

Grade: TK		Subject: Mathematics	Theme: Patterns
<p>Essential Question:</p> <p>How can we create a new pattern?</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Pattern Fish (Trudy Harris) • Pattern Bugs (Trudy Harris) • Patterns Everywhere (Kari Jenson Gold) • The M&M's Color Pattern Book (Barbara Barbieri McGrath) • Visual prompts (photos, drawings, or icons) of animals with patterns: zebra, giraffe, tiger, cheetah, peacock, snake, etc. • Visual prompts (photos, drawings, or icons) of school, neighborhood, and home items with patterns: tiles, carpets, bricks, quilts, etc. • Shapes or paper shape cutouts for making patterns: circle, square, oval, rectangle, triangle, diamond • Classroom items for making patterns: cubes, linking chains, pom poms, counter chips, pony beads, play dough, paper clips, erasers, pattern blocks • Songs about patterns (i.e., "AAB Pattern" by HeidiSongs) [Online video: http://youtu.be/hisZ9PLKWbM] 		<p>Integration of Catholic Values:</p> <p>God gave us patterns to help us understand and predict the world around us.</p>
<p>Enduring Understanding:</p> <p>We use patterns to help predict what will happen next.</p>			<p>SLE(s):</p> <p>* Please refer to your school SLEs.</p>
<p>Standards:</p> <p>M-G4 Recognize, describe, extend, and create a repeating pattern.</p>			
<p>Concepts:</p> <p>M-G4</p> <ul style="list-style-type: none"> • pattern • repeat • predict • recognize • describe • extend • create • alike • different • AB • AAB • AABB • ABC 	<p>Skills:</p> <p>M-G4</p> <ul style="list-style-type: none"> • Recognize a [weekly pattern] using visual prompts • Describe a [weekly pattern] using visual prompts • Extend a [weekly pattern] using a visual prompt • Create a [weekly pattern] 	<p>Social-Emotional Development Connection:</p> <p>SE-3b Follow social and classroom rules SE-3c Respond positively to redirection from adults SE-3g Complete a task SE-3h Keep personal space and classroom areas orderly SE-4a Communicate preferences SE-4b Make choices SE-5a Ask for help when needed SE-5b Use verbal and nonverbal communication effectively SE-5c Develop age-appropriate attention span SE-5d Follow one and two-step directions SE-6a Participate positively and cooperatively in group activities SE-6b Share and take turns SE-6c Use polite words SE-6d Help others</p>	

Summative Assessment:

One-on-one performance assessment

- Students will orally recognize (name) and describe four rows of patterns using “A” and “B” terminology. The patterns are created with items (i.e., cubes, linking chains, pom poms, counter chips, pony beads, play dough, paper clips, erasers, pattern blocks) that the teacher has already prepared and placed on a table. The patterns include: AB, AAB, AABB, ABC. (M-G4)
- Students will extend each pattern using extra items placed on the table. Students will select and place three additional items at the end of each pattern row. The patterns include: AB, AAB, AABB, ABC. (M-G4)
- Students will create four separate patterns using the items placed on the table. The teacher begins by asking, “Can you make an AB pattern using any of the items on the table?” Students select and place items on the table in an AB pattern. The teacher asks students to extend the pattern until there are a total of eight items in a row. The teacher repeats the assessment with all the patterns: AB, AAB, AABB, ABC. (M-G4)

Instructional Sequence

<p>Day 1:</p> <p>0</p> <p>Students will recognize an “AB” pattern using visual prompts of animal and environment examples.</p>	<p>Day 2:</p> <p>0</p> <p>Students will describe an “AB” pattern using shapes as a visual prompt.</p>	<p>Day 3:</p> <p>0</p> <p>Students will extend an “AB” pattern, using shapes as a visual prompt.</p>	<p>Day 4:</p> <p>0</p> <p>Students will create an “AB” pattern using classroom items.</p>	<p>Day 5:</p> <p>0</p> <p>Students will recognize, describe, extend, and create the “AB” pattern, using classroom items.</p>
<p>Day 6:</p> <p>0</p> <p>Students will recognize an “AAB” pattern using visual prompts of animal and environment examples.</p>	<p>Day 7:</p> <p>0</p> <p>Students will describe an “AAB” pattern using shapes as a visual prompt.</p>	<p>Day 8:</p> <p>0</p> <p>Students will extend an “AAB” pattern, using shapes as a visual prompt.</p>	<p>Day 9:</p> <p>0</p> <p>Students will create an “AAB” pattern using classroom items.</p>	<p>Day 10:</p> <p>0</p> <p>Students will recognize, describe, extend, and create the “AAB” pattern, using classroom items.</p>
<p>Day 11:</p> <p>0</p> <p>Students will recognize an “AABB” pattern using visual prompts of animal and environment examples.</p>	<p>Day 12:</p> <p>0</p> <p>Students will describe an “AABB” pattern using shapes as a visual prompt.</p>	<p>Day 13:</p> <p>0</p> <p>Students will extend an “AABB” pattern, using shapes as a visual prompt.</p>	<p>Day 14:</p> <p>0</p> <p>Students will create an “AABB” pattern using classroom items.</p>	<p>Day 15:</p> <p>0</p> <p>Students will recognize, describe, extend, and create the “AABB” pattern, using classroom items.</p>

<p>Day 16:</p> <p>0</p> <p>Students will recognize an “ABC” pattern using visual prompts of animal and environment examples.</p>	<p>Day 17:</p> <p>0</p> <p>Students will describe an “ABC” pattern using shapes as a visual prompt.</p>	<p>Day 18:</p> <p>0</p> <p>Students will extend an “ABC” pattern, using shapes as a visual prompt.</p>	<p>Day 19:</p> <p>0</p> <p>Students will create an “ABC” pattern using classroom items.</p>	<p>Day 20:</p> <p>0</p> <p>Students will recognize, describe, extend, and create the “ABC” pattern, using classroom items.</p>
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