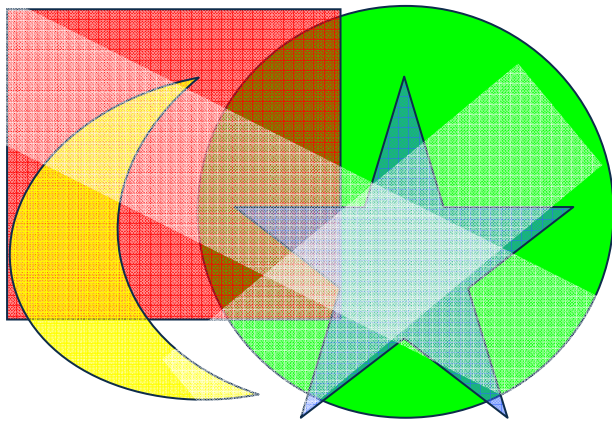


# PATTERN NATION

*By Emily Cicchini*

*presents a Teacher  
& Parent Guide  
to . . .*



## **WELCOME**

We're so glad that you decided to include this theatrical performance as part of your activities. This guide was prepared to help you and your children get the most out of the experience. We at the Pollyanna Theatre Company are always looking for ways to make our productions relevant and useful to you as an educator and/or caregiver, while entertaining both you and your children. Please don't hesitate to contact us if you have comments, suggestions, or questions. We would love to hear from you.

## **WHY PATTERNS?**

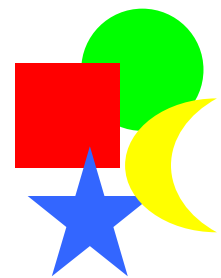
Pattern recognition is a vital early learning skill. Pre-literacy skills such as listening comprehension, phonological awareness, and knowledge of A-B-C patterning are important for early learning success. These skills are enriched when children are lead to discover them and recognize them in a wide variety of settings. Pollyanna believes that there is no better place to go on this adventure of discovery than in the theatre. When young children can observe patterns and practice vital pre-literacy skills in an artful environment, we believe retention of that information is reinforced.

Patterns found in nature, human behavior, music, and movement are all brought to life in PATTERN NATION through compelling characters who engage in problem solving in colorful and fun ways. Our goal is to give even the youngest members of our audience an opportunity to hone their pre-literacy skills while enjoying a rich theatre experience designed specifically for them.

Pollyanna Theatre is aware that educators have the need to wisely invest every moment of their instructional time. Therefore, PATTERN NATION will help address the following objectives found in the Texas Essential Knowledge and Skills requirements for Mathematics. According to the TEKS, within a well-balanced mathematics curriculum, the primary focal points at Kindergarten are developing whole-number concepts and using patterns and sorting to explore numbers, data, and shapes. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of numbers, operations, shapes, and space.

PATTERN NATION will reinforce the following objectives and student expectancies.

- K.2 A & B
- K.5
- K.6 A
- K.7 A
- K.9 A
- K.13 A & B



Because the elementary school curriculum is a spiral in shape, each of these skills is the foundation for further success in Mathematics in Grades 1 and 2 where the TEKS repeat and expand these basic skills. While the activities in this guide are written for Kindergarten students, they can easily be expanded and enriched to serve students in K – 3

## ABOUT OUR PLAY

Four years ago, Pollyanna created PATTERNS, a play about patterns found in the world around us — in nature, visual art, and human behavior. Adults and children loved seeing our four colorful characters bring these patterns to life before their eyes. Based upon the success of our initial production, Pollyanna created MORE PATTERNS, a completely new production, which was a further exploration of the patterns that surround children every day. It toured in area schools. These two plays were created for the learning needs of children ages 4 – 8, but were enjoyed by audiences of all ages.

In the opening of PATTERN NATION, we meet four unlikely friends, Yellow, Green, Blue, and Red. Through their interaction, we explore many different A-B-C patterns as these friends try to figure out what to do with a very large box that has suddenly appeared in their playing space. PATTERN NATION, our third installment in the Pattern Recognition series, takes the same four colorful characters a step further and asks them to transform a simple box into something fun and new. The characters take turns transforming the box into various items such as a bed for a pet and a limeade stand. Audience members will be challenged to make similar inventions throughout the play.



In PATTERN NATION, each character takes turns transforming a large box into something else by using their imagination.

The character Red turns the box into a giant puppet stage.

