

R-H APPR Pre-Observation Form

Class Data: This PM Kindergarten class consists of 8 boys and 8 girls. There is 1 AIS Math student (Tier 2) and 4 AIS ELA students (all 4 at Tier 2). All students in this class have shown that they can consistently take turns and follow the rules of a given game. Cloey may need additional direction to be successful. We are getting a new student this week as well. That student may need additional support with routines, rules, and general directions. This is a great group and they like to have fun learning. They may need reminders to work quietly, but typically they are all attending to the task at hand.

Common Core Standards Applicable:

K.CC: Know number names and the count sequence.

- 1. Count to 100 by ones and by tens.
- 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC: Count to tell the number of objects.

- 4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- 4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- 4c. Understand that each successive number name refers to a quantity that is one larger.
- 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.CC: Compare numbers.

- 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies

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Lesson Objectives (Students will...):

Students will be able to determine what comes next in a repeating pattern.

Students will construct repeating patterns and attempt to label them.

Students will count 12-30 objects.

For the above lesson:

Know –

Students will know the vocabulary words: pattern, unit, repeat, order, observe, and make predictions.

Students will know what comes next in a repeating pattern.

Understand –

Students will understand situations can be made sense of by using symbols and numbers. (SMP2)

Students will understand patterns and structure can be used to make connections from one situation to another. (SMP7)

Do –

Students will count to answer “how many” questions.

Students will complete repeating patterns.

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Prior/Subsequent Learning Connections:

Students will have already completed several activities involving AB and ABC patterns, had discussions at calendar about what a pattern is, and had practice labeling a pattern.

Students have also practiced counting objects over the past several weeks.

Lesson Activities (As Applicable): Introduction, Individual Work, Group Work, Closure

Introduction: Whole Group – Read aloud – I will read the Beep Beep, Vroom Vroom! pattern book using the ELMO. The kids will help to find and label the different patterns throughout the story.

I will then model the game Add On.

Group work – Kids will work in groups of 2-3. Students will work in their groups to play the Add On game modeled. The groups will be chosen by me so that I can differentiate by readiness.

Each group will be given a baggie of materials that include a die, unifix cubes of two or three colors, and two unit cards. The children will be able to play a second game if time allows.

Closure: We will wrap up our game and meet back at the rug. I will ask each group to bring one of their unit cards with them. At the circle the pairs will show their game card and try to label the pattern they created. Once all pairs of shared the children will be dismissed to get snack and go to centers.

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Materials:

Beep Beep, Vroom Vroom! Book

Unifix cubes

Baggies

Dot die

Unit cards

Assessments (As Applicable): Formative and/or Summative

Students will be formatively assessed through teacher observation while playing the game Add On. I will be walking around asking questions about the patterns they are creating. This will show me if the students can maintain the repetitive pattern, label the patterns with letters, and count the number of cubes being used.

Possible Adjustments to Lesson:

Some students may be given a second card to try another pattern. Some groups I will focus on deeper understanding of patterns by discussing the number of units in their pattern.