

# Overview of the Concept: Sorting and Patterning

## Book Summaries

Title	Level	Summary
Are They All the Same?	C	In this photographed realistic narrative, two children determine which items are different within groups of objects by identifying their attributes. Although there are several differences within each group, one of the children points out only one that is different, providing opportunity for readers to look for other choices.
All Around the Cake	F	This illustrated realistic narrative portrays a father and son decorating a cake for Grandma. They put many different types of patterns all around the cake.
The Pattern Parade	H	In this illustrated rhyme, a parade passes through the town, creating a growing number pattern.

## Target Outcomes

WNCP	Ontario	APEF
<p>Patterns and Relations (Patterns)</p> <ul style="list-style-type: none"> <li>Sort objects, using a single given attribute determined by the student.</li> <li>Begin to recognize patterns in the environment.</li> <li>Extend and create patterns, using actions, manipulatives, diagrams, and spoken terms.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize similarities and differences in a variety of attributes (e.g., size, shape, colour).</li> <li>Explore patterns and pattern rules.</li> <li>Describe, draw, and make models of patterns using actions, objects, diagrams, and words.</li> </ul>	<p>Patterns and Relations:</p> <ul style="list-style-type: none"> <li>Recognize, describe, extend, and create patterns and sequences in a variety of mathematical and real-world contexts.</li> </ul> <p>C2 Reproduce, extend, and create simple patterns based on number</p>

# Are They All the Same?

## Before Reading

Show the students a set of items (e.g., pencils) that are all the same, except for one that is different (e.g., is shorter, or is a different colour or is not sharpened). Ask, *Are they all the same? What is different?* Show some other sets of objects, with only one differing attribute in each set. Other attributes (e.g., number of sides, spots, colour, size, wings) from the text may be shown to prepare the students for the language they will encounter in the book.

## Previewing the Text

- Show the cover of the book and read the title. Discuss with the students some of the similarities and differences that they notice among the dogs in the cover photo (e.g., some have collars, some are gray, others are brown, some are sitting, some are lying down, one has spots).
- Say, *In this book, we will see these dogs again, and some groups of other objects. The boy in the book talks about one thing that is different in each group.*
- Support the students in a “book walk.” Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Say, *Here are some dogs. The girl in this picture is asking the same question that was in the title: she wants to know if they are all the same. Does the boy think the dogs are all the same? How do you know?* (picture and text) Ask, *Why is the boy pointing to the dog that has spots?* (elicit the word “different,” and use the phrase “this one is different” in your discussion) Say, *The word “different” is a big word. Say it slowly and think about how it would start. Find the word on page 3. Repeat this process for the word “spots.”* Have the students say it slowly, predict its first letter, and then locate it on the page.

**Pages 4–5:** Say, *This book has a pattern because the girl asks the same question on every page. So what do you think she’s asking about the pencils? What do you think the boy answers?* Use the language of the text in your discussion to establish the pattern for students. Focus the students’ attention on the photo inset on page 5. Ask, *How is the*

## Level C

### Text Type

informational text

### Word Count

121

### High Frequency Words

all, are, big, for, has, here, is, it, no, some, the, they, this, you

### Content Words

dogs, same, different, spots, pencils, bugs, wings, marbles, fish, stripes, shapes, sides, hearts

### Text Features

- 16-page book
- 2 lines per page
- photographs
- strong picture clues
- patterned text
- repeated question
- print within photographs (“for you”)

### Working with Words

Capital and Lower-case “a”

### Cross-Curricular Links

Mathematics  
Health

*circled pencil different from the others?* Have the students locate the word “green” in the text.

**Pages 6–7:** Ask, *What are the children looking at now? Are they all the same? Why is the boy pointing to the dragonfly?* Focus the students’ attention on the photo inset on page 7. Ask, *How is the dragonfly different from the other bugs?* Have the students locate the word “wings” in the text. If the students have already learned the “ing” chunk, draw their attention to it in the word “wings.”