In this scene, Yellow, Green, and Blue appear in Red's dream as huge sock puppets.

## ACTIVITIES TO DO BEFORE SEEING THE PLAY

### STORY PATTERNS

Many of the storybooks published for children ages 4 – 8 feature repetition in the story. Get the children in your care ready to see PATTERN NATION by reading a few of these storybooks. Many of these are already in your school library. A few to start with are:

- CHICKA, CHICKA, BOOM, BOOM, by Bill Martin, Jr., John Archabault, and Lois Ehler
- THE TINY SEED AND THE VERY HUNGRY CATERPILLAR, by Eric Carle
- GOODNIGHT MOON, by Margaret Wise Brown and Clement Hurd
- Other classic tales that all feature repetition are: THE THREE BEARS, LITTLE RED RIDINGHOOD, THE THREE PIGS

Questions you might ask after reading a book with patterns found in the story:

- Who in the story repeats themselves?
- What sounds in the story are repeated?
- What are the characters doing? And what do they do more than once?

### PATTERN WALK

Tell the students you are all going on a hunting expedition. Rather than hunting for interesting leaves and insects as they might do on a nature walk, they will be hunting for patterns. Show the students a simple A-B-A pattern on the board or overhead projector. Ask them how they can tell this is a pattern (it repeats itself). Tell them that they will be looking for patterns of four different types: patterns made up of lines, of circles, of colors, and of different shapes like squares.

Ask the students to get in a line and follow you on the hunting expedition. Stress to the students that this is a silent hunt as other students are nearby working on their own explorations in the area and a good hunter does not disturb other hunters or explorers.

Lead the students around your campus hallways, walking slowly so they can take in the setting. Lead them around the playground area as well as through the cafeteria. Point out a few patterns to get them started. Challenge them to look for A-B-A patterns on the walls, the floor, and on the clothing of people they meet along the way. Challenge them to remember at least two distinct patterns they find on their hunting expedition.

Return to the classroom and discuss the various patterns you and the children found.

110.2 English Language Arts and Reading,  
Kindergarten

K.8 Reading/Vocabulary: The student develops an  
extensive vocabulary

The Student is expected to:

- discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)
- develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3)

Below is a list of words that the children in our  
audience might not know:

smooth

mellow

fresh

square

circle

inside

outside

disappear

limeade

business

cost

dollar

dime

cents

fort

vacation

choose

problem

## ACTIVITIES TO DO AFTER SEEING THE PLAY

### PATTERN BUILDING

Included in this guide is an insert that can be used by your students to create and extend simple shape patterns. Use this sheet to help your students learn to predict what appears next in the established pattern in each line. Predicting patterns is a major pre-literacy skill and a focal point in the mathematics curriculum.

Just copy this insert for your students to complete, copy to a transparency to use on your classroom projector or scan if for use in PowerPoint to create a large group activity for your classroom.

### THE “WHAT IS IT” GAME

Remind the students that in PATTERN NATION they saw Yellow, Green, Blue, and Red take an ordinary box and use their imaginations to turn it into several different things. Review what each character created from the box. Tell them that you have a few items you would like them to explore in the same way. Ask the children to sit in a circle and pass the objects from person to person changing the item into something else. Model the activity for the students. For example, if the item you pass is a pencil, model the activity by saying, “This is a pencil, but if I use my imagination, I can turn it into a microphone and use it to record a hit song.” Model this sort of simple transformation using several different ordinary items to get your students ready to transform an item on their own. After modeling several items, begin the passing game by presenting an ordinary item and saying, “We all know that this is a \_\_\_\_\_, but if it wasn’t a \_\_\_\_\_, what is it?” Pass the item from student to student around the circle challenging each of them to find a new identity for the item using their imagination.

Some items you might pass are:

- A stapler
- A bowl
- A spoon
- A cap
- A piece of newspaper
- A small box
- A wooden block

## WE'D LIKE TO THANK OUR SPONSORS

This production is hosted in part by



Open Arts.  
Open Minds.



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The  
**Trull Foundation**

Our special thanks to Jean Arias!



