

Lesson Plan: Pattern Snakes

I can teach students a basic AB and ABC Pattern.

I can talk to students about where they might see patterns every day.

I can encourage students to orally tell me their patterns and their thinking.

Teacher:

Kacey Duchak

Date:

Oct 23, 2024

Outcomes / Indicators:

PK.1

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

- identifying
- reproducing
- extending
- creating

patterns using manipulatives, sounds, and actions.

[C, CN, PS, V]

Indicators for this outcome

- (a) Distinguish between repeating patterns and non-repeating sequences by identifying the part that repeats.
- (b) Copy a repeating pattern (e.g., action, sound, colour, size, shape, or orientation) and describe the pattern.

Assessment:

Students will be able to extend a pattern.

Students will be able to correctly make an AB pattern using math cubes with no help from the teacher.

Students will be able to orally tell me the pattern. "The snake is blue, red, blue, red Etc:"

Next class work on ABC patterns

<p>(c) Extend repeating patterns by two more repetitions.</p> <p>(d) Create a repeating pattern, using manipulatives, musical instruments, or actions and describe the pattern.</p> <p>(e) 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).</p>	
<p>Resources:</p> <p>https://youtu.be/a9wt4K5Zup0</p>	<p>Student Materials:</p> <p>Math cubes</p> <p>Snake Template</p>

<p>Lesson Development</p> <p>Set (__2_ minutes)</p> <p>Ask student if they know what a pattern is. Explain patterns if needed. Ask students if they can think of any patterns they see, in the classroom or out in nature.</p> <p>Development (__11_ minutes)</p> <p>Teacher will begin by showing students the snake template. Teacher will then demonstrate a AB pattern and verbally explain their pattern.</p> <p>Teacher will explain that they want each student to try and make an AB pattern and can help if needed. Students can help each other if needed.</p>	<p>Adaptations and Key Transitions</p> <p>Teacher can start the pattern and allow student to finish</p> <p>Teacher can prompt student response</p> <p>If student needs teacher can create a pattern and they can mimic it with different colour cubes.</p> <p>*if student picks up AB right away move onto ABC pattern</p> <p>**teacher to pass out snakes and cubes after setup of lesson and explanation of patterns.</p>
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Once students are done their patterns, they will verbally tell what their pattern is

Once this is done, the teacher will ask children to create an AB pattern and explain it to the teacher.

If time explain ABC patterns

Closure (_2_ minutes)

When everyone is done and it is time to move on, we can have a brief talk about patterns and encourage the students to look for patterns throughout the day and report back to the teacher. Students will return cubes and templates to teacher. Bell Rings and groups transition.