First, we’re going to go over some animal sounds. [Place visual cue card with 6 animals in front of the child.] Say:

The bee says buzz, the cat says meow, the pig says oink, the cow says moo, the horse says neigh, and the sheep says baa. This time, when I point to an animal, can you tell me what sound the animal makes?

[Point to bee.]
[Point to cat.]
[Point to pig.]
[Point to cow.]
[Point to horse.]
[Point to sheep.]

If the child answers incorrectly or does not respond to one of the prompts, say:

Remember, the [animal name] says [animal sound]. What does the [animal name] say?

Note: If child responds with a “double sound” (e.g., “woof woof”), correct him/her (see above).

Today we’re going to sing some songs with animal sound patterns. First, I’m going to say some animal sound patterns, and then it’ll be your turn. Make sure I finish before you start. I’ll point like this [open hand gesture] when it’s your turn. Okay?

**Note: If at any point during this task, the child starts to answer before you stop, repeat: Make sure I finish before you start. I’ll point like this [open hand gesture] when it’s your turn.

Let’s try one.

1. COPY AABB

Place visual cue card #1 (cow and horse) in front of the child.

Say:

I’m going to make a pattern with these animal sounds. [Gesture to visual cue card.] After I stop, can you say the pattern just like I did?
Patterning & Spatial Skills Project
Spring 2016

[Open hand gesture to child to answer.]
If the child stops before finishing the first unit of the pattern, say:
Can you keep going?
If needed, can gently stop child after repeats pattern unit 4 times. True on all trials.

Scoring: 1 if child completed at least 1 full unit with no errors anywhere in the pattern.

Thanks for working so hard on this. Are you ready for another one now? [Prompts after each item can be ad-libbed; do not give direct feedback such as “good job!”]

2. COPY AAB

Place visual cue card #2 (cat and sheep) in front of the child.
Say:
I’m going to make a pattern with these animal sounds. [Gesture to visual cue card.] After I stop, can you say the pattern just like I did?

[Open hand gesture to child to answer.]
If the child stops before finishing the first unit of the pattern, say:
Can you keep going?

Scoring: 1 if child completed at least 1 full unit with no errors anywhere in the pattern.

3. EXTEND ABB

Place visual cue card #3 (pig and bee) in front of the child.
Say:
I’m going to make a pattern with these animal sounds. [Gesture to visual cue card.] After I stop, can you keep my pattern going the same way I would?

[Open hand gesture to child to answer.]
If the child stops before finishing the first unit of the pattern, say:
Can you keep going?

Scoring: 1 if child completed at least 1 full unit with no errors anywhere in the pattern.

4. EXTEND AABB

Place visual cue card #4 (cow and sheep) in front of the child.
Say:
I’m going to make a pattern with these animal sounds. [Gesture to visual cue card.] After I stop, can you keep my pattern going the same way I would?
[Open hand gesture to child to answer.]
If the child stops before finishing the first unit of the pattern, say:
Can you keep going?

Scoring: 1 if child completed at least 1 full unit with no errors anywhere in the pattern.

5. EXTEND AAB
Place visual cue card #5 (horse and cat) in front of the child.
Say:
I’m going to make a pattern with these animal sounds. [Gesture to visual cue card.]
After I stop, can you keep my pattern going the same way I would?

[Open hand gesture to child to answer.]
If the child stops before finishing the first unit of the pattern, say:
Can you keep going?

Scoring: 1 if child completed at least 1 full unit with no errors anywhere in the pattern.

6. ABSTRACT TO DIFFERENT ANIMAL SOUNDS AABB
Orientation:
Now we’re going to do something a little different.

Place model visual cue card #6 (bee and pig) in front of the child.
Say:
I’m going to use these animal sounds to make a pattern. [Gesture to model visual cue card.]
Buzz and oink.
After I stop, you’re going to use these animal sounds. [Place mapping visual cue card (sheep and cat) over model cue card.]
Baa and meow.

[Remove cue cards.]
Now you give it a try.
Place model visual cue card #6 (bee and pig) in front of the child.
Say:
I’m going to use “buzz and oink.” [Place mapping visual cue card (bee and cow) over model cue card.] What animal sounds do you use?
[Open hand gesture to child to answer.]

