

A Lot of Noise

Line Master 1 (Assessment Master)

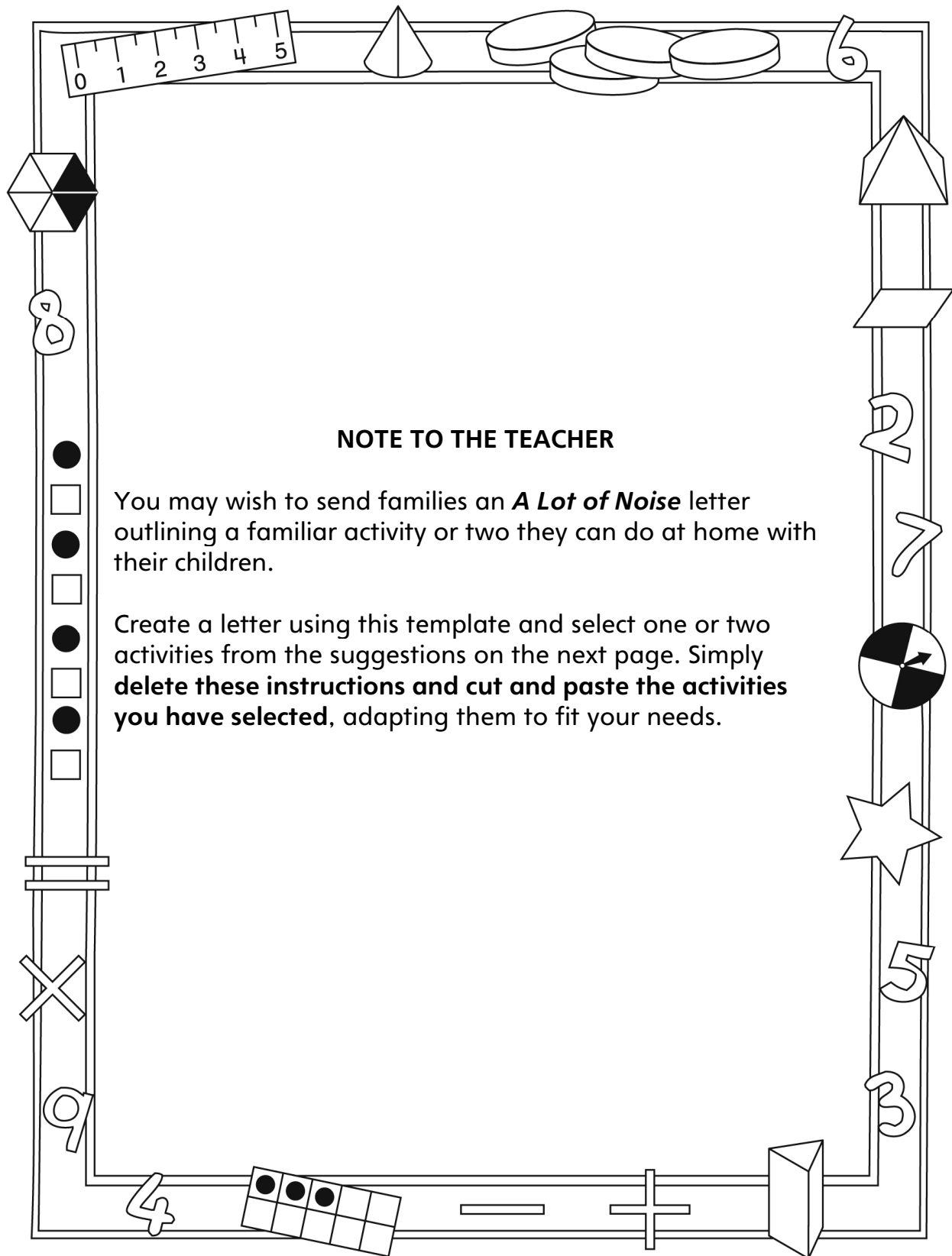
Name: _____

Identify and Extend Repeating Patterns	Not observed	Sometimes	Consistently
Identifies and extends sound/action patterns			
Identifies the repeating unit (core) of a pattern			
Distinguishes between repeating and non-repeating sequences			
Predicts and identifies a missing element of a pattern			
Reproduce and Create Repeating Patterns			
Reproduces and creates sound (action, colour, shape) patterns			
Represents the same pattern different ways			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

You may wish to send families an ***A Lot of Noise*** letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

Connecting Home and School Line Master 2-2

Dear Family:

We have been working on ***A Lot of Noise***, which engages children in conversations, investigations, and activities that help to develop their understanding of patterns and repetition. Particular focus is placed on identifying, reproducing, extending, and creating repeating patterns. Try this activity at home with your child.



