

Lesson Planning Template for EMTH 310

Lesson Title: Finding Errors

Course: Grade 1 math

Designer(s): Zoe Akrigg

Learning Outcomes/Intentions

Outcomes and indicators:

P 1.1 - Demonstrate an understanding of repeating patterns (two to four elements) by:

- describing
- reproducing
- extending
- creating patterns using manipulatives, diagrams, sounds, and actions.

[C, PS, R, V]

Indicator:

- b) Identify errors made in a repeating pattern
- c) Identify the missing element(s) in a repeating pattern.

Objectives:

- Student will be able to pick out errors made in a pattern
- Students will be able to identify and fix improper/missing element(s) in a pattern

Mathematical Processes:

PS

- Students will be problem solving when they are trying to figure out how to fix an error in a pattern

Essential Questions:

- Can an error in a repeating pattern be identified?

First Nations Content

Assessment Evidence

Formative:

- Questions asked throughout (See below)
- Feedback and observations given throughout
- Worksheet will be taken in to determine the level of understanding of the students and

if we need to continue working on finding errors or if we can move on.

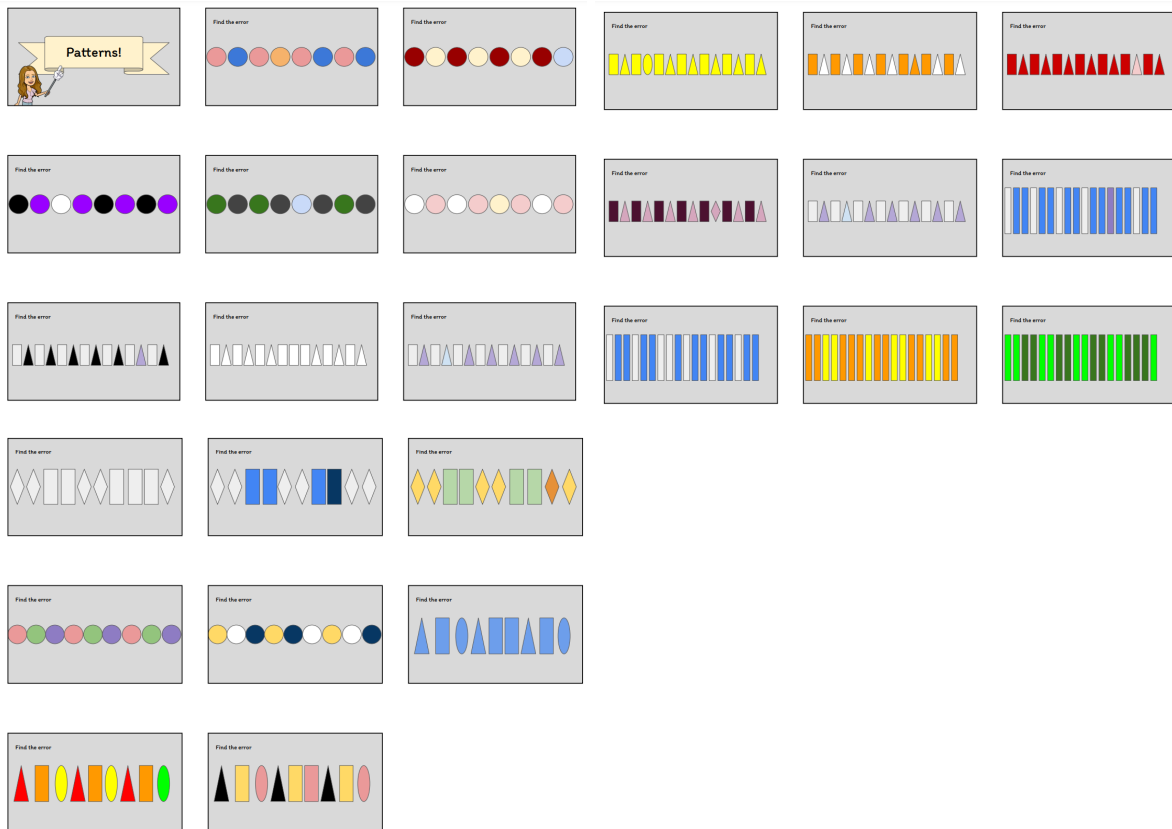
Materials

Teacher will need:

Slideshow:

https://docs.google.com/presentation/d/1czFLukPFvh90bP5X_IXsvm8F2nHlFuf_yQoA49G1Ve4/edit?usp=sharing

(print view)



Worksheets:

<https://docs.google.com/document/d/1qegFtbYZRY0sizCME1eusSM-BtjJCHqhMlO6h0DYJWc/edit?usp=sharing>

Name: _____

Errors in Pattern!
Find the error and then draw the fixed version below.

Students will need:

Markers or crayons

Pencil

Learning Plan

Learning Experiences & Instruction:

Engage

Students will walk into the classroom and game show music will be playing. I will be all excited and pretend to be a game show host. I will say:

- Can someone tell me what it means for a pattern to have an error or a mistake in it?
- Do you think you could find errors in patterns?
- Okay let's get to our gameshow!

Explore

Students will line up single file in front of the smartboard.

I will start the slideshow and each student will get a turn circling an error in a pattern.

While they are doing this I will be asking:

- What makes that an error?
- How could we fix that?
- What type of pattern is that?
- What is the core of this pattern?

If a student gets one wrong I would ask:

- Let's look at that again, are you sure that's the error?
- What is repeating in this pattern?
- Should we read the pattern out loud together?

Explain

Students will now be given the worksheet and I will explain it to them. Students will need a pencil and crayons/markers. As they are finding the errors and correcting them I will be asking:

- What makes that an error?
- How could we fix that?
- What type of pattern is that?
- What is the core of this pattern?
- Are you sure you are copying that pattern correctly?
- Let's look at that again, are you sure that's the error?
- What is repeating in this pattern?
- Should we read the pattern out loud together?

Once students have finished their worksheet they will be instructed to hand it in. If the students do not finish the worksheet, we will continue this lesson in our next math period.