

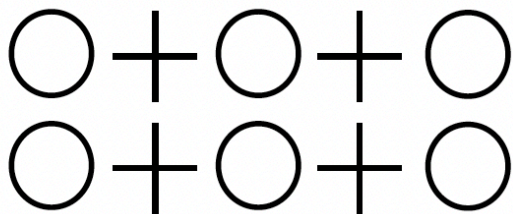
repeating elements in each, perhaps a flower in one and a line in another. Some patterns may include two repeating elements, such as a dot and a heart, for example. Refer to these repeating elements as motifs. Define a *motif* as any element (like a shape or line) that repeats to form a pattern. A motif can be any repeating dot, line, shape, or design.

Ask the children to turn to student booklet **page 7**. Read **B. MOTIFS** together.

Then, draw the children's attention to the produce you have brought, and explain that we can find motifs in some parts of God's creation. Have the children try to identify the element that repeats in the sample of fresh produce, perhaps asking for volunteers to draw the motifs of each on the board. For example, the motif found on a celery stick is a straight line. Notice the shape that repeats to form the pattern on the surface of a pineapple.

### Step 3: Planned Patterns

Read **C. PLANNED PATTERNS** on **page 8**, and draw the following pattern on the board:



Identify the motifs. Since there are two repeating elements, both the cross and the circle are called motifs. Ask for a volunteer to add a third

row to the pattern. How do we know what should come next? Because the pattern is a planned pattern, it is easy to guess what should come next. A *planned pattern* is a pattern in which the motifs repeat in an orderly way so that we know what to expect next.

Show the children the picture of the tall building or a similar structure. Have them identify the repeating element(s), or motif(s). Explain that patterns can make a thing more attractive to look at, and that people use patterns in the design of buildings so that we can enjoy their beauty. Is the pattern on the building a planned pattern? Why? Does the pattern make the building pleasant to look at?

Even in our kitchens we can find manmade objects that display planned patterns. Show the children the muffin tin and vegetable grater. Identify the motifs in each, emphasizing the predictable and orderly repeating nature of these planned patterns.

### Step 4: Random Patterns

Turn to **page 9** of the student booklet, and read **D. RANDOM PATTERNS** together. A random pattern is a pattern in which the motifs are scattered around in a disorderly way. In other words, the pattern does not show signs of planning.

### Step 5: "Find the Pattern" Game

Ask the children to look around the room and at one another's clothing for patterns. Ask them to