

Lesson Plan: Reviewing Patterns

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| Subject/Grade: Math Grade 1/2 | | Lesson Title: Pattern review | |
| Teacher: Ms. Flunder | | | |
| Stage 1: Identify Desired Results | | | |
| Outcome(s)/ Indicator(s): | | | |
| P1.1 | | | |
| Demonstrate an understanding of repeating patterns (two to four elements) by: | | | |
| <ul style="list-style-type: none">● 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 should be able to make a pattern; identify the core, continue the pattern, and identify the pattern. | | | |
| Key Understandings: ('I Can' statements) | | Essential Questions: | |
| I can extend/ continue the pattern. | | What is the core of the pattern? | |

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| <p>I can copy the pattern.</p> <p>I can identify the core.</p> <p>I can identify the elements in the pattern.</p> <p>I can create an AAB pattern.</p> <p>I can find the mistake(s) in the pattern.</p> | <p>What letters do each picture represent?</p> <p>What is the mistake in the pattern?</p> <p>What's different words to add more?</p> <p>How many elements are in the pattern?</p> <p>Can we make a AAB movement pattern?</p> |
| <p>Prerequisite Learning:</p> <p>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.</p> | |
| <p>Instructional Strategies:</p> <p>Provide opportunities for student practice</p> <p>Learner-centered methods</p> <p>The discussion method</p> <p>Games- loose parts</p> <p>Exercises</p> | |
| <p>Stage 2: Determine Evidence for Assessing Learning</p> | |
| <p>Students will keep working on SmartBoard activities with a teacher and do activities using manipulatives with another teacher.</p> | |
| <p>Stage 3: Build Learning Plan</p> | |

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| <p>Set (Engagement):</p> <p>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.</p> <p>Development:</p> <p>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.</p> <p>Learning Closure:</p> <p>Split students into two groups, one group will continue on working on SmartBoard activities with an instructor, and then the other group will use math manipulatives to demonstrate their understanding with play and exploration.</p> | <p>Length of Time: 3 mins</p> <p>Materials/Resources:</p> <p>Smartboard activities</p> <p>beads/ string</p> <p>Shapes</p> <p>Mathology Cards</p> <p>Possible Adaptations:</p> <p>Different manipulatives/ loose parts</p> <p>Easier pattern books</p> <p>More harder patterns</p> <p>Differentiation:</p> <p>Fidget spinners</p> <p>No time limit for smartboard activities</p> <p>Movement breaks</p> <p>Management Strategies:</p> <p>Eyes on me</p> <p>Rules of the classroom</p> <p>Quiet bodies</p> <p>Calling students up who are losing focus</p> |
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Safety Considerations:

Use hand sanitizer to limit contact between students and smartboard

Stage 4: Reflection