Reading the Story: As you read the story, enjoy chanting the sound patterns made by the different objects. You might ask your child to make the pattern longer by saying: **What comes next? After that? And after that?** After you read, you might find your child chimes in because of the predictable patterned text.



Pattern Hunt: Search for examples of patterns with your child. You might make a list to see how many you can find. For each pattern, decide how to describe it, then chant the pattern together.



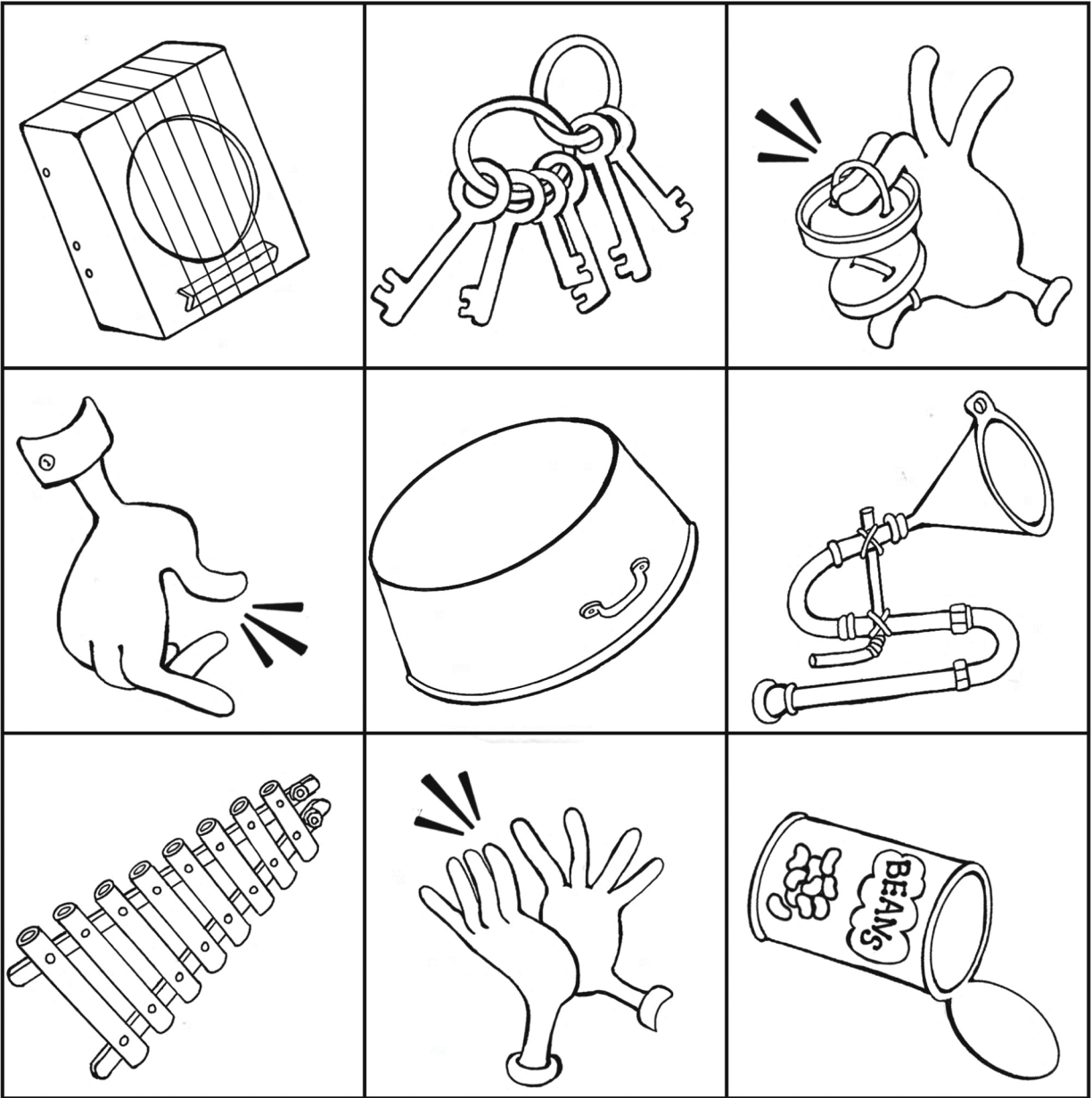
Making Patterns: Gather collections of small items to make patterns (e.g., buttons and coins; spoons of two sizes; crayons and markers). Take turns arranging the objects in a pattern for the other to describe and tell what comes next. For example: coin, coin, button, ...; big spoon, small spoon, ...; crayon, marker, marker, ...



