Conclusions

Five-year-old children exhibited moderate abilities to abstract a repeating pattern. They varied in how they gestured toward their repeating patterns. The frequency of using a grouping gesture was positively related to performance. Grouping gestures may be an indicator of children's attention to structure.

Implications

The results in this study suggest that gesture indeed plays a profound role in thinking and learning about patterns. Grouping gestures may align with cognitive representations that facilitate the recognition of structure in patterns. Future research should examine whether teaching children to gesture in this way facilitates their patterning performance.

References