

On subsequent days this activity is repeated, changing the original clapping pattern each time. The children can make trains which correspond to any simple clapping pattern such as AABAABAAB, AABBAABBAABB, AAAAAAA, or ABBABBABBABB. When the children are confident performing this activity, substitute pattern blocks and build walls in various patterns (see p. 38).

In a few days when the children are interpreting simple clapping patterns easily with their cubes and pattern blocks, ask them to get in groups of four or five and make a group pattern.

TEACHER	CHILDREN
<p>"Make this pattern with your cubes."</p>  <p>clap snap snap clap snap clap</p>	<p>One group decides to build a blue, yellow, yellow pattern. Another group builds a brown, green, green pattern.</p>
<p>"Stand your pattern up on the floor and make it again. Keep making your pattern over and over again until I tell you to stop."</p>	

By standing the stacks up, a child can tell immediately when sheorhe has reversed the pattern. It is much more difficult to catch a reversal when the cubes are lying flat.



When the children have made twenty or thirty identical stacks, ask them to snap their stacks together into a long train.

Direct the attention of the class to one of the long trains. Gather around this train so the children can all see clearly. Set the rhythm with a metronome or a bell, instructing the children to clap and slap their legs to this rhythm until they internalize the beat. Clap, slap, slap, clap, slap, slap. When the clapping is steady, point to one cube at a time and say the names of the colors out loud while maintaining the same rhythm. The children may want to drop the movements and only say the colors or they may prefer to do both at the same time. Neither is preferable; merely do what seems natural for the children each time.

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