

➤ Notes for parents. Activity next page.

**The purpose of this task is to help your child to:**

- make and talk about patterns
- accurately count forwards and backwards to at least 20
- recognise groups of the same size
- count in number patterns using groups of the same size

You may like to print the pictures on the following page, or, with your child, use beads to make bead strings in patterns of their own.

**Suggested ways to use the bead pictures (and beads):**

- Have your child **describe** one bead pattern at a time, using colour, number and sequence words (eg. first, next, before, after, second.)
- Ask how many beads are in the pattern. Have your child count and state the total. Encourage them count backwards too. (Knowing **number sequences** both forwards and backwards helps with addition and subtraction.)
- On the strings where the beads are in number patterns, have your child count in ones and count in groups (for example: 2, 4, 6, 8 ... ) Assist as needed. Talk about the fact that the total is the same no matter how you count them. (Being able to recognise and work with **equal groups** builds a sound foundation for multiplication.)
- Have your child use crayons or felt pens to draw their own **patterns** on the empty threads, or make their own patterns using beads.
- Have them talk about and count in different ways the number of beads in the patterns they make.



**He tauira kōrero Māori**

Whakamāramatia mai te tauira o ēnei pirepire.	Explain to me the pattern of these beads.
Karekau he tauira o ēnei pirepire. He kahurangi katoa.	There is no pattern to these beads. They are all blue.
E hohoko ana ngā tae o ēnei pirepire. Kahurangi kōwhai, kahurangi kōwhai.	The colour of these beads alternate. Blue, yellow, blue yellow.
E noho whakarōpū ana ēnei pirepire. He rōpū o te rua. E rua ngā kahurangi, e rua ngā kōwhai.	These beads are grouped. They are groups of twos. Two blues, then two yellows.
Tatauria ā-tahi te maha o ngā pirepire i konei. E hia katoa?	Count in ones the number of beads here. How many altogether?
Tīmata i te tekau, ka tatau whakamuri ai i ngā pirepire.	Start at 10 and count the beads backwards.
He aha tētahi atu momo tatau i ngā pirepire?	Whats another way of counting the beads?
Pēhea te tatau mawhiti-rua?	What about skip counting them in twos?
He ōrite te maha katoa o ngā pirepire?	Do you get the same number of beads altogether?
Āe rā, ahakoa te tatau ā-tahi, te tatau mawhiti-rua rānei, he ōrite tonu te maha katoa.	That's right, wether you count in ones or skip count in twos, the total amount is still the same.
Tatauria mawhiti-toru whakamuri ngā pirepire.	Skip count the beads in threes backwards.
Māu e tuhi ētahi tauira pirepire ki ēnei aho.	You draw some bead patterns on this string.
Whakamāramatia mai tō tauira pirepire.	Explain your bead pattern to me.





