

## Lesson Plan: Reviewing Patterns

**Subject/Grade: Math Grade 1/2**  
**Teacher: Ms. Flunder**

**Lesson Title: Pattern review/ long test questions**

### **Stage 1: Identify Desired Results**

**Outcome(s)/ Indicator(s):**

#### **P1.1**

**Demonstrate an understanding of repeating patterns (two to four elements) by:**

- **describing**
- **reproducing**
- **extending**
- **creating patterns using manipulatives, diagrams, sounds, and actions.**
  - a) Describe a repeating pattern containing two to four elements in its core.
  - b) Identify errors made in a repeating pattern.
  - c) Identify the missing element(s) in a repeating pattern.
  - d) Create and describe a repeating pattern using a variety of manipulatives, diagrams, musical instruments, and actions.
  - e) Identify and describe a repeating pattern found in the environment (e.g., classroom, outdoors) using everyday language.

#### **P1.2**

**Translate repeating patterns from one form of representation to another.**

- a) Represent a repeating pattern using another mode (e.g., action to sound, colour to shape, ABC ABC to blue yellow green blue yellow green).
- b) Describe a repeating pattern using a letter code (e.g., ABC ABC...)

\*Students will demonstrate their knowledge of patterns; they should be able to make patterns (AB, AAB,ABB, AABB), identify patterns, identify core, and continue the pattern.

**Key Understandings: ('I Can' statements)**

I can extend/ continue the pattern.

I can copy the pattern.

I can identify the core.

I can identify the elements in the pattern.

I can create an AAB pattern.

I can find the mistake(s) in the pattern.

**Essential Questions:**

What is the core of the pattern?

What letters do each picture represent?

What is the mistake in the pattern?

What's different words to add more?

How many elements are in the pattern?

Can we make a AAB movement pattern?

**Prerequisite Learning:**

Students will have a previous understanding of patterns. They will have already completed AB, AAB, ABB, AABB, and ABC; and have an understanding of pattern terms.

**Instructional Strategies:**

Provide opportunities for student practice

Learner-centered methods

The discussion method

Games- loose parts

Exercises

**Stage 2: Determine Evidence for Assessing Learning**

Students will keep working on SmartBoard activities with a teacher and do activities using manipulatives with another teacher.

### Stage 3: Build Learning Plan

**Set (Engagement):**

**Length of Time:** 3 mins

Introduce students to the topic of patterns, ask them to look around the room to find patterns within the classroom. Remind students to use quiet hands to give their answers. Then create some movement patterns as a class, asking students to create their own patterns to show to the class.

**Development:**

**Time:** 15 mins

As a whole group lesson go through the SmartBoard notebook pages on identifying, extending, finding the mistake, copy patterns. Each page discusses and asks students to demonstrate a different term in patterns such as copy, extend, identify, elements. Calling students up one at a time to do the activities. If students start to get distracted and need a break get them up and make more movement patterns.

**Learning Closure:**

**time:** 25 mins

Students will complete a long answer test. The teacher will read the question for the whole class and then give the students time to fill in their response.

**Materials/Resources:**

Smartboard activities

Pencils

Long test questions

**Possible Adaptations:**

Sitting with individual students

**Differentiation:**

Fidget spinners

No time limit for smartboard activities

Movement breaks

**Management**

Strategies:

Eyes on me

Rules of the classroom

Quiet bodies

Calling students up who are losing focus

**Safety Considerations:**

Use hand sanitizer to limit contact between students and smartboard

**Stage 4: Reflection**