**I can create, extend and name repeating patterns**

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| **Lesson Plan Title**I can represent create, extend, and name repeating patterns. |
| **Lesson Summary**Students are expected to identify, extend, and name a variety of repeating patterns.**Background**In grade one students were introduced to repeating patterns, in grade 2 they are expected to extend their knowledge of patterning to include patterns that involve up to 5 elements, label using letters, and change from one mode to another (ie: using sound, diagrams, and actions). |
| **Curriculum Outcomes**PR01- Students will be expected to demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds, and actions. |
| **Assessment Of Learning or Assessment For Learning** Observation, Conversation, ProductObservations* Can students identify a repeating pattern?

Conversations* Can students explain the repeating pattern used?

Product* Can students create their own repeating patterns using crayons? [I can create a repeating pattern and label it using a letter pattern sheet](#Patterns)
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| **Communication/Vocabulary*** Repeating pattern
* Extend
* AB (letter) pattern
* Core, element
* Mode
* Pattern Rule
* Describe
* Compare
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| **Technology*** iPad’s (if required)
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| **Materials*** Crayons
* White Paper
* Smart Board (notebook software)/White board
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| **Mental Mathematics**Have students subtract using 0. Count forwards and backwards by 1’s, 2’s, 5’s and 10’s.  |
| **Development**This lesson introduces students to the concept of patterning, this is the first unit where students are introduced to patterning so they will need a refresher of patterning. I would do the patterning pre-assessment first to see what students already know found here.<http://jkeithgrade2mathns.weebly.com/unit-3-patterninggeometry.html>**Time To Teach**Activitate prior knowledge-Create a pattern of boy girl boy girl (have students name the pattern once 6 students are standing up) have them name the pattern THEN say we could also say “A,B,A,B)-Create a pattern using the colours someone is wearing green green pink green green pink have them name the pattern THEN say can anyone use a letter pattern to name the pattern? (explain it’s like the AB pattern from last time if they are confused) AA,B,AA,B-Then create another pattern using clapping have the students clap along when they figure out the pattern, clap hands, slap knees, slap knees, rest clap hands, slap knees, slap knees, rest ask students if they can label the pattern as they clap using a letter pattern A,BB,C,A,BB,C**Time to Practice**Have students get out their crayons and fill in the sheet below to create a pattern. **Time to Share**Students will share their pattern with another student they will label the pattern orally |
| **Differentiation*** For students who found it difficult to label the pattern using AB, have them create their colour pattern, and do a guided lesson on using AB as a way to label patterns
* For enrichment challenge students to use 5 different colours to create their pattern.
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**I can create patterns using colours and label them using a letter pattern**

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