Sincerely,

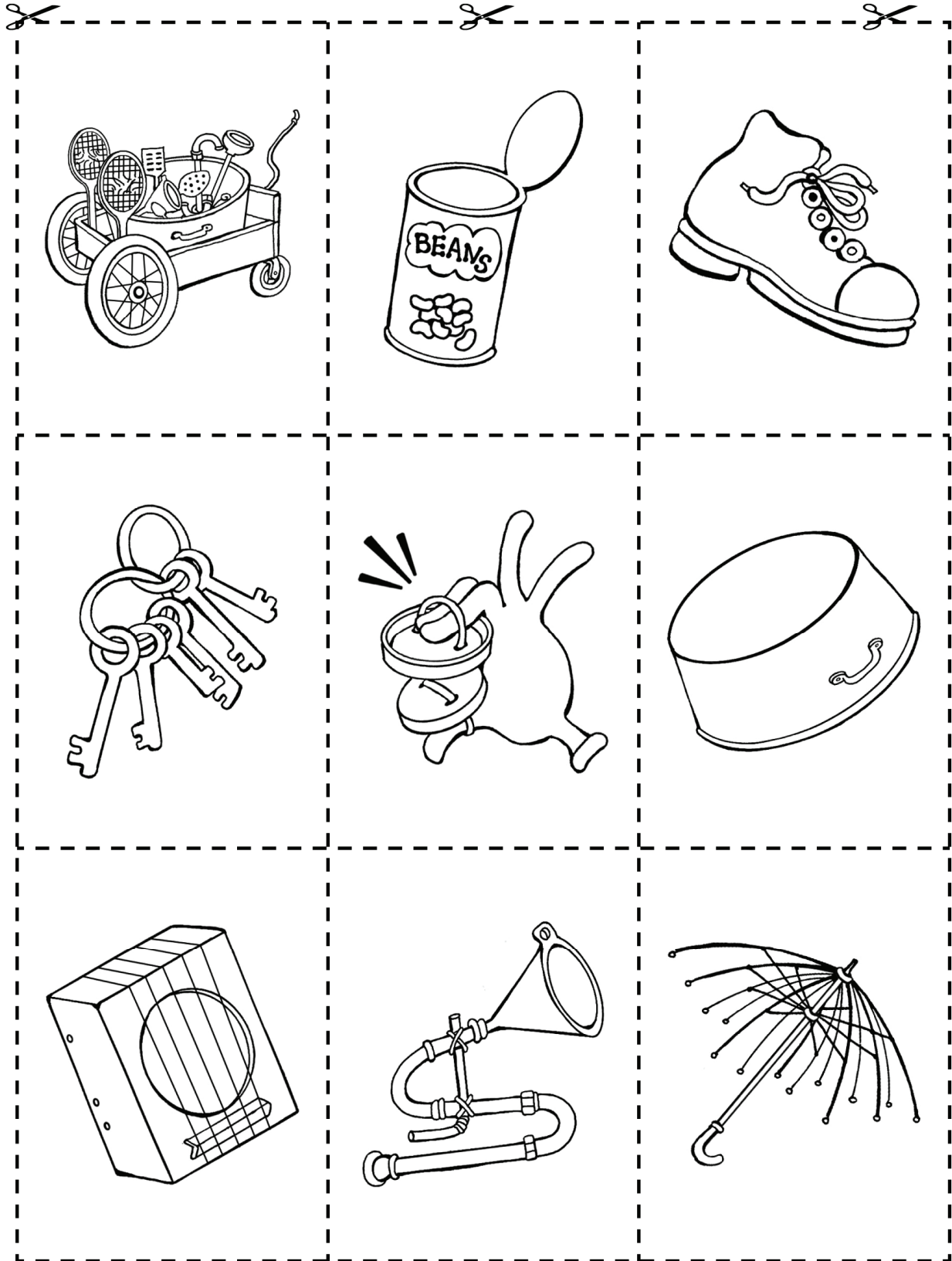
A Lot of Noise Math Mat

Line Master 3





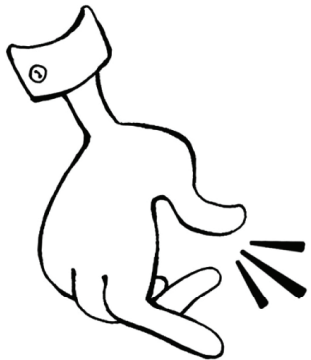

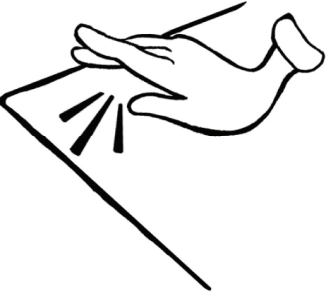


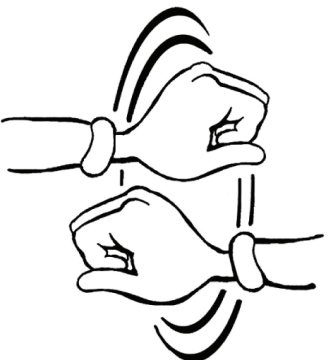
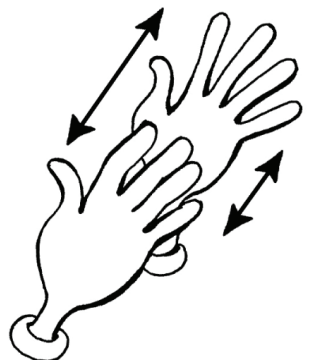
A Lot of Noise Objects

Line Master 4



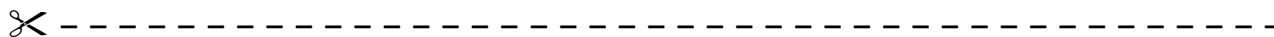
