

Candidate's name: Thu Trang Nguyen

Grade/Class/Subject:	Kindergarten/Math	School:	Suwilaawks Community School
Date:	Thursday, November 14, 2024	Allotted Time:	30 minutes
Topic/Title:	Making patterns		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i>
This lesson is the third lesson in a series of six lessons teaching patterns to kindergarten students. The lesson focuses on reviewing the concept of patterns through a hand-on activity, making simple patterns (AB, AAB, ABB) using Bingo Daubers. Students will also practice creating their own patterns using Bingo Daubers (and Indigenous pictures for advanced students). This reinforces their understanding of patterns and supports critical and creative thinking.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Communication: Students will practice listening respectfully as the teacher explains how to create patterns using Bingo Daubers and instructs them how to finish their paperwork. They will be able to communicate their recognition of different patterns. They will also work on their communication and collaboration skills as they contribute to the class's discussion about patterns.</p> <ul style="list-style-type: none"> Communicating: In familiar settings, I communicate with peers and adults (Profile 2). Collaborating: In familiar situations, I cooperate with others for specific purposes (Profile 2). <p>Thinking: Students will practice their critical and reflective thinking skills as they determine what comes next in the patterns presented by their teacher. Students will also be asked to construct new patterns, fostering their creative thinking.</p> <ul style="list-style-type: none"> Critical Thinking and Reflective Thinking: I can use evidence to make simple judgements (Profile 2). Creative Thinking: I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials (Profile 2). <p>Personal and Social: Students will practice being respectful as they learn about patterns, work together, and take turns in making patterns on the chart paper. They will develop their ability to focus and stay on tasks while creating patterns. Also,</p>

	<p>students will learn about being responsible and take ownership of their choices of Bingo Dauber's colors to make their own patterns. They will develop their understanding of working, playing cooperatively, and asking for help if needed.</p> <ul style="list-style-type: none"> • Personal Awareness and Responsibility: I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being (Profile 2). • Social Awareness and Responsibility: In familiar settings, I can interact with others and my surroundings respectfully (Profile 2).
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<ul style="list-style-type: none"> • This lesson helps students recognize and create patterns using Bingo Daubers, which is hands-on and engaging. This allows students to learn through experience, reflecting the experiential learning aspect of Indigenous ways of knowing. • This lesson uses a holistic approach by incorporating colors and pictures when teaching patterns. • When students learn patterns, they will develop the skill of predicting what comes next, fostering awareness of cause and effect. • Students are encouraged to find patterns around them, reinforcing the concept that patterns are embedded in cultural and living activities. Teaching and learning patterns are passing knowledge from one generation to the next. • Through class discussion and showing their final work to the teacher, students will practice their communication and collaboration skills, contributing to their holistic development. • This lesson also allows students to create their own patterns, supporting their creativity and building their preferences as independent individuals. It

	contributes to the exploration of their identity. <ul style="list-style-type: none"> • The teacher keeps in mind that some students might need more patience and time to create their patterns.
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4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<ul style="list-style-type: none"> • Repeating elements in patterns can be identified. <p>This lesson allows students to review the concept of patterns. Students learn that patterns can be repeating sequences using color and shape. They can identify, create, and extend simple patterns (AB, AAB, ABB) and develop fine motor skills through making patterns using Bingo Daubers (and Indigenous symbol pictures for advanced students).</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p><i>Students are expected to be able to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use reasoning to explore and make connections • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Develop and use multiple strategies to engage in problem solving <p>Communicating and representing</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • repeating patterns with two or three elements <ul style="list-style-type: none"> ✓ identifying patterns in the world ✓ repeating patterns with 2-3 elements ✓ identifying the core ✓ representing repeating patterns in various ways

- Connect mathematical concepts to each other and to other areas and personal interests
- Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use **observations**, have targeted **conversations**, or collect **products**? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be **formative**, **summative**, or both?*

Formative Assessment

- Observe students during the class discussion and working on their own patterns to assess their ability to recognize the core patterns.
- A worksheet shows that students can create their patterns by using Bingo Daubers (and Indigenous symbol pictures if they have extra time).

