Title: Pattern Making

Subject Matter Emphasis and Level: Preschool Math
Author: Trish Bruening

School District: Ethan

Email: trish.bruening@k12.sd.us

Brief Description of the Lesson/Unit:

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

SD Content Standards:

Students are able to identify and extend two part repeating patterns using concrete objects

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

Students 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 and we use them.

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

Color blindness
Difficulty in differentiating between the two objects.

---

**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 sheets

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

   **Student Self-Assessment**

   **Activity Sheet**
   - Observation of student work

---

**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 various 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 the student sort colors. Extra practice with the students that are having difficulty.

**Extensions and Adaptation:**

Students who have mastered AB patterns will be challenged to the next level to make AAB, ABB, ABC etc. patterns
2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

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

**Differentiated Content:**

Move the students who have mastered AB patterns to more challenging patterns such as AAB, ABB, ABC etc.)

**Differentiated Product:**

Observation of students creating patterns and extending started patterns.