


Subject/Grade: Kindergarten /Mathematics	Lesson Title: Repeating Patterns(two or three elements) Teacher: Aizel Mogro , Jinky Jane Mina, Aziza Sultana, Ritu
Stage 1: Identify Desired Results	
Established Goals: (Learning outcome/s & indicator/s from curriculum)	
Outcome	
PK.1	
Demonstrate an understanding of repeating patterns (two or three elements) by:	
<ul style="list-style-type: none"> ● identifying ● reproducing ● extending ● creating 	
patterns using manipulatives, sounds, and actions.	
Indicators	
(a) Distinguish between repeating patterns and non-repeating sequences by identifying the part that repeats.	
(b) Copy a repeating pattern (e.g., action, sound, color, size, shape, or orientation) and describe the pattern.	
(c) Extend repeating patterns by two more repetitions.	
TPPK4	
Indicator	
(e)Explore the ways and symbols used to express the making and keeping of a promise (e.g., a handshake)	
Cross- Curricular Indicators	
CRK.2	
(f) Compare similarities and differences such as color, type of visual, and object placement between various texts such as pictures, photographs, and 3-D models. (ELA)	
PEK.2	
(i) Use a variety of locomotor skills when playing simple co-operative movement activities and games. (Physical Education)	

<p>USCK.1</p> <p>(e.) Recognize examples of healthy habits (e.g., brushing teeth, washing hands, relaxing, reading, and sharing).(Science)</p>	
<p>Understandings: (can also be written as 'I Can' statements) <i>U</i></p> <p><i>Students will understand...</i></p> <p><i>I can distinguish repeating and non-repeating patterns</i></p> <p><i>I can copy a repeating pattern.</i></p> <p><i>I can create a repeating pattern</i></p> <p><i>I can extend a repeating pattern</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a pattern? • Where can you find patterns? • How can I make my own repeating pattern? • What makes a pattern repeating?
<p><i>Students will know...</i> <i>K</i></p> <ul style="list-style-type: none"> • <i>repeating and non-repeating patterns; how to identify errors within repeating patterns, fix the error, extend a repeating pattern, and be able to make their own repeating pattern</i> 	<p><i>Students will be able to...D</i></p> <ul style="list-style-type: none"> • create a repeating pattern • draw pattern examples
<p>Stage 2: Determine Evidence for Assessing Learning</p>	
<p>Students will be given the chance to work on two stations with differentiated learning. Students will be grouped in 4 and will only be expected to finish two stations. First station will be given a worksheet to work through containing repeating patterns with errors and missing elements. The students are expected to identify the errors and fill in the missing patterns. The worksheets will contain repeating patterns with images (such as flowers or dogs). Second station will be creating and extending a repeating pattern using manipulatives. The students are expected to be able to create and extend their own pattern. Third station will be creating and extending a repeating pattern using paint and stamp. And the last station will be exploring and doing bodily movements through following patterns of body movements. The students will be working in groups and will be guided by the teachers/ EAs in each of the stations in the classroom.</p>	
<p>Stage 3: Build Learning Plan</p>	
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Group discussion- I will lead a class discussion about repeating patterns by displaying pictures on the screen and let them tell you what they can observe and see if they will come up with patterns. • Inductive approach- I will lead the student in understanding the concept of patterns through concrete examples. 	

<ul style="list-style-type: none"> ● Learning stations -The students will work on each station that will give them chance to work independently, with a pair or with a group. 	
<p>Set (Engagement): Length of Time: 5 mins</p> <ul style="list-style-type: none"> ● Ask about the students' prior knowledge by displaying images on the screen with an animal's skin pattern. ● Ask the student what they observe on each animal's skin. ● Ask the student which skin belongs to what animal. 	<p>Materials/Resources:</p> <p>computer projector Manipulatives Building blocks Worksheets Centers materials MathUP</p> <p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none"> ● Sit beside the one student who gets easily frustrated ● Show the picture using the overhead instead of posting a picture on the board ● Pausing and repeating the instructions for students to understand the tasks properly ● using grade level language when explaining the lesson
<p>Development: Time: 20</p> <ul style="list-style-type: none"> ● Connect with students' prior knowledge by displaying images of everyday patterns they are familiar with (e.g., trees, flowers, blocks, clothing designs, etc.) ● Bring out some manipulatives on the carpet and create repeating patterns. ● Call students to copy, create and extend their own repeating patterns. ● Create some examples of patterns that are non repeating using building blocks. ● Call students to identify and correct the patterns. ● Tell the students about the core and the letter names. ● If there is still remaining time for instruction use MathUP. 	<p>Management Strategies:</p> <ul style="list-style-type: none"> ● I will ask my students to raise their hands when they want to answer questions or when they want to share something. ● I will remind the students about our classroom rules when using manipulatives and other materials. ● I will model my expectations when working on the Learning centers. ● I will use fun attention getters such as clapping or counting down to get all
<p>Closure: Time: 10</p> <ul style="list-style-type: none"> ● Teacher will provide 4 stations for the students to work on. ● Table 1: A worksheet to extend a repeating pattern. ● Table 2: Create a pattern using manipulatives. ● Table 3: Creating and extending a pattern using stamps. ● Table 4: Showing patterns through body movements. 	



student's focus to get back to learning.

Safety Considerations:

- Let students know that all questions are valid
- When going to the stations I will remind the students that there should be no pushing, try to walk quietly, and no running.

Stage 4: Reflection

Overall, I believed the lesson went well. The set was interesting enough and caught the students' attention and made them engaged in the beginning of the lesson. While teaching, I focused on the development and closure. The approach and instructions including the set of the instructional materials used motivated the student to connect their understanding of patterns. The students were able to follow directions as long as I repeated the instructions and modeled them the expected outcome. The students were given enough time to process their thoughts on creating and extending their patterns when they were called to the carpet. I think we did not have enough time for this activity and during the transition time to move on to the closure to do their tasks on the tables. We were in a kind of rush, I feel like the students were too overwhelmed to move to another activity. I will make sure to watch the time and make sure that I have enough time for each activity. At the end, some students were no longer interested to participate as they are keen on finishing their patterns that they have started. During the closure some students were not eager to do the worksheet and merely focused on the stamping and manipulatives. I will make sure to add more engaging activities when doing centers.