated by  
**Anne Canevari Green**

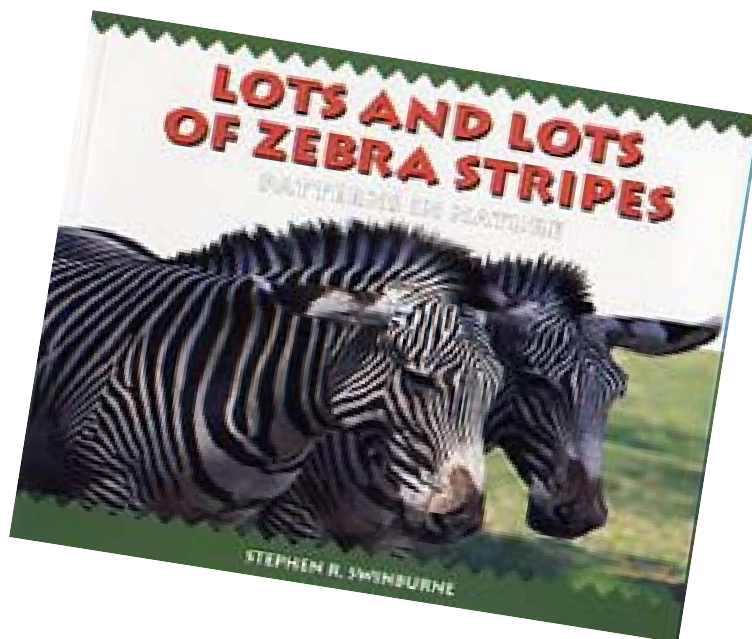








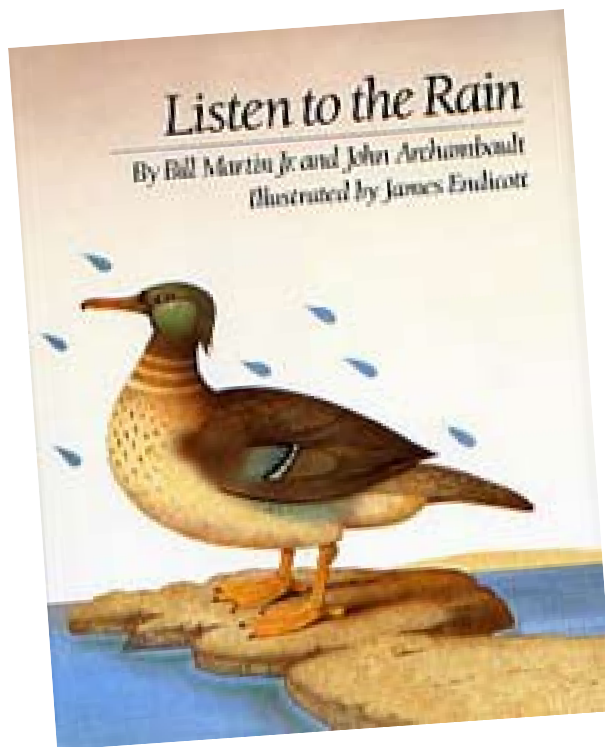
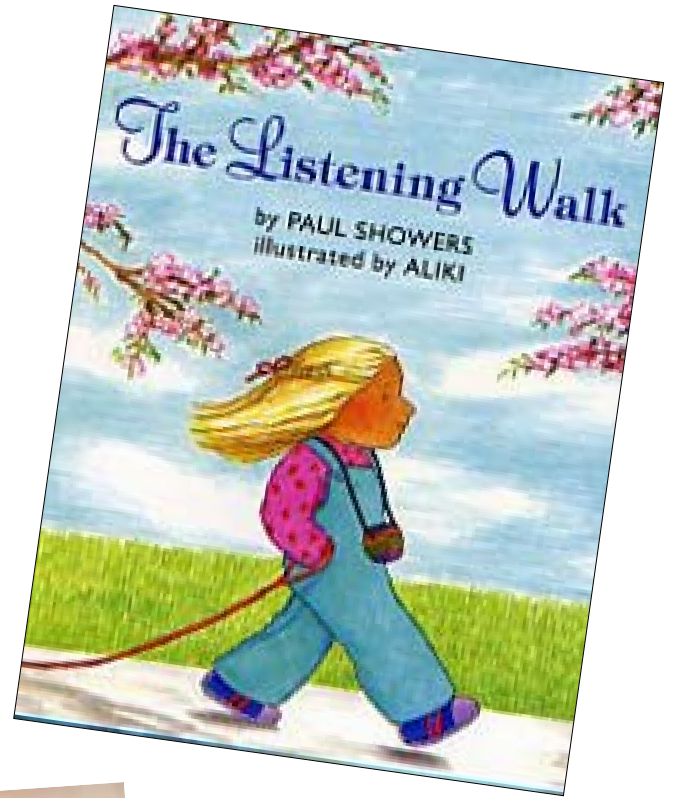
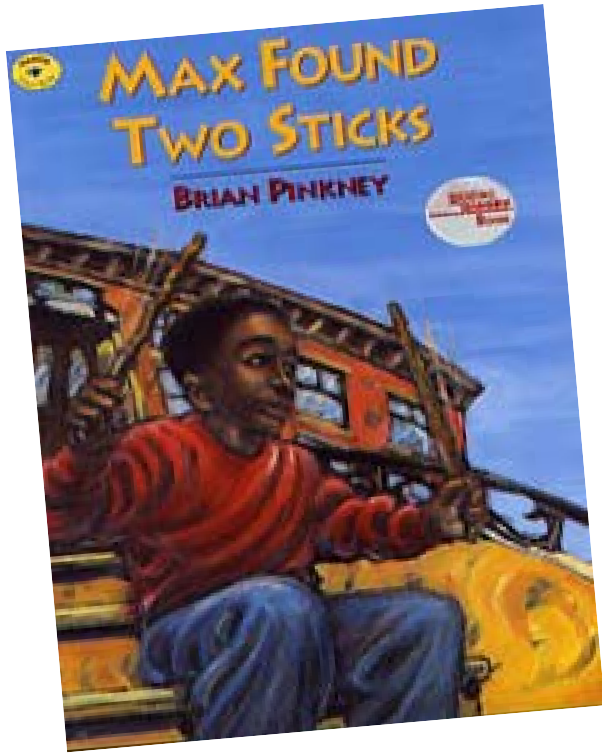
# Patterns in Nature



