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| **Lesson Title/Focus** | Pattern Craft | **Date** | January 18th, 2017 |
| **Subject/Grade Level** | Grade 1 Math | **Time Duration** | 17 minutes |
| **Unit** | Patterns and Relations | **Teacher** | Alisa Wang |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | |
| **General Learning Outcomes:** | Use patterns to describe the world and to solve problems. | | | |
| **Specific Learning Outcomes:** | Grade 1: Demonstrate an understanding of repeating patterns (two to four elements) by:  • describing  • reproducing  • extending  • creating  patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V] [ICT: P2–1.1] | | | |
| **LEARNING OBJECTIVES** | | | | |
| **Students will:**   1. Be formatively assessed on prior knowledge about pattern core learned from last day 2. Learn the specific instruction on how to make pattern worms. 3. At the end of the lesson demonstrate their understanding by creating a pattern worm. | | | | |
| **ASSESSMENTS** | | | | |
| **Observations:** | | * Observations through students’ facial expression when the lesson is being taught. * Observe how well students perform in the activity provided. * Observation of student participation and answers during group lesson and discussion | | |
| **Key Questions**: | | * Are students able to create a pattern worm? | | |
| **Products/Performances:** | | * Individual and class activity as formative assessments. | | |
| **LEARNING RESOURCES CONSULTED** | | | **MATERIALS AND EQUIPMENT** | |
| * Program of Studies * Math Make Sense * Internet Resources | | | * Paper * Pencil * Pipe Cleaner * Different Colored Beads | |
| **PROCEDURE** | | | | |
| ***Prior to lesson*** | | Have all materials prepared (pipe cleaner, colored beads, example of a pre-made pattern worm), make sure to be familiar with what students are learning and trying to achieve by the end of the lesson. | | |
| **Introduction** | | | | **Time** |
| ***Assessment of Prior Knowledge*** | | Ask students to explain what a pattern is and identify some patterns they know. | |  |
| ***Expectations for Learning and Behavior*** | | Students will actively respond to questions, and show great engagement in the various activities. | |  |
| ***Advance Organizer/Agenda*** | | * Review * Instruction on how to make a pattern worm * Worktime | |  |
| ***Transition to Body*** | | Asking a few students about what they want to know. | |  |
| **Body** | | | | **Time** |
| ***Topic #1***  ***Prior Knowledge*** | | - Review what a pattern is.  (Pattern is basically the same thing repeating over and over again.)   * What a core of a pattern is. * Example of AB pattern * Example of ABC pattern | | 2 min |
| ***Topic #2***  ***ABC Patterns*** | | * Pattern Worm Demo   Instructions:  Materials: worm draft, 1 pipe cleaner, colored beads  Step 1: Create a Pattern worm draft   * Choose between AB or ABC pattern * Choose 2 or three different colors. * Write the pattern out on Math Work Book.   Step 2: Get 1 pipe cleaner, and colored beads.  Step 3: Create your pattern worm. | | 15 min |
| ***Topic #3***  ***Worktime*** | | * Students will follow the 3 step instructions to create their own pattern worms. | |  |
| *Teacher Notes: Assessments/ Differentiation* | | Formative assessment - Observing the students to find out how much each student know and making sure that they are following the instructions, recording their results, and staying on task.  Differentiation – This activity gives students a fun way to consolidate their learning on repeating patterns. By breaking up the instructions into small steps, students are more likely to completely the task with less problems. This also give students the opportunity to work with hands-on activity. Students can learn and have fun at the same time. | |  |
| **Closure** | | **Time** | |  |
| ***Consolidation of Learning:*** | | Reiterate definition of what a pattern is. | |  |
| ***Feedback from Students:*** | | Questions or Concerns? | |
| ***Feedback to Students*** | | Answer students’ questions, and give them complements to encourage them to be more inquisitive. | |
| ***Transition to Next Lesson*** | | Let students know that in the next lesson will explore more about patterns. | |

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| **Comments:** |  |