*How to contact us...*

Email [judy@pollytheatre.org](mailto:judy@pollytheatre.org)

Write using the "pollyanna fan mail" link on our website:

<http://www.pollytheatre.org/downloadables/DearPolly.pdf>

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

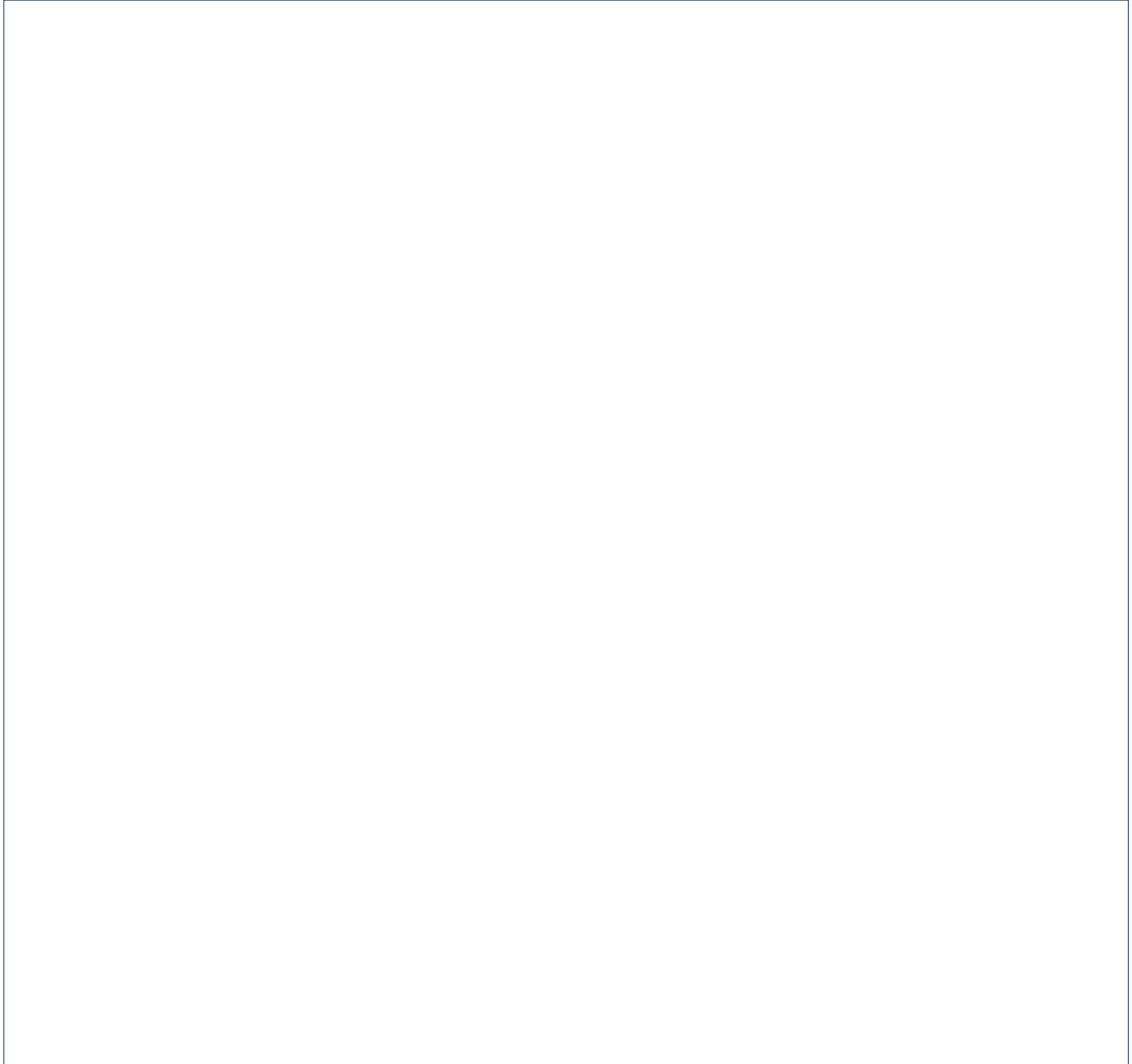
**Below are some items that are in different patterns. Color the stars blue and the moons yellow to create a pattern.**



**Below are some circles and squares. Color the circles green and the squares red. Put what comes next in the pattern at the end of each line.**

1								_____
2								_____
3								_____
4								_____
5								_____

**Use this page to draw a picture of your favorite moment in the play.**



**We'd love to see your art! Our mailing address is:**

**3710 Cedar Street • Box 9 • Austin, TX 78705**