

## **PATTERNS AND CYCLES: Additional Activities and Links**

Connects to **What patterns can we find?** on page 72

Take a class picture of everyone in patterned clothing. Invite children to identify and describe all the patterns they can see. Encourage them to talk and write about the patterns.

Connects to **How can we show patterns when we move?** on page 73

Search online (or ask your librarian for help) for videos of tai chi, qigong, karate, Jingle dances, and even the chicken dance. Watch the videos together and encourage children to identify the patterns they see.

Connects to **What patterns can we find in stories and songs?**  
on page 81

Children can follow the rhythms and melodic patterns in the selection at Library and Archives Canada: <http://www.collectionscanada.gc.ca/aboriginal-music-song/028012-2110-e.html>

For songs from around the world, visit <http://www.mamalisa.com/?t=eh> to see song lyrics in English and the in original language, listen to audio, and see video. Children may be interested in finding songs and chants from a favourite country or from a country where they have family ties. Se murió Lola (Lola Died—Dominican nonsense rhyme) is a simple pattern song. Or Shay Shay Koolay (South African call and response song) offers repetition and different children taking the lead.

Visit [http://www.bookcentre.ca/resources\\_teachers](http://www.bookcentre.ca/resources_teachers), the website of The Canadian Children's Book Centre, for lists of books that reflect various cultures, communities, and the Canadian experience.

Connects to **What sound patterns can we hear and make with instruments?** on page 83

Visit <http://www.philtulga.com/resources.html> for drumming sources from around the world and for cross-representing the sound with different notations in visual and concrete forms. This site includes tips for many activities, including the creation of instruments.

Connects to **How do artists use patterns in their work?** on page 85

For visuals of patterns in art and in decoration, consider

- searching online for images from Owen Jones' *The Grammar of Ornament*
- visiting <http://sacredart.com/> and <http://firstnationart.com> to find masks, dreamcatchers, and beaded items
- exploring patterns at <http://www.colourlovers.com/patterns>.

Children can also explore the tools at

<http://www.nga.gov/content/ngaweb/education/kids.html> to create and manipulate patterns.

Connects to **What is the life cycle of our class insect?** on page 87

See <http://www.pinterest.com/pin/317433473706121635/> or

<http://www.flickr.com/photos/whiskymac/4793041566/> for time-lapse videos of mealworms turning into beetles. Children might enjoy watching these as they wait for their mealworms to change.

Connects to **How do patterns help animals?** on page 88

The interactive jungle game at

<http://www.nga.gov/content/ngaweb/education/kids/kids-jungle.html> lets children create and manipulate animals and backgrounds. Children can experiment with camouflaging animals of their choice.

Connects to **How does the moon seem to change?** on page 89

For First Nations books related to the moon, see the list at

[http://www.strongnations.com/store/item\\_list.php?it=3&cat=2879](http://www.strongnations.com/store/item_list.php?it=3&cat=2879).

Connects to **How can patterns help us solve problems?** on page 92

Invite children to explore patterns through online games. You might start with <http://www.mathville.com/grade1>.