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

- At the beginning of the lesson, students will work collaboratively to identify what comes next in each pattern.
- This lesson is designed to help students practice colors' names and develop their motor skills since they will need to put Bingo Daubers properly on the circles of their pattern worksheet. They can also practice counting the circles on paper, supporting their counting skill.
- Classroom management: Using the chime to gather their attention. Giving positive reinforcement to students who show expected behaviors, for example, listening with respect or raising the hand when having the answer.
- The student with a learning disability FR will have an EA to explain the questions and support her finish her patterns.
- I will need to support TJ by discussing with him what comes next in each pattern. I will remind TJ and CU to focus on tasks if they are distracted.
- Extra work: Students who finish their worksheet are encouraged to create their own patterns using Indigenous symbol pictures. It can also be making longer patterns.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Bingo Daubers in various colors
- White paper or printable pattern templates with rows
- Chart paper for demonstrating patterns
- Optional: Pattern cards for inspiration (e.g., AB, AAB, ABB sequences)
- Worksheet: My color pattern
- Indigenous symbol pictures

✓ Aboriginal inspirations Blue wolf by T.Wulf

<https://www.pinterest.com/pin/aboriginal-inspirationsblue-wolf-artwork-by-twulf--31454897367718579/>

✓ Stastos Eagle 1 by Lloyd H. Harsch

<https://www.madeincanadagifts.ca/collections/indigenous-art-prints-canadian-matted-artists-first-nations/products/stastos-eagle-1-lloyd-harsch-canadian-aboriginal-haida-art-print>

✓ Humpback Whale by Mark Preston

https://www.etsy.com/ca/listing/1322353952/humpback-whale-by-mark-preston?gpla=1&gao=1&&utm_source=google&utm_medium=cpc&utm_campaign=shopping_ca_en_ca_ps-c-art_and_collectibles-prints-giclee&utm_custom1=_k_CjwKCAiAopuvBhBCEiwAm8jaMaHGBQ0KNivHzR-MqPYP6wP-m7FLbr7hTBP8NztYIhg8QvdYO16B3RoCCMUQAvD_BwE_k_&utm_content=go_1774410678_70525598778_343069480751_aud-2079782229334:pla-354814757658_c__1322353952enca_595503677&utm_custom2=1774410678&gad_source=1&gclid=CjwKCAiAopuvBhBCEiwAm8jaMaHGBQ0KNivHzR-MqPYP6wP-m7FLbr7hTBP8NztYIhg8QvdYO16B3RoCCMUQAvD_BwE



8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does <i>(learning activities to target learning intentions)</i>	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Introduction to Patterns</p> <ul style="list-style-type: none"> • Gather students and introduce the concept of a pattern as something that repeats in a predictable way. • Show examples of simple patterns on chart paper, such as "red, blue, red, blue" (AB pattern) and "green, green, yellow" (AAB pattern). • Ask: "What do you think will come next in each pattern?". Allow students to come to the chart paper to show what comes next in each pattern. 	<p>5 minutes</p>

<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>Demonstrate patterns with Bingo Daubers (5 minutes)</p> <ul style="list-style-type: none"> • I DO: <ul style="list-style-type: none"> ✓ Using Bingo Daubers, demonstrate how to create a pattern on paper. ✓ For example, make an AB pattern with red and blue daubers: red, blue, red, blue. • WE DO: <ul style="list-style-type: none"> ✓ Create a pattern AAB. ✓ Emphasize how the pattern repeats then ask students: "What color will come next?" ✓ One student will come to try to use Bingo Daubers to continue with the pattern AAB. <p>Hands-On Activity: Making Patterns (15 minutes)</p> <ul style="list-style-type: none"> • YOU DO: <ul style="list-style-type: none"> ✓ Give each student a worksheet (My color pattern) and a selection of Bingo Daubers in different colors. ✓ Provide some patterns for students to demonstrate on their worksheet: <ul style="list-style-type: none"> ▪ AB Pattern: alternating two colors (e.g., red, blue, red, blue). ▪ AAB Pattern: repeating one color twice, then switching (e.g., red, red, blue, red, red, blue). ▪ ABB Pattern: using three different colors (e.g., red, blue, blue, red, blue, blue). ✓ If students finish all the suggested patterns, encourage them to create their own patterns on the paper. <ul style="list-style-type: none"> ▪ It can be a longer pattern or try using more colors. ▪ Teacher will present three Indigenous symbol pictures and ask students to create their own patterns using those symbols. <p>Notes for teachers:</p> <ul style="list-style-type: none"> • Teacher will circulate to offer guidance, suggesting ways to extend patterns if students need help. • Some students (TJ, CU) will need scaffoldings to figure out how to choose the correct color of Bingo Daubers to finish the patterns. 	<p>20 minutes</p>
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<ul style="list-style-type: none"> • Collect the worksheet from students and check their work. • Gather students on the carpet. Invite students to share their patterns with the class. Encourage them to explain the sequence they created. • Review what a pattern is and how it repeats. Give positive reinforcement to students about their colorful creations. Encourage them to look for patterns around them (e.g., in clothing, toys, or nature). 	<p>5 minutes</p>

9. REFLECTION (anticipate if possible)

- Did any reflection in learning occur, e.g. that shifted the lesson in progress?
- What went well in the lesson (reflection on learning)?
- What would you revise if you taught the lesson again?
- How do the lesson and learners inform you about necessary next steps?
- Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?
- If this lesson is being observed, do you have a specific observation focus in mind?