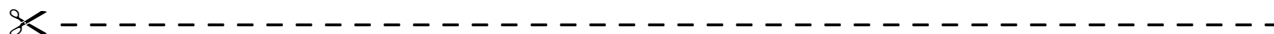
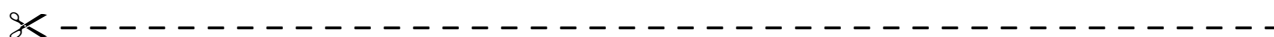
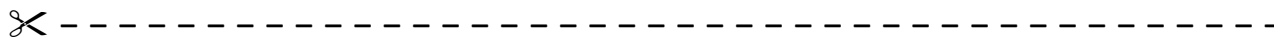
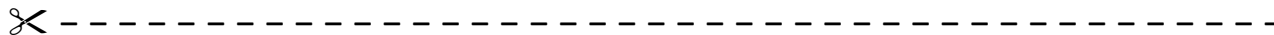
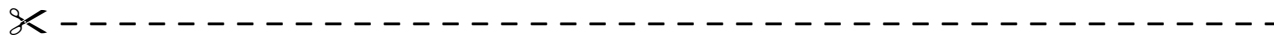
Action Cards

Line Master 5

 <p>wiggle</p>	 <p>clap</p>	 <p>snap</p>
 <p>wave</p>	 <p>tap</p>	 <p>twist</p>
 <p>pat</p>	 <p>roll</p>	 <p>rub</p>