**Pages 8–9:** Ask, *What are the children looking at now? Are they all the same? Why is the boy pointing to that marble?* Focus the students’ attention on the photo inset on page 9. Ask, *How is the circled marble different?* Have students locate the word “big” on the page.

**Pages 10–11:** Say, *Here are some fish. The boy says “This one is different.”* Focus the students’ attention on the photo inset on page 11. Ask, *What is different about the fish in the net?* Elicit or give “stripes.” Have the students say “stripes” slowly, predict its first letter, and then locate the word on page 11.

**Pages 12–13:** Say, *Here are some shapes.* If the students have already learned the “sh” sound, ask them to say “shapes” slowly and predict how it would start. Otherwise say, *The word shapes starts with an “s” and an “h,” and when they’re together, they sound like “sh.”* Have the students locate the word “shapes” on page 12. Focus the students’ attention on the inset photo on page 13. Ask, *How many sides does the triangle have? Yes, it has three sides. Find the sentence that says it has three sides.*

**Pages 14–15:** Ask, *What is the girl showing the boy now? Are they all the same?* Focus the students’ attention on the heart in the boy’s hands. Invite them to predict what he might do with the heart.

**Page 16:** Ask, *Were you right?* Say, *The boy is saying that this one is different.* Ask, *How is the heart different?* (it has writing on it/he is giving it to her) Say, *This heart says “for you” on the front.* Have the students point to “for you” on the heart, then ask them to locate the sentence “It is for you!” in the text.

## **Reading the Text**

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask pairs of students to reread the text. One student reads all of the text on the left side (the girl’s questions), and the other student reads the text on the right and the last page (the boy’s answers). The students may then switch roles and read the text again.
- Discuss the use of question marks in the book. Explain that question marks affect expression (voice should go up). Model how to read “Are They All the Same?” on the cover. Ask the students to find a page that contains a question mark and allow each student to practise reading it using the proper inflection.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Ask the students to name—from memory—all the objects that the children look at in the book. List them. Then have the students use the book to check that they named them all, and to say in what order they appeared. Adjust the list to reflect the order. Then have the students complete **BLM 1-1: Make Word Cards** by completing the words, then cutting out the strips to make word cards. The students can search the text to fill in the missing letters. When they are done, ask the students to put the words in the order that they appear in the text.

## Working with Words: capital and lower-case “a”

Write the word “are” two times, once with a lower-case “a” at the beginning, and once with an upper-case “A.” Discuss the reason why this word would start with an upper-case letter in a book. Then challenge the students to search the text to find how many times the word “are” appears starting with a lower-case letter (seven times), and how many times it appears with an upper case letter (nine times, if the cover and title pages are included).

## Extending Activities

### What Else Is Different?

For each group of objects in the book, the boy points out only one of several possible differences. Encourage the students to detect other differences that the boy could have described. Reenact the text on each spread except for the last line, where a student playing the part of the child who answers the question gives a different answer. For example, one student reads the text on page 2; another points to a dog other than the spotted one and says, “No. This one is different. It has its mouth open.” Give students the opportunity to respond with other answers, such as, “No, this one is different. It doesn’t have a collar and it is lying down.” Repeat for each group of objects.

### **Make “Different” Books**

Students may create their own books entitled “Are They All the Same?” using the left-hand pages of the text as a model. Following the pattern in the text, the students write on each page, “Here are some \_\_\_\_\_. Are they all the same?” Instruct the students to illustrate their books, making only one of the objects in each set different from the others.

### **Cross-Curricular Links**

#### **Mathematics**

Using manipulatives (e.g., buttons, toy animals, plastic insects, cars) have the students work in pairs to sort the sets into groups and explain their sorting rule (e.g., “This set of buttons has two holes. My sorting rule is number of holes.”). Then ask the students to sort the manipulatives using a different sorting rule (e.g., colour, shape, size).

