

Child's Growth and Learning

Domain: Mathematics

Key Element: Patterns and Measurement

ACTIVITY	OBJECTIVES	MATERIALS
Sidewalk Chalk Patterns	Student will develop knowledge of patterns by beginning to recognize duplicates and extend simple patterns. Student will describe pattern.	Sidewalk chalk

Lesson Plan

Teacher and students (small group may work best) will discuss the concept of patterning. This skill should have been introduced through various activities within the classroom already. Students may begin with creating a pattern by gluing red and blue squares on a piece of paper to make a duplicate pattern. Skill could be extended to repetition of 3 using objects in the classroom placed on the floor. Blocks, cubes, shape pieces, and toys during center exploration can be used informally for patterning. Students will create a pattern on the sidewalk using chalk.

Guidance/Facilitation/Teacher Behaviors

Teacher will re-introduce the concept of patterning. With a group of students, teacher will take the students outside to find a personal space on the sidewalk for them to create their own pattern. Students will be encouraged to elaborate on patterning using not only color but straight lines, curvy lines, shapes and pictures for which to pattern.

Procedure/Process/Expected Child Behaviors

Students will engage in activity by producing patterns using chalk. Students will discuss patterning and may wish to create more than one pattern.

Extensions

Teacher will encourage children to begin to predict what comes next in a pattern or sequence of events during various activities within the classroom. This activity could be done with a partner with each student drawing one part of the repeating pattern. Patterns could be copied onto black paper to share with the rest of the class when the students return inside. Teacher will continue to place objects and activities in the classroom for exploration that include the ability to pattern.

Evaluation

Teacher will observe students. Teacher will facilitate process through questioning and talking about the process to pattern in an informal discussion with the struggling student. Teacher will model his/her own pattern while describing his/her work.