Title: Pattern Making

Subject Matter Emphasis and Level: Patterns Kindergarten

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Brief Description of the Lesson/Unit:

Students will be able to make patterns with the use of manipulatives.

SD Content Standards:

K.A.4.1. Students are able to identify and extend two-part repeating patterns using concrete objects

Unpacked: I will make patterns using varies objects

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

Student will identify patterns and created patterns with the use of manipulatives.
2. **What essential questions will guide this unit and focus teaching/learning?**

   Can the child use two simple objects to create a pattern?

3. **What key knowledge and skills will students acquire as a result of this unit?**

   That patterns surround us.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

   Color Blindness
   Difficulty in differentiating between the two objects.

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**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   **Performance Tasks:**
   - Making a pattern
   - Identifying a pattern

   **Other Evidence:**
   *Quizzes, Tests, Prompts, Work Samples (summarized):*
   - Centers
   - Activity Sheet

   *Unprompted Evidence: (observations, dialogues, etc.)*
   - Observation of each student making the patterns.

   **Student Self-Assessment**
   - Activity Sheet
Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**

Watch teacher make pattern and be able to extend that pattern.
Creating the Pattern with the use of varies objects

**Materials & Resources (technology & print):**

Different objects to create patterns
Activity Sheet

**Management:**

Whole Group activities
Small Group
Individual Assessment

**Support Services and Special Teacher Notes:**

Students who need help with making patterns may need extra support. Other classmates will be the extra support by helping that student create patterns. If more assistances is needed child will be referred to a Special Education teacher who will offer that extra support.

**Extensions and Adaptation:**

Students who have mastered AB patterns will be pushed to the next level of making AAB, ABB, ABC, etc.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?
**Differentiated Process:**

Students who have mastered AB patterns will be pushed to the next level of making AAB, ABB, ABC, etc.

**Differentiated Content:**

Moving the students who have mastered AB patterns to more changeling patterns such as ABB, AAB, and ABC patterns.

**Differentiated Product:**

Observation of students creating patterns and extending started patterns.