#### **Health**

Provide food-related magazines and ask the students to cut out pictures of food (the students may work in groups for this activity). When they have collected a lot of pictures, ask the students to sort the pictures according to the categories in *Canada’s Food Guide to Healthy Eating*. The students can then create a poster showing their sorted food, and write the food category beneath the pictures.

# All Around the Cake

## Before Reading

Show the students some samples of wallpaper borders with very simple repeating patterns. Fold them at a point after at least two repetitions of the pattern and ask students what comes next. Confirm by unfolding the strip. Alternatively, or in addition, prepare two or three lines of different shape patterns on chart paper, using different coloured markers (providing two repetitions of each pattern). Use dots and hearts, as in the text, or choose other shapes to create the pattern. Ask for student volunteers to continue the patterns. Discuss each pattern and its elements.

## Previewing the Text

- Show the cover of the book and ask the students to describe what the characters are doing with the cake and the bowls of candy. Read the title and the word “Grandma” on the cake.
- Say, *This is a book about a boy and his dad who are putting decorations all around a cake for Grandma.*
- Support the students in a “book walk.” Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Introduce the character names and discuss what each of them is doing. (elicit “watching,” “decorating,” and “icing”) Have the students locate and read the word “decorating” in the text and point out the hard “c” sound. Focus the students’ attention on the recipe card on the table and invite them to predict what they will do to the cake after putting on the line of green icing.

**Pages 4–5:** Confirm the students’ predictions. Ask, *Do you see a pattern? What kind of candies do you think they are putting all around the cake?* (jellybeans) Ask the students to describe the pattern and elicit the colour words. Encourage the students to predict the next decorating pattern by checking the recipe card on page 3.

**Pages 6–7:** Ask, *What did they put on the cake next?* (elicit or give “candy hearts”) *Did they make a pattern with the small hearts? What’s the pattern?* (two hearts, space, two hearts, space, etc.) Ask, *What else is happening in the story?* Draw the students’ attention to Jana under the table.

## Level F

### Text Type

narrative (realistic)

### Word Count

146 (doesn’t include speech balloon and print within illustrations), 167 (includes speech balloon and print within illustrations)

### High Frequency Words

a, all, and, big, did, for, go, has, her, in, it, look, made, make, no, of, put, some, the, then, they, to, was, where, who

### Content Words

decorating, cake, icing, jellybeans, pattern, candy hearts, dots

### Text Features

- 16-page book
- 2–5 lines per page
- illustrations
- moderate picture clues
- speech balloon
- print within illustrations (“GRANDMA”)

### Working with Words

Short “a” Sound

### Cross-Curricular Link

Mathematics

**Pages 8–9:** Say, *Then it was time for Peter to put something else on the cake.* Ask, *What did he use?* (elicit “more icing”) Encourage the students to describe the pattern. (big and little dots)

**Pages 10–11:** Ask, *What was the next thing they put on the cake?* (more jellybeans) *What’s the pattern?*

**Pages 12–13:** Ask the students to describe the heart pattern on the cake. (elicit or give “big ones and small ones”) Ask, *What is Jana doing?*

**Pages 14–15:** Ask, *What is the problem? How do you know?* (pictures and text) Read the speech balloon to the students, then say, *There is another question in the story. Find the question and read it.*

**Page 16:** Discuss what is happening in the picture. Read the first line of text to students, and have them read the second. Choral read the whole sentence, encouraging the students to use the proper inflection for the exclamation mark.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Assign one page of the book for each student to read, and allow the students to practise for a few minutes. Have the students reread the text, each in turn. The last page may be read chorally, if desired.
- Read the story aloud as the students follow along in their books. Whenever you get to the phrase “all around the cake,” have the students chime in.
- Encourage individual students to retell the story, using the pictures as a reference.
- Orally, have the students refer to the text and identify the sequence of steps involved in decorating the cake. Record the students’ answers on chart paper. Focus their attention on the order, or time words (first, then, next), in the story. When complete, read the directions together.
- Tell the students that Jana’s story is being told through the pictures. Ask the students to look at all of the pictures of Jana, and write a few sentences to tell her story. Alternatively, the students could write speech or thought balloons for Jana, to tell what she is thinking.

