Name: Molly Gibson

Grade Level/Subject: Kindergarten

Topic: Patterns

Objectives (P.A.S.S.):

**Standard 1.2: Patterns:** Explain verbally and extend simple patterns (AB, AB; AAB,AAB; AB,AB; ABB,ABB).

Instruction

1. **Introduction:**
   Introduction includes informing the students that we are going to start seeing patterns in the calendar and in the morning meeting. I will explain to the students that a pattern is a set of repeating shapes. An explanation will be given for the new vocabulary word: repeating.

2. **Instructional process:**
   Pretest administration: This is a worksheet for the student to extend and create patterns. This lesson plan is in a 5 part series. The lessons include:
   - Lesson 1: ABAB patterns
   - Lesson 2: AABB patterns
   - Lesson 3: AABAAB patterns
   - Lesson 4: ABBABB patterns
   - Lesson 5: ABCABC patterns

   Materials used: linking cubes, color bears, pattern blocks, attribute links, crayons, students, SmartBoard, letter cards, math worksheets (Harcourt Math, Kindergarten, 2004), digital camera, Big Book: Let’s Make Patterns by Marsha Grant.

   Each lesson will be introduced on the SmartBoard in the Morning Meeting (auditory and visual). The patterns will be explained and created for them. I will give students the chance to extend and create patterns on the SmartBoard. During Math time, the lesson will be extended with manipulatives and worksheets (tactile). At the completion of each lesson and journal activity will be completed. This includes using a buddy journal. The students will work with their buddy to complete a pattern in their journal. Students will be paired according to ability. During Reading and/or center time, I’ve included the Big Book that allows the students to work independently to create patterns.

3. **Closure:**
   This activity will include creating a pattern using pictures of each student. The students will create the pattern of their choice on the SmartBoard, print the pattern, and display their creation in the classroom. The students will look for patterns at home and draw a picture (with parent help) of what they find and bring them back to school. They will “show and tell” what they found.
Assessment:
Mastery of the objectives will be determined if the student shows the ability to extend and create patterns using manipulatives, SmartBoard, and give a verbal explanation of the patterns they create. Various methods for assessment will be incorporated including the Post-test and observation.

Modifications/Accommodations:
Due to the energy of my students, I needed to incorporate many more manipulatives than I had first intended. Also for this lesson, I could extend it indefinitely if needed, using the Morning Meeting time. For the “show and tell” time, I will show and tell for any students not willing to speak before the class. For students not returning any picture from home, I will walk around the school with them, at recess or PE, and help them complete the task.

Reflection:
I was pleased with the outcome of this lesson. Patterns are fun for the kids, especially when they begin to notice them in the real world. We all enjoyed this lesson. The students especially got excited when they saw their pictures on the SmartBoard. The Pre/Post-test was not intimidating to the students, as they are not aware of testing yet, and the consequences of scores, as older students are. The journaling activity was not as enlightening as I had hoped. In order to make it different than what had just been completed on their worksheets, I had them do buddy journals. In doing this, I had to encourage the more dominant students to let their buddies have a chance to complete their turn. This turned out to be more teacher-directed than I had planned. Next time, I will skip the worksheets and have the students journal their work, or leave out the journaling activity.