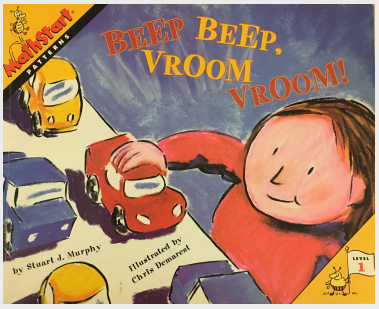

AUTHOR:
Stuart J. Murphy

Kevin has red, blue, and yellow cars that he lines up in a special way. He thinks his younger sister Molly is too young to play with his cars. Happily for Molly, Mom and Dad think she is just the right age to have her own toys cars.

Ages: 3 to 6

Interest Level:
toddler - 1st grade

ATOS Reading Level:
2.10

Lexile: AD440L

ISBN: 9780064467285

Genre:
Fiction

Classification: Picture Story Book

Beep Beep, Vroom Vroom!

Can Molly line up Kevin's cars just the way he left them?

Topics: patterns

Math Connections: An understanding of patterns supports success with math. Patterns have predictable relationships; numbers have predictable relationships too. Look at a chart of the numbers one to one hundred with your child. Ask your child what they notice. Look for patterns in the rows, columns, and diagonals. Mathematical patterns are everywhere!

If your child is just beginning to explore patterns, start with a simple pattern and ask them to extend it. You can use actual objects, such as spoons and forks; a collection of objects from a nature walk; or a group of repeating drawings - star, square, circle, star, square, circle… Make a simple pattern with objects - perhaps two cars, two pencils, one ball, two cars, two pencils, one ball… and ask your child to create a similar pattern using completely different objects, for example two rocks, two leaves, one stick, two rocks, two leaves, one stick… Ask your child to explain what is included within the pattern and where the pattern starts to repeat. Look for patterns around you, on buildings, clothing, and designs. Talk about what you see together.

Extension Questions:

1. Describe Kevin's cars. How many of each color does he have? How many total cars does he have?
2. Describe Kevin's special way of lining up his cars?
3. When Molly played with Kevin's cars and heard Kevin coming she put the cars back on the shelf as fast as she could. She looked at the cars and they didn't look quite right. What did it mean that the cars didn't look quite right?
4. What ways would you arrange four red cars, four yellow cars, and four blue cars? Can you find more than two patterns that you like?
5. What ways could you arrange a group of different objects other than by color?

Vocabulary for Building Math Concepts	fast, left, lined up, lines, quickly, quite right, too much
Vocabulary for Extending Math Concepts	order, pattern, predictable, repeating,
Vocabulary for Reading Comprehension	doorway, grumbled, set the table, surprise, vroom

Early Math Project Resources:

Car Patterns (English)

Patrones de coches (Spanish)

Online Resources:
https://mingusmathstations.weebly.com/math-station-8-beep-beep-vroom-vroom.html Elementary Math Work Station

Age Level	Related Preschool Foundations and CA State Standards
Infant/ Toddler	**Imitation** The developing ability to mirror, repeat, and practice the actions of others, either immediately or later. **Classification** The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.
Preschool/ TK	**Algebra and Functions** 2.1 Begin to identify or recognize a simple repeating pattern. 2.2 Begin to create a simple repeating pattern or participate in making one.
Kindergarten	**Measurement and Data** K.MD 1 Describe and compare measurable attributes.
Grade 1 - 3	Not applicable

Spanish Title:
Not available

Related Books: *The Button Box* by Margarette S. Reid, *Pattern Fish* by Trudy Harris, *and Pattern Bugs* by Trudy Harris

Find this book at your local library: https://www.worldcat.org/title/beep-beep-vroom-vroom/oclc/40444042&referer=brief_results\