

Recognizing and Predicting Patterns

What is going to happen on the next page, and how do you know?

6 days • 4 books • 178 min in full • 96 min short • Kindergarten

The idea

A repeated shape is the first thing a child can read. Before any word is decoded, a class can hear that a book is doing the same thing again, work out what is coming, and be right. This unit treats that prediction as a reading skill and asks for the evidence behind it.

Four Kindergarten picture books repeat something plainly enough that a class can say what comes next by the third page. The unit builds from noticing repetition, to naming what stays the same and what changes, to reconstructing sequence from structure.

Nothing here needs independent reading. Every day is done aloud from a book held up, and the product is spoken, sorted, or drawn. That is deliberate: the skill is prediction from structure.

The arc

- Hear a repeated part and predict that it will return.
- Join in with a repeated line and use it as evidence.
- Name the parts that stay the same across pages.
- Separate the repeated frame from the part that changes or grows.
- Put the steps inside a repeated routine back in order.
- Hold the same frame while the details inside it change, then reconstruct the sequence.

Where this fits in your year

Use this early in Kindergarten during shared reading, oral language, and story-comprehension work, before independent decoding is needed to show what children understand. Days 1–3 build prediction from recurring language, rhyme, and page structure. Days 4–6 make the structure explicit by separating the fixed frame from the changing part and then using that changing detail to reconstruct sequence.

The 6 days

DAY 1 • The List That Grows

Find the list that comes back three times, and say what is added to it each time.

Why here. The repetition is loudest here: the list is said again in full every time, so a class hears the pattern before it has to name one.

From *Mud Puddle* by Robert Munsch • 32 min full • 17 min short • Makes: Three washing lists, one under the other.

DAY 2 • Repetition: Four Lines and a Whisper

Find the rhymes in three verses and the line that comes after every one.

Why here. The same discovery now appears in verse. Joining in aloud is immediate evidence that the class has found the pattern.

From *Goodnight, Goodnight, Construction Site* by Sherri Duskey Rinker • 28 min full • 15 min short • Makes: A rhyme sheet and the repeated line.

DAY 3 · Key Details: The Four Parts of Every Page

Find the four parts every page is built from, and explain what the repeated line does.

Why here. This is the first day that names the parts, turning “it does the same thing” into a description of exactly what repeats.

From *Red is Best* by Kathy Stinson · 26 min full · 15 min short · Makes: A four-part grid filled for three pages.

DAY 4 · Every Time Somebody Comes

Find the steps that repeat every time a new traveller reaches the bridge, and say what grows across the repetitions.

Why here. The frame is now familiar enough that the class can attend to the changing slot inside it.

From *The Three Silly Billies* by Margie Palatini · 32 min full · 17 min short · Makes: The repeating steps and what builds up.

DAY 5 · The Same Steps Every Time

Put the steps of Jule Ann’s day in order, and say what changes about them each time round.

Why here. The class returns to a known book and now studies the order inside the repeat rather than the repeat itself.

From *Mud Puddle* by Robert Munsch · 33 min full · 17 min short · Makes: The steps in order and the hiding places in order.

DAY 6 · Sequence: Which Truck Goes First

Put the five trucks in the order they go to sleep, and explain how the repeated frame helps you reconstruct that order.

Why here. This is the hardest clean version of the target: the frame stays the same while almost every detail inside it changes.

From *Goodnight, Goodnight, Construction Site* by Sherri Duskey Rinker · 27 min full · 15 min short · Makes: A five-step order sheet.

Words to use

again — used precisely: say what the book does again. next — always followed by “how do you know?” first, then, last — introduced when the class begins reconstructing order.

Checkpoints

After Day 3 · What comes next, and how do you know? Use an unseen repeating picture book, stop after the third repetition, and ask each child to predict the next page and name the evidence.

Look for. The reason names something the book already did. A wrong prediction with real structural evidence is stronger than a lucky guess.

After Day 6 · The frame, the change, and the order. Show three or four pages or rounds out of order. The child marks what stays the same, says what changes, and restores the order.

Look for. The child separates frame from slot and uses the changing detail, not guesswork, to reconstruct sequence.

The task at the end

Make the next page. In pairs, students take one of the four books and make a page the author did not write. The page must preserve the repeated frame and change only the slot. The pair says where the page belongs and why, then the class judges whether it fits.

Collect. The drawn page and the evidence-based reason for its placement. Time. About 30 minutes.

Teacher key

Checkpoint 1: the prediction may vary; the reason must name a pattern already present. Checkpoint 2: the frame is the repeated structure; the changing detail must provide enough evidence to restore order. Final task: the invented page belongs only if the frame is preserved and its placement is defensible.

What a strong answer looks like

- Prediction — says what comes next before the page is turned.
- Evidence — names something the book has already done.
- Structure — separates the repeated frame from the changing part.
- Sequence — reconstructs order from the pattern rather than from guessing.

Keeping the daily evidence

Keep a child's Day 1 prediction and Day 6 reconstructed sequence. The growth to look for is movement from "because it always does" toward naming the structure that makes the next step fit.