



LER 0753



## Pattern & Sequencing Cards

Teach color and size recognition with this set of 16 cards featuring 30 full-color patterns. These cards were designed for use with the Three Bear Family® Counters in four colors (LER 0725).

### Introduction

As children manipulate bears to reproduce patterns on cards, they exercise *visual* and *fine motor skills*. The development of visual/motor integration skills is vital to success in many curricular areas. These pattern cards also provide practice in *color recognition* and *pattern sequencing*. The activities are presented in four levels of difficulty (1 being the easiest and 4 being the most challenging) indicated by the paw print in the upper right hand corner of each card.

card#	skill	level
1a-2a	color recognition	1
2b-4b	color recognition	2
5a-7a	size recognition	1
7b-8b	size recognition	2
9a-9b	size recognition	3
10a-13a	color and size recognition	3
13b-15b	color and size recognition	4

Early activities require children to cover and complete a pattern by placing the correct bear in the missing square. Some pattern cards require children to cover a given pattern and continue the pattern on their own. This is indicated by three dots at the end of the pattern. On the size recognition cards, the square is outlined in the color of the missing bear. The child must determine what size of that color bear fits the pattern best.

### How to Use the Cards

Children should always work from left to right to strengthen left-to-right reading orientation. To begin, place a card on an empty workspace with the Three Bear Family® Counters. Invite the child to use the bear counters to cover the pattern presented, starting from the left and working toward the right. Encourage the child to name the bear's size and color before locating the matching manipulative, and repeat them again as he/she places the bear on the card. If an activity calls for a child to continue or fill in the pattern, review the pattern he/she has completed. Then ask the child what comes next, based on the pattern in front of them. If the child cannot say what comes next, encourage him/her to cover the remainder of the pattern. Then review what has been covered, and ask the child what belongs in the square. Always review the completed pattern to prepare for higher levels.



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