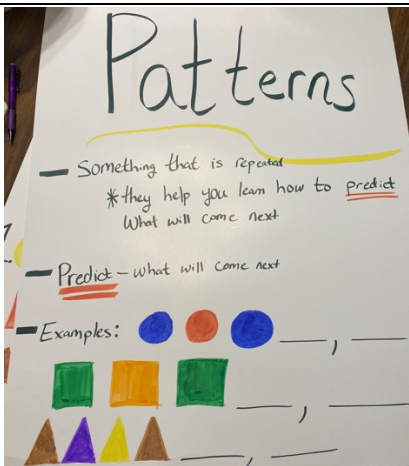


Lesson Plan Template

Grade: Preschool		Subject: Math	
Materials: Poster board with patterns on it, Poster board already written, printed out pattern strips		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <ul style="list-style-type: none"> • Goal P-MATH 7. Child understands simple patterns. (36-60 months) 		Differentiation <p>Below Proficiency: The student will struggle to do simple patterns and will need assistance. Assist student with patterns by providing some examples and helping them solve the pattern.</p> <p>Above Proficiency: The student will create their own patterns and will be able to attempt to do harder patterns. Create harder patterns for the student and observe them doing them.</p> <p>Approaching/Emerging Proficiency: The student will be able to understand patterns and will be able to predict what would be the next thing to come. Make a little harder pattern for these students to observe they are able to do them.</p> <p>Modalities/Learning Preferences: Visual, Tactile, Auditory</p>	
Objective(s) <ul style="list-style-type: none"> • The student will be able to understand simple patterns. <p>Bloom’s Taxonomy Cognitive Level: Comprehension</p>		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will sit criss cross apple sauce at the carpet. • Students will wait till their name is pulled from the container of tickets to go and play or go to the back table. 	
Classroom Management- (grouping(s), movement/transitions, etc.) Pulling tickets to choose the student to come to the back table.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will sit criss cross apple sauce at the carpet. • Students will wait till their name is pulled from the container of tickets to go and play or go to the back table. 	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • Poster board already written • Poster board with patterns on it • Printed out pattern strips 		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have students all come to the carpet area <ul style="list-style-type: none"> ○ Have them all sit criss cross apple sauce on their spots ○ “Learners today we are going to learn about patterns!” “Do any of you know what a pattern is?” <ul style="list-style-type: none"> ▪ Answers will vary ▪ “Great answers” “A pattern is something that is repeated. Patterns are important to know because they help you learn how to predict what will come next. Predict means – what will come next. Here are some examples of patterns (show the pattern on the poster board) – point to the objects while saying them <ul style="list-style-type: none"> • Here is a blue circle then red circle then blue circle again so next would be a red circle because the pattern is going by the color and if you have a blue circle then red circle then blue circle, we will then predict that a red circle would come next! ○ This is a pattern because it is being repeated throughout 		

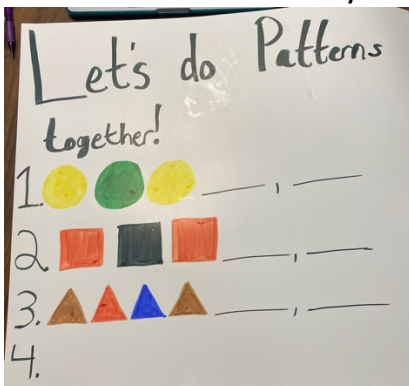
Lesson Plan Template



- "Now I am going to have you guys do a pattern with me!"
 - Pick two girls and a boy to come to the front of the class and stand in order – girl, boy, girl,
 - "Learners what would come next a boy or a girl?"

Explain: (concepts, procedures, vocabulary, etc.)

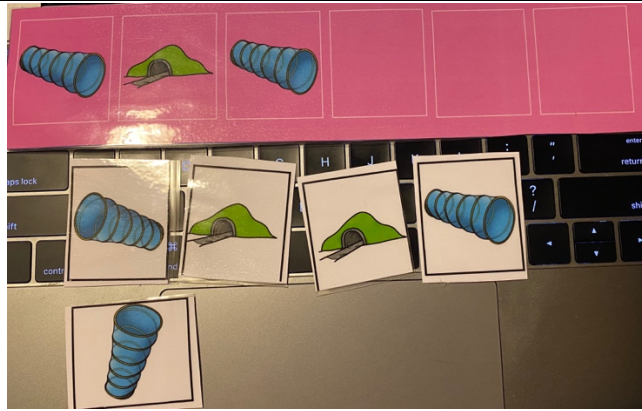
- "Learners we are going to do some patterns together now!"
 - Bring out the poster board that has patterns on it.
 - Go over the patterns with them
 - Yellow circle, green circle, yellow circle, - what would you predict to come next?
 - Green circle – draw the green circle in
 - Why do you think it was the green circle that came next?
 - Red square, black square, red square, - what do you predict would come next?
 - Black square – this time have the student that answered come up and draw it
 - Why do you think it was the black square that came next?
 - "Okay learners this one is going to be a little harder" - brown triangle, red triangle, blue triangle, brown triangle – what do you predict would come next?
 - Red triangle – have the student that answered it come up and draw it
 - Why do you think it was the red triangle that came next?
 - If they are starting to get it then move on if not, then work a little longer on it.



Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

- During the play time pull one student each time to the back table to have them do patterns.
- Have a pattern strips out.
- Point to the at the objects on the pattern strips as you go through the pattern
 - Provide the student with choices to predict what would go next
 - Here is a blue tube, green tent, blue tube – what do you predict would come next?
 - Green tent – why do you think that one was the next one in this pattern?
 - Do this until the student gets it.

Lesson Plan Template



Review (wrap up and transition to next activity):

- Ask the students “what they think a pattern is?” before sending them to play.
 - “Do you see any patterns in the room?”

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- Observing students work through the patterns provided for them.

Consideration for Back-up Plan: Having students make their own patterns.

Summative Assessment (linked back to objectives)

End of lesson:

- NONE

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

- **What Went Well:** The students really enjoyed doing patterns and discussing the next shape that was going to come on the poster board. They also really enjoyed being able to come up and draw the next color and shape for the next pattern poster board. They really seemed to be active and interactive with both the I do and We do part of the lesson.
- **What Was Challenging:** I think the challenging part was doing the patterns on their own. I think this was challenging because I did not follow through on the same patterns that I was showing and using on the poster boards. The students seemed to of struggled and lost interest when it came time for them to put the pattern strips in order. This was challenging because I could not really assess them properly like I could on the poster boards because they were not interested or active in the activity.
- **What I Would Change:** I would change the final activity of the pattern strips. I think I should have stuck with the shapes and colors and if a student found these too easy then I could of went to the pattern strips for those students. I also think that adding harder and different patterns to the we do section of the lesson would have made it a little harder for those students who got it right away.
- **What the Students Learned:** The students learned the basic patters. They also learned how to find patterns in their own classroom. Students got to learn about the different ways of patterns whether that’s using colors, or shapes, or even objects. The students understood simple patterns from this lesson.