- **What went well in the lesson**

- ✓ The lesson captured students' attention as using Bingo Daubers was new to them. Using Bing Daubers to make patterns was fun and exciting for students.
- ✓ My demonstration using Bingo Daubers went well. Students raised hands to participate in the class's activity. As they worked by themselves, they were engaged in using Bingo Daubers to create their patterns.
- ✓ The transitions between activities went smoothly.
- ✓ I kept checking on each group to make sure that they were on task.
- ✓ I provided scaffoldings to some students that needed extra support and gave positive reinforcement to everyone.
- ✓ I created adaptations that met students' needs. TJ, FR, and AR were given a simple pattern to follow. RE was challenged to create her own patterns without samples. SH was challenged to make her pattern Longer.
- ✓ The extra activity, using Indigenous symbol pictures to create patterns, turned out interesting to the students.

- **What would you revise if you taught the lesson again**

- ✓ I would use Bingo Daubers colors in pairs such as green and red, blue and orange to make patterns more colorful.
- ✓ I would prepare black paper for students so that their tables would be clean after the activity.
- ✓ I would go over how to take turns with the class.
- ✓ I would be more mindful about time management.

- **How do the lesson and learners inform you about necessary next steps?**

- ✓ Students will learn with excitement if the lesson incorporates hand-on and fun activities.
- ✓ Kindergarten's attention span is about 10 minutes. I need to rotate activities to keep students engaged in learning.

- **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?**

- ✓ I provided adaptations and scaffoldings to students since I value their success in education.
- ✓ I encouraged the participation of all the students in the class, showing an inclusive classroom.
- ✓ I brought Indigenous cultures into students' learning through employing Indigenous symbols pictures to create patterns.
- ✓ Students' names in this lesson plan were kept as initials to ensure confidentiality.

- **If this lesson is being observed, do you have a specific observation focus in mind**

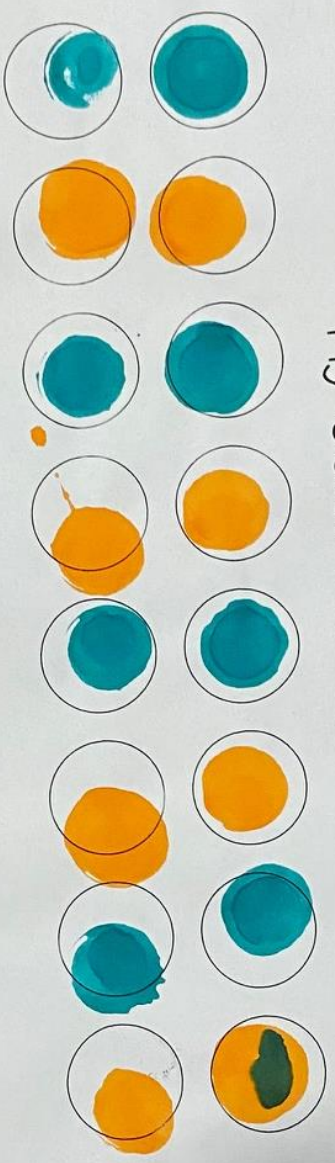
- ✓ I need to focus on making a good demonstration (I DO), invite students' participation in class's discussion (WE DO), and provide clear instructions for students when they work by themselves (YOU DO).
- ✓ Providing adaptations and scaffoldings to students is important.
- ✓ Time management is another focus. I will make sure that the class's activities will be done timely.

Pictures of my students' worksheets

Name: _____

AI

My Color Pattern



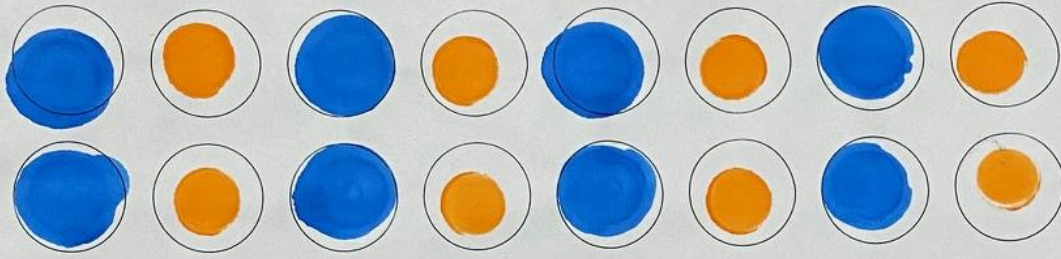
Name: _____

My Color Pattern



Name: MARLA

My Color Pattern



Name: _____

My Color Pattern