## **Extending Activities**

### **All Around the Cake Patterns**

Orally review the cake decorating patterns in the book. Draw a large cake on chart paper and ask the students to think of other patterns they could use to decorate their cake. Draw the patterns they suggest on the cake, allowing the students to help complete the patterns. Create a list of words that the students use to describe their decorating patterns (e.g., candies, colours, shapes).

### **Writing Directions**

Review the steps for decorating the cake in the story. Brainstorm and chart the action words from the story (e.g., “put,” “made,” “used”) and the order, or time, words (e.g., “first,” “then,” “next”) that will help the students to write clear directions. Then ask the students to complete **BLM 1-2: My Pattern Cake** by drawing a picture of their cake with patterned decorations, and then describing the steps of the pattern.

### **Make a Pattern**

Brainstorm with the students other things that they could make and decorate with a pattern (e.g., beaded bracelet, wrapping paper, picture frame). Record the students’ ideas on chart paper. Ask the students to choose an item from the list to draw. Have the students decorate their item with a shape, colour, and/or size pattern.

### **Working with Words: short “a” sound**

Discuss the short “a” sound and model some examples of the sound being heard in different parts of words—beginning (“at”), middle (“pack”), and end (“banana”). Have the students work in pairs to search the text to find and list all of the words that contain a short “a” sound, (around, Dad, and, a, Grandma, Jana, pattern, candy, another, has), and talk about where in the word they hear the short “a” sound. You may want to talk about other sounds that “a” can make, in words such as “was,” “all,” “watching,” and “cake.”

## **Cross-Curricular Link**

### **Mathematics**

Invite the students to work in groups and look around the classroom for environmental patterns (e.g., patterns on clothing, floor tiles, bulletin boards, number lines, 100s charts, calendars). The students may then write clues to describe their patterns (e.g., “There’s a blue stripe, then a red stripe.”) and then have other groups try to guess where the patterns are located.

# The Pattern Parade

## Before Reading

Start a word web by printing the word “parade” and drawing a circle around it. Tell the students what it says, and ask them to name anything that the word “parade” makes them think of. Record their responses around the circled word. You may prompt them by asking, *What do you see at a parade? What do you do there? What sounds do you hear?* If anyone in the class has participated in a parade, invite them to share their experiences.

## Previewing the Text

- Show the cover of the book and read the title. Discuss the art.
- Say, *This is a rhyming book about a parade. We will find out why they call it a pattern parade.*
- Support the students in a “book walk.” Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Help students notice that most of the people in the illustration are looking in one direction. Discuss what they may be waiting for and speculate on whether they’ve been waiting a long time or not. Use the term “at last” in your discussion. Say, *We will count some things as they go past the audience.*

**Pages 4–5:** Ask, *What is the first person in a line usually called?* Point to the word “leader” in the text. Ask, *Who is following the leader?* (elicit the word “drummers”) *What are they doing?* Use the expression “march in perfect time” in your discussion.

**Pages 6–7:** Say, *Here are some old-fashioned cars.* Ask, *Who are the people giving rides to?* (dogs) *What comes next in the parade? How many white horses are walking side by side?*

**Pages 8–13:** Have the students look at the pictures and identify the number of people or things that go by on each page. Provide support for any words or expressions that might be unknown to students by using the language of the text in your discussion. You may also wish to have the students locate rhyming words and examine the words’ similarities and differences.

