Lesson Plan

Patterning

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First Grade

Standard 1: Patterns - The student will use a variety of problem-solving approaches to model, describe, and extend patterns.

Patterns 1.1 - Describe, extend, and create a variety of patterns using concrete objects.

Objectives for this lesson - The students will practice identifying, making, and extending patterns. They will identify and model auditory as well as visual AB, ABC, ABCD, and ABB patterns.

Materials

Pattern Bugs written by Trudy Harris
Color Tiles or Beads
Pre-/Post-Assessments

Extension Centers

File Folder game - “Just Ducky”
Card Game - “Pattern Parade”
Computer Games from National Library of Virtual Manipulatives
www.nlvm.usu.edu
Variety of Patterning worksheets
Procedure

The teacher will begin by stating that the objective of today’s lesson is making and extending patterns. At this time, the pre-assessment would be given.

Following the pre-assessment the teacher would review what “making a pattern” means using common items in the room to model the concept.

Next, read the book **Pattern Bugs** making sure to read and discuss the section titled, **About Patterns**, at the end of the book. This discussion should cover AB, ABC, ABCD, and ABB patterns using a variety of concepts including color, shape, and size.

After the book discussion, pass out color tiles, making sure each student has access to several tiles of each color.

The teacher should model and name several patterns using the color tiles. For example, “This is an AB pattern. Yellow, Red, Yellow, Red. This is an AAB pattern. Yellow, Yellow, Red, Yellow, Yellow, Red.”

Encourage children to create and name their own patterns as the teacher walks around the room observing their work. Open Centers to allow children to practice creating and extending patterns.

**Assessment** - Complete the lesson by giving the post-assessment.

**Modifications** - For visually-impaired student, I would replace color tiles with shape tiles, or textures. For an advanced learner, I would add the game, Pattern Parade, which requires completion of a variety of patterns using 4 different cards passed out in random order.
Reflections – Next year, I would probably give the post-test earlier in the year. We cover patterning every day in our math meeting, so the children seem to catch on to the concept rather quickly. The children were quite successful with these lessons after our daily reviews and I feel for the most part they have mastered these patterning concepts. Their success is giving them confidence in answering more questions in our daily math meeting.