CORRECT: Child answers “baa – meow.”
INCORRECT: Remove cue cards and repeat instructions from the top. If child fails after two repetitions, make a note of it on scoring sheet and proceed to scored item.
Scored Item: 
Place model visual cue card #5 (bee and pig) in front of the child. 
Say:

Remember, I’m going to make a pattern with these animal sounds. [Gesture to model visual cue card.] and you’re going to be using these animal sounds. [Briefly hold up mapping cue card (sheep and cat) and put back on your lap.] 
Now I’m going to say my pattern. After I stop, can you make the same kind of pattern using these animal sounds? [Briefly hold up mapping cue card and put back on your lap.]

[Immediately place mapping cue card showing sheep and cat over model cue card and open hand gesture to child to answer.]

If the child stops before finishing the first unit of the pattern, say:  
Can you keep going?

Scoring: 1 if child completed at least 1 full unit with no errors anywhere in the pattern.

7. ABSTRACT TO DIFFERENT ANIMAL SOUNDS AAB  
Orientation: 
Place model visual cue card #7 (sheep and cow) in front of the child. 
Say:

I’m going to use these animal sounds to make a pattern. [Gesture to model visual cue card.] 
Baa and moo.  
After I stop, you’re going to use these animal sounds. [Place mapping visual cue card (pig and horse) over model cue card.] 
Oink and neigh.

[Remove cue cards.]
Now you give it a try.
Place model visual cue card #7 (sheep and cow) in front of the child. 
Say:

I’m going to use “baa and moo.” [Place mapping visual cue card (pig and horse) over model cue card.] What animal sounds do you use? [Open hand gesture to child to answer.]

CORRECT: Child answers “oink – neigh.”  
INCORRECT: Remove cue cards and repeat instructions from the top. If child fails after two repititions, make a note of it on scoring sheet and proceed to scored item.

Scored Item: 
Place model visual cue card #7 (sheep and cow) in front of the child. 
Say:
Remember, I’m going to make a pattern with these animal sounds. [Gesture to model visual cue card.] and you’re going to be using these animal sounds. [Briefly hold up mapping cue card (pig and horse) and put back on your lap.] Now I’m going to say my pattern. After I stop, can you make the same kind of pattern using these animal sounds? [Briefly hold up mapping cue card and put back on your lap.]

[Immediately place mapping cue card showing sheep and bee over model cue card and open hand gesture to child to answer.]
If the child stops before finishing the first unit of the pattern, say:
Can you keep going?

Scoring: 1 if child completed at least 1 full unit with no errors anywhere in the pattern.

8. ABSTRACT TO OTHER SOUNDS ABB
Orientation:
[Place visual cue card with zipper and balloon in front of the child.]
Say:
Before we start the next one, let’s go over some sounds. The hands go clap, and the balloon goes pop. This time, when I point to the objects, can you tell me what sound it makes?
[Point to hands.]
[Point to balloon.]
You’ll be using these sounds in this next one.

I’m going to use these animal sounds to make a pattern. [Gesture to model visual cue card (cat and bee).]
Meow and buzz.
After I stop, you’re going to use these sounds. [Place mapping visual cue card (hands and balloon) over model cue card.]
[Remove cue cards.]
Now you give it a try.
Place model visual cue card #8 (cat and bee) in front of the child.
Say:
I’m going to use “meow and buzz.” [Place mapping visual cue card (pig and horse) over model cue card.] What sounds do you use?
[Open hand gesture to child to answer.]

CORRECT: Child answers “clap – pop.”
INCORRECT: Remove cue cards and repeat instructions from the top. If child fails after two repetitions, make a note of it on scoring sheet and proceed

Scored Item:
Place model visual cue card #8 (cat and bee) in front of the child.
Say:

Remember, I’m going to make a pattern with these animal sounds. [Gesture to model visual cue card.] and you’re going to use these sounds. [Briefly hold up mapping cue card and put back on your lap.] Now I’m going to make my pattern. After I stop, can you make the same kind of pattern using these sounds? [Briefly hold up mapping cue card and put back on your lap.]