## Level H

### Text Type

narrative (realistic)/poetry

### Word Count

96

### High Frequency Words

a, all, and, as, at, big, by, go, here, in, is, look, made, of, on, some, that, the, there, they

### Content Words

parade, count, leader, drummers, cars, horses, scarecrows, stilts, pipers, kilts, clowns, jugglers, tractors, children, mess

### Text Features

- 16-page book
- 1 line per page
- double-spread illustrations
- moderate picture clues
- rhyme
- print within illustrations
- boldface number words

### Working with Words

Rhyming Words

### Cross-Curricular Links

Social Studies

Drama

**Pages 14–15:** Ask, *Do you see anyone else joining the parade? Why not?* (end of parade) *How do you know it's the end of the parade?* (text)

**Page 16:** Discuss what is happening in the picture, and why they need to clean up. Elicit the word “mess,” and discuss the exclamation mark at the end of the sentence. Ask individual volunteers to read the sentence using the proper inflection.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities over several days.

- If you made a word web in the Before Reading activity, look at it again for things that students did and didn't see in the parade in the book. Make a checkmark beside those that appeared in the book.
- Invite pairs of students to reread alternate pages of the text, then switch roles and read it again.
- Ask questions using the past tense and allow the students to search the text to answer. Encourage them to answer in complete sentences and note their oral use of the past tense. If they answer in the present (i.e., read from the text), repeat your question and ask them to answer in their own words. The following examples can be used:

*Who was first in line?*

*How did the two drummers march?*

*Who did the people in cars give a ride to?*

You may wish to list the words in present and past tense, asking the students at the end of the activity to comment on their similarities and differences.

- Ask the students to pick their favourite page of the book, and tell what is happening in the picture.
- Ask students to describe the parade participants, in order, making sure to include the number of each, and using words such as “first,” “then,” “next,” and “finally.” For example, “First there was one leader. Then came two drummers....”
- Looking at page 16, challenge the students to describe the number pattern within the group of street cleaners. Talk about how it is similar and different to the pattern of the parade participants. Ask them to describe any other number stories they notice (e.g., five men and five women; four picks, three brooms, two shovels, one garbage can).

## **Working with Words: rhyming words**

Write a few rhyming pairs on chart paper (e.g., book/look, fair/where) and discuss the similarities and differences within each pair of words. Ask the students to search the text and list all of the rhyming words. Afterward, compare the students' lists and identify the spelling patterns. Note any words that don't conform (e.g., there/air).

## **Extending Activities**

### **Make a Parade Pattern Big Book**

Work with the students to create a Big Book, titled "The Parade." Brainstorm and record a list of things they might see at a parade (e.g., floats, musicians, acrobats, dancers). Then discuss what the parade participants might be doing (e.g., doing flips, dancing in circles) and record these ideas on the chart. Model an example of the story pattern: "We went to a parade. We saw one elephant stomping." Invite the students to create the next item in the pattern as a group. Give each pair of students two facing pages of the book to write and illustrate. Make sure each pair is working with a different number.

### **Illustrate Animal Pattern Parades**

Have students draw and illustrate their own pattern parades, similar to the one in the book, but with all animals. They can choose ten different animals to include, and make each group one more than the group before. Some students may choose to create a different growing pattern, for example, make each group have a difference of two.

### **Grow a Pattern**

Using a number of the same object (e.g., pennies, round counters, beads, blocks), begin a number pattern. Show three rows of the pattern. You could start with an "adding one" pattern (so, the rows would be 1, 2, 3), or try an "adding two" pattern (the rows would be 2, 4, 6). Ask the students to describe or show what the fourth line should be, and the next several lines. Distribute **BLM 1-3: Grow a Pattern**. If you want the students to create a specific pattern, have them colour in the balls for the first three rows as you describe. Otherwise, encourage them to create their own growing pattern. There is the option of starting on the far left of the first row, or the far right, or even in the middle (if the pattern grows by an even number).