Cube Strips

Line Master 6



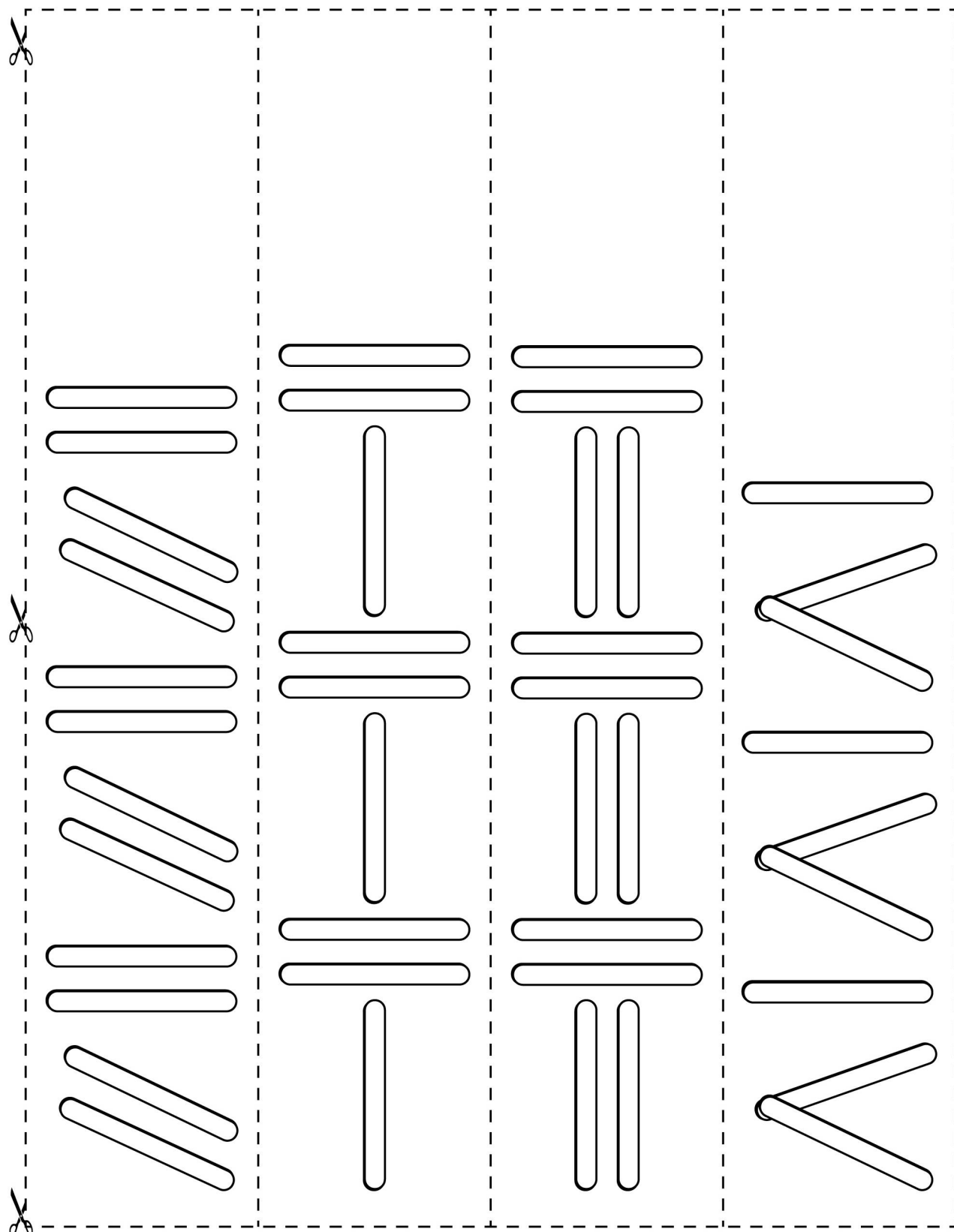
Pattern Starters

Line Master 7-1

The worksheet is divided into four vertical columns by dashed lines. Each column contains a sequence of geometric shapes for cutting practice. The first column contains a sequence of shapes: triangle, square, square, triangle, square, square, triangle, square, square. The second column contains: diamond, trapezoid, diamond, trapezoid, diamond, trapezoid. The third column contains: square, square, hexagon, square, square, hexagon, square, square, hexagon. The fourth column contains: square, triangle, diamond, square, triangle, diamond, square, triangle, diamond. Scissors icons are placed at the top and bottom of the first column's dashed line.