[Immediately place mapping cue card showing car parts over model cue card and open hand gesture to child to answer.]
If the child stops before finishing the first unit of the pattern, say:
Can you keep going?

Scoring: 1 if child completed at least 1 full unit with no errors anywhere in the pattern.

9. ABSTRACT TO OTHER SOUNDS AABB

Orientation:
[Place visual cue card with hand and drum in front of the child.]
Say:
Let’s go over some more sounds. The fingers go snap, and the zipper goes zip. This time, when I point to the objects, can you tell me what sound it makes?
[Point to hand.]
[Point to zipper.]
You’ll be using these sounds in this next one.

I’m going to use these animal sounds to make a pattern. [Gesture to model visual cue card (horse and cow).]
Neigh and moo.
After I stop, you’re going to use these sounds. [Place mapping visual cue card (hand and zipper) over model cue card.]
[Remove cue cards.]
Now you give it a try.
Place model visual cue card #9 (horse and cow) in front of the child.
Say:
I’m going to use “neigh and moo.” [Place mapping visual cue card (cat and cow) over model cue card.] What sounds do you use?
[Open hand gesture to child to answer.]

CORRECT: Child answers “snap – zip.”
INCORRECT: Remove cue cards and repeat instructions from the top. If child fails after two repetitions, make a note of it on scoring sheet and proceed

Scored Item:
Place model visual cue card #9 (horse and cow) in front of the child.
Say:

Remember, I’m going to make a pattern with these animal sounds. [Gesture to model visual cue card.] and you’re going to use these sounds. [Briefly hold up mapping cue card and put back on your lap.] Now I’m going to make my pattern. After I stop, can you make the same kind of pattern using these sounds? [Briefly hold up mapping cue card and put back on your lap.]

[Immediately place mapping cue card hand and drums over model cue card and open hand gesture to child to answer.]

If the child stops before finishing the first unit of the pattern, say:

Can you keep going?

Scoring: 1 if child completed at least 1 full unit with no errors anywhere in the pattern.

10a. MEMORY ABB
PRACTICE ITEM – SCORE

Say:

Now we’re going to play a memory game and just use animal sounds, so try to remember my animal sound pattern exactly like you hear it, with the same number of sounds as mine. You’ll use these animal sounds. [Place the visual cue card (sheep and pig) in front of the child.] I’m going to sing you my animal sound pattern now, and I want you to listen really carefully and then say the same pattern that I said, with the same number of animal sounds.

Say:

[Open hand gesture to child to answer.]

Do not give feedback on child’s performance on practice item.
Record response to practice item and whether is correct (exactly 3 full units of the pattern, as in model)

10b. MEMORY ABB SCORED:

Say:

Are you ready for another memory game? Try to remember my animal sound pattern exactly like you hear it, with the same number of sounds as mine. You’ll use these animal sounds. [Place the visual cue card (bee and cat) in front of the child.] I’m going to sing you my animal sound pattern now, and I want you to listen really carefully and then say the same pattern that I said, with the same number of animal sounds.

Say:

[Open hand gesture to child to answer.]

Scoring: 1 point if child completes EXACTLY 2 full units of the pattern, as in model.
11. SMALLEST UNIT AABB

**Demonstration:**
Place model visual cue card #12 (horse and sheep) in front of the child.

Say:

I’m going to make a neigh-baa pattern with these animal sounds. [Gesture to model visual model cue card.] **Part of the pattern repeats over and over.**


**Scored item:**
Place model visual cue card #13 (pig and cow) in front of the child.

Say:

I’m going to make a pattern with these animal sounds. [Gesture to model visual model cue card.] **Part of the pattern repeats over and over. After I stop, please tell me the smallest part of the pattern that repeats over and over.**

[Open hand gesture to child to answer.]

If the child stops before finishing the first unit of the pattern, say:

Can you keep going?

**Scoring:** 1 if child says “oink – oink – moo – moo” and does not repeat it.

Give the child a sticker for participating and thank them for working so hard!