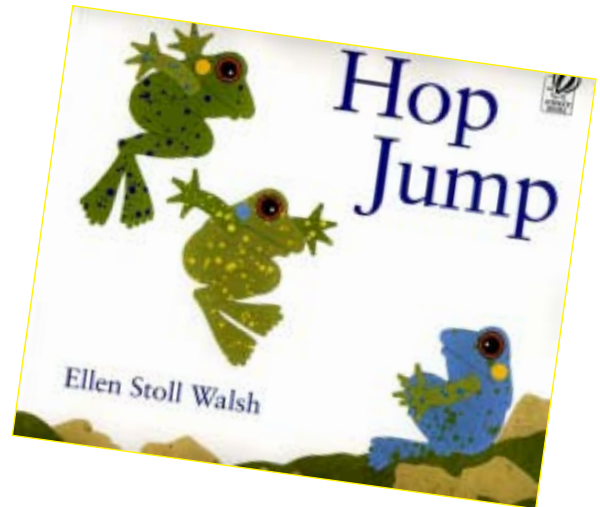
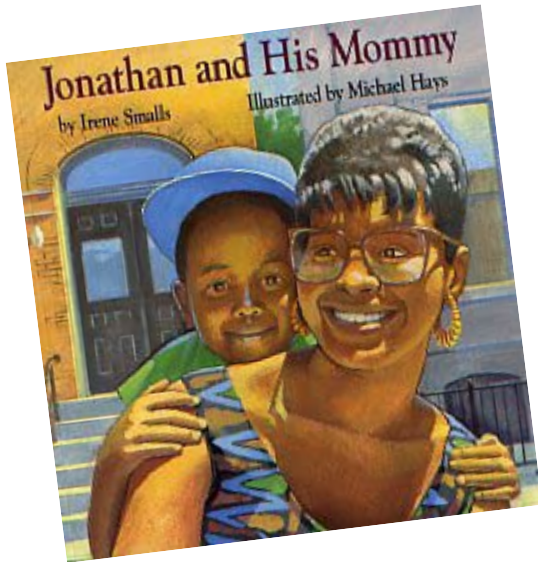
# Patterns in the Environment

