

<b>Subject/Grade:</b> Grade 1 Mathematics	<b>Lesson Title:</b> Fixing, Extending and Creating Repeating Patterns	<b>Teacher:</b> Paige Doud
<b>Stage 1: Identify Desired Results</b>		
<p><b>Established Goals:</b> (Learning outcomes)</p> <p>P1.1: Demonstrate an understanding of repeating (two to four elements) by: describing; reproducing; extending; creating patterns using manipulatives, diagrams, sounds, and actions</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>b) Identify errors made in a repeating pattern</li> <li>c) Identify the missing element(s) in a repeating pattern</li> <li>d) Create and describe a repeating pattern using a variety of manipulatives, diagrams, musical instruments, and actions</li> </ul>		
<p><b>Understandings:</b> (can also be written as 'I Can' statements) <i>Students will understand that....</i></p> <p>Repeating patterns can have errors and can be fixed                  Repeating patterns can be made longer                  I can make my own repeating pattern</p>		<p style="text-align: center;"><i>U</i></p> <p><b>Essential Questions:</b></p> <p>What makes a pattern repeating?                  What makes a pattern non-repeating?                  What makes a repeating pattern longer?                  How can I fix a repeating pattern?                  How can I make my own repeating pattern?</p>
<p><i>Students will know....</i></p> <p>How to identify errors within repeating patterns, fix the error, extend a repeating pattern, and be able to make their own repeating pattern</p>	<p style="text-align: center;"><i>K</i></p>	<p><i>Students will be able to....</i></p> <p>Identify mistakes in repeating patterns and correct them                  Extend repeating patterns                  Create their own repeating pattern</p>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>- Individualized work (worksheets)</li> <li>- Class discussion and brainstorming</li> </ul>		
<b>Stage 2: Determine Evidence for Assessing Learning</b>		
<ul style="list-style-type: none"> <li>- This lesson would be the second or third lesson in a unit about patterns. Students will go over what repeating patterns are at the beginning of this lesson before beginning the lesson and the activity</li> <li>- Following the refresher and the lesson, students will be given a worksheet to work through containing repeating patterns with errors and missing elements and chances, to create their own repeating pattern. The worksheets will have repeating patterns with images (such as flowers or dogs) and the children will be prompted to draw their own repeating pattern (numbers, leaves, rainbows, etc)</li> </ul>		

- Students will work individually on their worksheets to show their understanding of the concepts of repeating patterns and hand them in at the end

**Stage 3: Build Learning Plan**

**Set (Engagement):**

**Length of Time:** 3 minutes

- Ask students if they remember what a pattern is
- Short discussion about patterns and repeating patterns

**Materials/Resources:**

- Pencils
- Worksheets
- Possibly crayons

**Development:**

**Time:** 20 minutes

- Do an example of repeating pattern
- Do an example of an error in a repeating pattern
- Fix the error together
- Brainstorm as a class 1-2 examples of repeating patterns
- Show students the worksheet they will be working on
- Describe what to do and ask if there are any questions
- Hand out the worksheets and give students time to complete

**Possible Adaptations/  
Differentiation:**

- Students can ask for assistance
- Put words on the board and help them understand what they are reading

**Closure:**

**Time:** 3 minutes

- Ask students if they learned anything about repeating patterns
- Ask students if they noticed anything about repeating patterns
- Have students hand in their worksheets for the teacher to check for understanding

**Management Strategies:**

- Discuss as a class what repeating patterns are
- Allow students to ask any questions
- Go over the worksheet so the students know the task

**Safety Considerations:**

- Let students know that all questions are valid

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**Stage 4: Reflection**

*Professional Development Goal is...*

- Learn how to time things (instructing, wait time, time for the students to work, etc.)
- Ensuring I am loud enough when I speak and use appropriate body language when teaching
- Pacing
- Ensuring my directions are clear and use grade level language so it is understood by all students