

Subject/Grade: Kindergarten math
Brittany Holmes

Lesson Title: Patterns

Teacher:

Essential Question: What makes a pattern?

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

PK.1

Demonstrate an understanding of repeating patterns (two or three elements) by:

- identifying
- reproducing
- extending
- creating

patterns using manipulatives, sounds, and actions.

(Create a repeating pattern,
(using manipulatives, musical
) instruments, or actions and
describe the pattern.

(Identify and describe a
(repeating pattern in the
) classroom, the school, and
outdoors (e.g., in a familiar
song, in a nursery rhyme, in a
game, on the street, on the
playground).

Key Understandings: ('I Can' statements) · I can create a pattern · I can recognize patterns all around me	Deeper Understanding Questions: · Where do we see patterns? · Are there more ways that we can make a pattern? · How do we know that something makes a pattern?
Prerequisite Learning: · Differentiating objects · Grouping · Talk about repetition	
Instructional Strategy(ies) · Experiential-applying the skill on the worksheet · Interactive- group and class discussions	
Stage 2: Determine Evidence for Assessing Learning	
· Observation- Students will create their own clothing pattern on the template provided. · Discussion- The students will recognize patterns throughout the book and in the classroom, as well as describing the pattern that they have created.	

- Analysis of student work – At the end of the class we are making a book, the book will consist of each students' work and I can use this to understand how students are doing with this topic.

Stage 3: Build Learning Plan

Set (Engagement): Time: 5 min “Today we are going to talk a little more about patterns, does everyone remember what types of patterns we have talked about and used in class already?” *Have a short discussion on our previous pattern knowledge*	Materials/Resources: · <i>A Pattern for Pepper</i> book · Worksheets Possible Adaptations/ Differentiation:
Development: Time: 15 min “We are going to read the story called <i>A pattern for Pepper</i>, but rather than reading the words, we are going to read the pictures together.” *Read: <i>A Pattern for Pepper</i>* Discuss the clothing patterns shown in the book, I will create groups of two with the class and provide each group with one book, they will be asked to find patterns in the book, and I will be going from group to group asking them to find their favorite pattern and what makes it a pattern. We will come back together as a class and I will ask: “Where do we see patterns in our life?” “Is anyone wearing a pattern today?” “Can you find a pattern in the classroom?”	· I noticed in past classes with this group, that during reading stories, some students could make out the words in the story and participate in the reading, reading the pictures will allow all of our students to get involved and add their own connections with the story. · Having material object with patterns that the students are able to recognize by touch would help any visually impaired students, as well as some other students who may learn better from different textures.

Once I feel as though the students understand the concept of patterns outside of objects being placed in AB/ABB etc. patterns, I will begin to guide them through our activity.

Learning Closure:
Time: 10 min

Length of

The activity is for each student to make their own pattern. I will give the students a template that shows a blank person wearing clothes, the student will then be able to make their own person in any type of pattern they want, whether it is from the book or a new pattern.

After each student finishes their clothing pattern, I will create a book out of our patterns.

We will come back together as a class in our story time area, I will go through the book, but allow each student to explain what type of pattern they used in their activity.

Management Strategies:

- Remind students to raise their hands before talking.
- Modelling.
- Positive reinforcement.

Safety Considerations:

- Giving the students more than one book to share with the whole class, avoids any issues in our story time.
- The students have gone over basic classroom safety regarding moving throughout the room and table work.

Stage 4: Reflection

The book we created together:

- As this was our first lesson, we struggled with keeping their attention and using our own classroom management strategies as they were used to their own teacher and the specific strategies used by her.



References

Kraulis, J. (2017). *A pattern for Pepper*. Toronto, Ontario: Tundra Books.

Muse Printables (n.d.). *Body Template*. Retrieved from <https://images.app.goo.gl/1fK9rdgfiNTp2gji8>.