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EDU 335: Rd. II Lesson Plan 3

**University of Mary Department of Education Lesson Plan – (with ECE adjustments)**

**SOLAR**

**Age Level:** Kindergarten

**Subject(s) Area:** Math; Cluster: Count to tell the number of objects

**Materials Needed:**

* Strip of paper with 10 squares, one per student
* Counters (such as cubes, bears, or tiles)
* Small cut-outs of letters A – D, three letters each per student
* Small Dixie cups

**Standards: (Pre-K or Kindergarten Standards or Early Learning Guidelines)**

* *K.CC.2:* Understand the relationship between numbers and quantities; connect counting to cardinality.

*a)* When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

**Objectives:**

* Students will identify patterns using pattern names (AB, ABB, ABC, etc.).
* Students will predict what will come next in a pattern sequence.

**Learning Activities:**

1. In a group of 3 or 4 students, introduce the activity by having students recall what they have been learning in the pattern unit. Who can remember what we’ve been talking about during Math? *Patterns* Today we’re going to play a game that’s like the game we play at calendar (the students guess which size and color of sphere is going to be shown for tomorrow).
* I’m going to show you a pattern.
* First, you’re going to think in your head what kind of pattern I have. Is it AB, ABB, ABC?
* Next, you’re going to guess what comes next in my pattern.
* Once we’ve had enough practice, you’ll each get a turn in the teacher’s chair and our friends will have to guess for your pattern.
1. Once the students have an understanding of the game, ask them to turn around in their chair – remind them No peeking! And set up an AB pattern, placing a piece on each square of the paper strip, covering half of the pieces with Dixie cups.
2. Ask the students to face you and have them guess show what kind of pattern they think it is by using their letter cut-outs. How did you know without saying it out loud?
3. Have the student’s guess what is going to come next. Now that you know what kind of pattern it is, what do you think is going to come next? **Whisper it into your partner’s ear**.
4. Repeat steps 2 – 4 with using ABB, ABC, ABBC, ABBCC patterns.
5. **\*Extension\*** If there is time, the students get to explore with the pattern pieces.
* First, see that the students can appropriately handle the materials
* Ask the students to show one or two different types of patterns.
* Select a student to create his/her own pattern and have the other students guess what comes next.

 **= Reflective Questions and Vocabulary Words introduced**

**Assessment:**

This activity will require ongoing assessment through observation. For example, if 2 or more of the students are struggling with naming the type of pattern, I will focus more of my attention on that part of the game. If they understand the type of pattern and what comes next, I will make the pattern more challenging. And if they have a thorough understanding of the above, we can move on to all students building their own patterns.

**Reflection:**

This activity was with 4 of the higher Math students. I began the activity by instructing the students to focus their attention. This should have been made an explicit expectation for them because I struggled with behaviors (which also may have been due to my lack of established authority, which I also could have done at the beginning of the activity). Again, I jumped right into the game and failed to prepare them for what I expect the game to look like. Due to this, when I uncovered the first few bears, I had students blurting out their answers and thoughts. I need to practice being more purposeful in my instruction and activities. This activity taught me that I really need to harness my ability to get the students engaged. In dealing with behaviors, I learned that I have to “strengthen my backbone” so to speak. I have concluded that I do not enforce my corrections of behavior or follow through with my consequences primarily because I want badly for the students to be able to participate so that we all can play the game. Here I see that, as much as I know and agree that end-product should not be the main goal, I still instruct as though it is. I think this lesson taught me much more than it helped the students to practice their patterns!