|  |
| --- |
| **Microteach Lesson Plan** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Name** | **Andrea Ziel** | **Date** | **June 11, 2012** |
| **Subject Area** | **Math** | **Grade** | **Kindergarten** |
| **Topic** | **Patterns** | **Time** | **10:45** |

|  |  |
| --- | --- |
| **General Learner Outcome(s)**  *Taken from Alberta Program of Studies* | Use Patterns to describe the world and to solve problems |
| **Specific Learner Outcome(s)**  *Taken from Alberta Program of Studies* | Demonstrate an understanding of repeating patterns (two or three elements) by: identifying, reproducing, extending and creating patterns using manipulatives, sounds and actions |
| **Learning Objectives**  *What do you want your students to learn?* | Students will:   * Demonstrate a repeating pattern using manipulatives, sounds and actions * ABAB, ABBABB, AABBAA, ABCABC |
| **Assessment**  *How will you know your students have learned?* | * Students will complete activity where they cut and paste insects in one of the patter formations |
| **Materials**  *What resources will you need?* | * Construction paper * Scissors * Crayons * Glue sticks |

|  |  |
| --- | --- |
| **Introduction**  **2 min** | * Attention clap * Did you know you just repeated a pattern * Clap again * Today were going to learn about patterns. What they are and how to make and recognize one |
| **Body**  **11 min**  **5 min talk**  **6 min craft** | * Check out this pattern ABAB… what comes next? * What is a pattern? Something that repeats over and over again * Colors, shapes, sizes, sounds and movement * Something is not a pattern if it does not repeat * How can we make one? Start with one butterfly and one bee, this is called a unit, repeat the unit over and over to make a pattern 2 examples of units * Look for the unit that repeats, what should come next? * What is missing? * Now that you know about pattern I want you to make a bug pattern and glue it onto the paper |
| **Closure**  **7 min** | * Come back to carpet but sit in a pattern; boy, girl, boy, girl * Have students come up and make a pattern with their bodies. I.e. clapping, jumping, or arm raising; other student will describe their pattern another way * Good work today, patterns are all over so keep your eyes and ears open. |