

technology

Again and again: spotting a repeat

Lesson at a glance

Open by performing clap, clap, stamp twice and asking which bit came back, without naming the word yet. Introduce repeat as the short bit that happens again and again, then model the full noticing cycle with three large floor cards laid in a row. In short whole-class bursts, children join clap-clap-stamp and pat-knees-pat-knees-wave sequences, freezing to point at the repeating chunk on the cards. Close orally by re-pointing the chunk and linking to a familiar song or rhyme.

Learning objectives

- Join in an action sequence that has a clear repeating part
- Point to the part of a sequence that happens again and again

Before the bell – prep

Before the lesson, push chairs back for a clear floor circle. Print one class set of large floor-visible action cards with multiples: 2 clap, 2 stamp, 2 pat knees, 1 wave. Have the clap-clap-stamp trio ready to lay in a row at once.

Materials

Item	Qty	Per	Source	Low-cost substitute
large floor-visible action picture cards (2 clap, 2 stamp, 2 pat knees, 1 wave)	1	class	classroom	draw the same icons large on A3 paper or card, or mime each action with no cards while calling the name aloud

Safety watch-point

Keep stamps soft and the floor space clear so toes stay safe; stop and remodel gentle feet if stamping gets heavy.



Teaching moves

- **Getting Started:** Stand where hands and feet are visible. Do clap, clap, stamp twice, slowly and clearly, without saying repeat. Ask which bit came back and take one or two calls; keep the beat gentle and joyful.
- **Today's word: again and again:** Say simply: a repeat is the bit that happens again and again. Keep board and pupil talk on plain phrases like the bit that comes back; if you say pattern, keep it light and oral only.
- **Watch the teacher:** Lay clap, clap, stamp cards in a fixed floor row. Think aloud through I wonder, I think, I try, I noticed, I think now while performing the chunk three times. Point to the three-card group as the repeat, then invite the class to join once with soft stamps.
- **Clap, stamp and play:** Run two or three short bursts with a sit-between, not one long stretch. Keep the repeating chunk laid as fixed floor cards; after three goes, freeze and have children point to the short chunk. If muddy, drop to clap, stamp / clap, stamp and point together before calling individuals.
- **Point to the part that repeats:** Sit in a circle and re-lay clap-clap-stamp as a memory hook. This is display-only oral talk: accept pointing, again, or same bit, and revoice with repeat. Offer stems The bit that came back was... and name one familiar class song whose bit comes back.

What it should show

Most children will join the group actions and, when asked, point to the short laid-out chunk (e.g. clap-clap-stamp or pat-knees-pat-knees-wave), not one lone card or the whole long run. Affirm again and same bit; gently redirect anyone pointing at every single clap as if each action alone were the repeat.

Misconceptions & interventions

- **Children think the whole long run of actions is the repeat.** — Point with them at the short three-card chunk on the floor and gesture back to the start of the row: that short bit came back, not the whole go.
- **Children point to one single clap or stamp as if each action on its own is the repeat.** — Slide your hand under the whole short group of cards and say the chunk together — clap, clap, stamp — so they see the bit that comes back is the group, not one card.

Differentiation

Emerging	Developing	Proficient
• Let less confident children clap only while you stamp, still pointing with the class to the full floor-card chunk. • If the chunk is unclear, use only two actions (clap, stamp) with paired cards and point together before asking anyone alone.	• After a burst, ask what comes next and whether the group was right, so watchers stay folded into the noticing.	• Invite a confident child to lead one short agreed card sequence for the class after you set the row. • Use the optional stamp, clap, stamp, clap burst and help them group the pair stamp, clap as the repeating bit.

Cross-curricular hook

Link to a familiar Irish classroom song or rhyme and ask which short bit comes back so everyone can join in.