## **Cross-Curricular Links**

### **Social Studies**

Have the students look at the last page of the book. Ask, *Who are these people? What are they doing? How are they contributing to the community? What would happen if there weren't people to help clean up?* Discuss what you can all do to keep your neighbourhood clean. Ask the students to create posters that promote keeping the community clean. Display the posters throughout the school or in the community.

### **Drama**

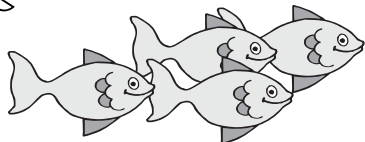
Have the students form their own pattern parade by acting like the characters in the book. Choose one student to be the leader, then two to follow, and so on. Ask the students to mimic the sounds and actions of the characters (e.g., drummers, pipers, jugglers, horses, cars). The students can bring props and costumes from home, and can perform the parade for other classes.

Name: \_\_\_\_\_

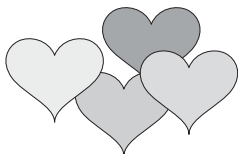
Date: \_\_\_\_\_

## Word Cards

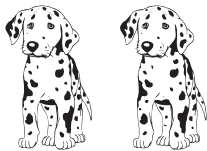
Fill in the missing letter, and then put the strips in the order they appear in the book.



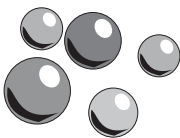
\_\_ish



\_\_earts



\_\_ogs



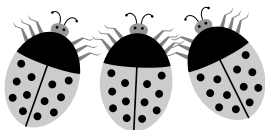
\_\_arbles



\_\_hapes



\_\_encils



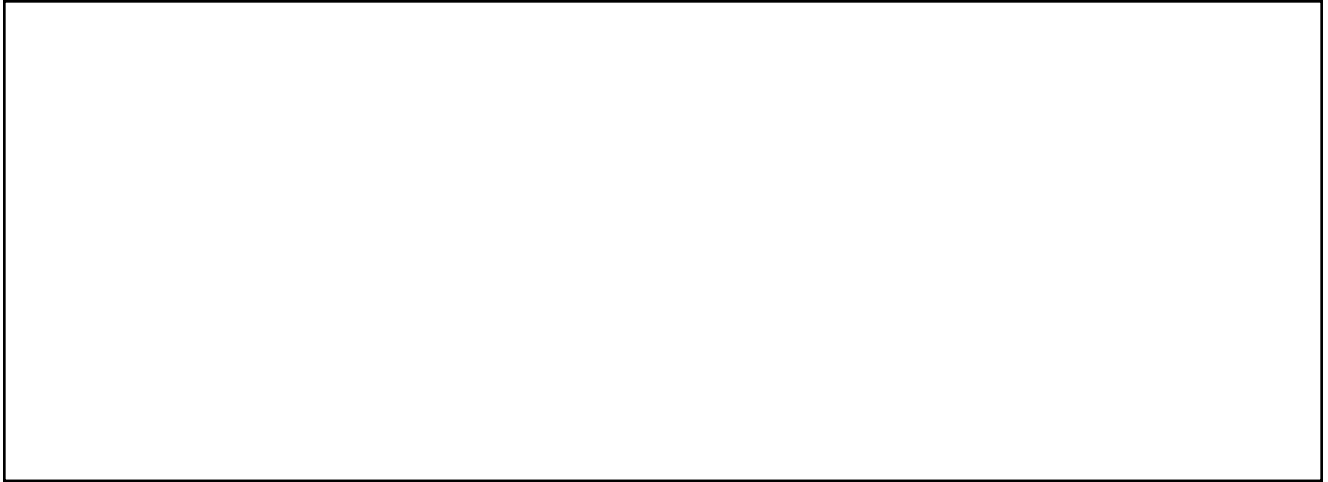
\_\_ugs

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# My Pattern Cake

Draw your cake and write the steps below.



1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Grow a Pattern

Colour the balls to show a growing pattern.

○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○