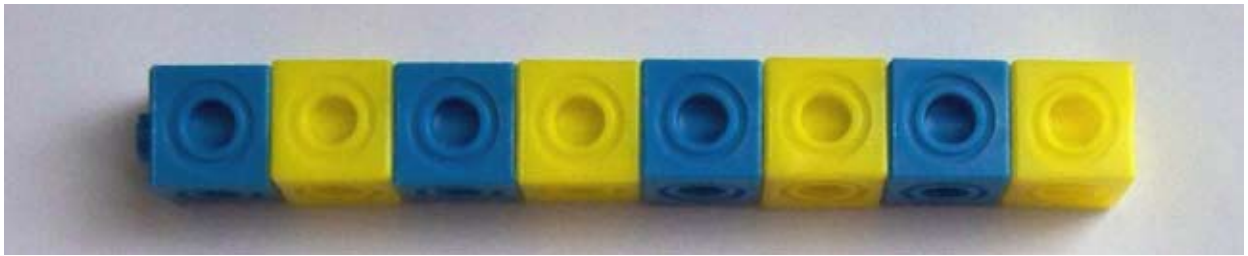


# Sound Patterns

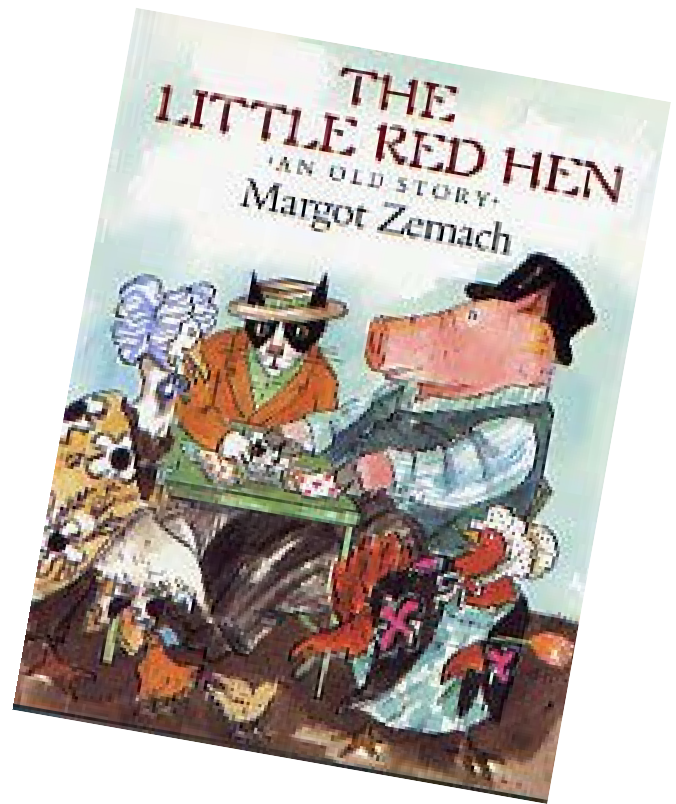
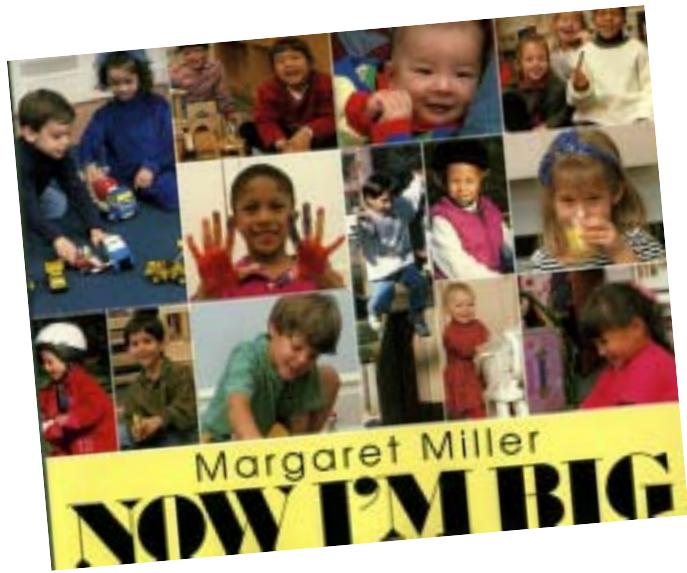


# Movement Patterns





# Language Patterns



# **Future Webinar Topics**

**Patterns and Relationships and...**

**Exploring Weather**

**Exploring Growth**

**More Than Counting**

**Building and Construction**

**Measurement**

**Mapping**

**Discovery Centers**

**Community Partners**

# **Process Skills of Science**

**Asking Scientific Questions**

**Collecting and Using Data**

**Communicating Information and Ideas**

**Designing and Making Models**

**Estimating and Predicting**

**Experimenting**

**Finding Patterns**

**Measuring**

**Noticing Change Over Time**

**Observing**

**Recognizing Relationships**

**Sorting and Classifying**

**Using Simple Tools of Science**



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