Pattern Starters

Line Master 7-2



Pattern Starters

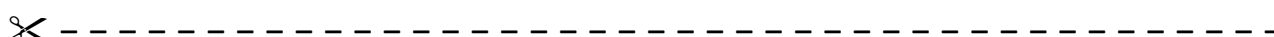
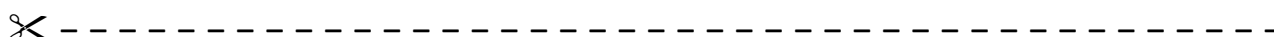
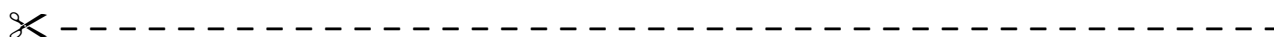
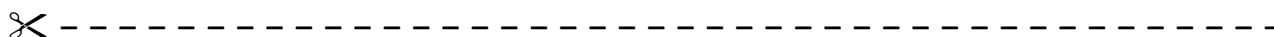
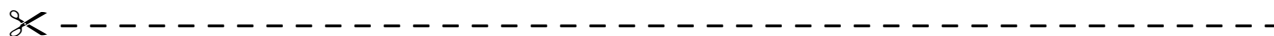
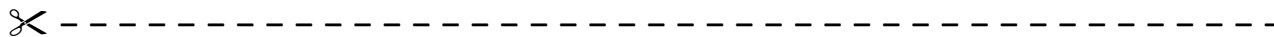
Line Master 7-3

The image shows a large dashed rectangular box divided into four vertical columns. Each column contains a sequence of paperclip patterns. The patterns are as follows:

- Column 1:** A vertical sequence of paperclips. From top to bottom: a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip.
- Column 2:** A vertical sequence of paperclips. From top to bottom: a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip.
- Column 3:** A vertical sequence of paperclips. From top to bottom: a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip.
- Column 4:** A vertical sequence of paperclips. From top to bottom: a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip, a large paperclip, a small paperclip.

Musical Patterns

Line Master 8



Sounds Are Everywhere!

Line Master 9

Name: _____

I see	I hear

Solving Problems

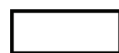
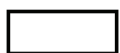
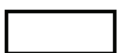
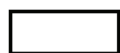
Line Master 10-1



Circle what comes next.



Circle what comes next.



Circle what comes next.



Circle what comes next.

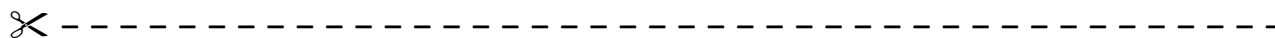


Circle what comes next.

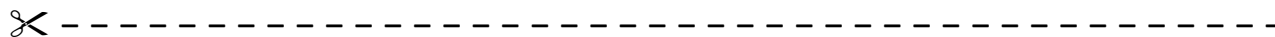


Solving Problems

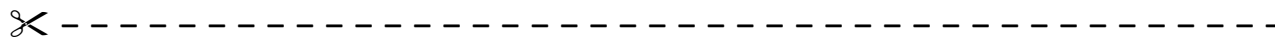
Line Master 10-2



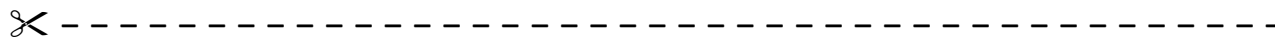
What is missing?



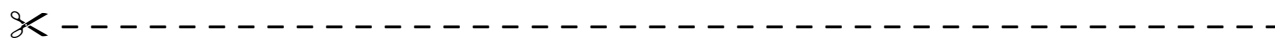
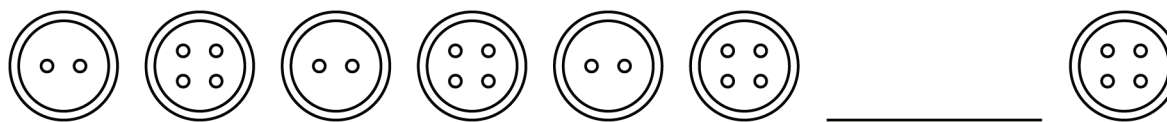
What is missing?



What is missing?



What is missing?



What is missing?

