

## Overview of Activities

We have created general suggestions for stations that can be used before or during a unit on patterns.

A preview station would be put out during a unit prior to direct instruction on patterns. The teacher will separate out recognizable and non-recognizable repeating patterns. The next step would be to assess students at teacher table on day 1 (or before) to see if students can consistently reproduce their performance at the preview station. Students successful on the assessment would be given a differentiated station, through content differentiation or more vertically rigorous content. Students not successful would continue to work through the unit's stations. Teacher's assessment of student progress would be an ongoing review of sentence strips as well as observations during small group instruction.

During the unit on patterns you can have all your stations focus on patterns using different manipulatives and modalities, or have some patterning stations and other stations that focus on review skills.

### Kindergarten

Preview station= Exploration or discovery of repeating patterns

Teacher table: Direct instruction and guided practice as needed

Practice during the unit: repeating patterns

Remediation Group: Sample Patterns are provided and work with partner

On Target Group: Sample Patterns are provided and work independently

Extension Group: No sample patterns are provided; work independently or with a partner

### 1st Grade

Preview = repeating patterns with a model in front of the tubs (accessibility)

Practice during the unit: Growing Patterns

Remediation Group: Sample Patterns are provided and work with partner

On Grade Level Group: Sample Patterns are provided and work independently

Extension Group: No sample patterns are provided

Accountability options for preview and practice stations: Draw pattern on sentence strip or take picture of with iPod/iPad

## 2nd Grade

Preview = make one pattern on the hundreds chart, using Unifix cubes as markers, without models for student reference

Practice during the unit: Numeric Patterns on the hundreds chart

Remediation Group: Sample Patterns are provided and work with partner

On Grade Level Group: Sample Patterns are provided and work independently

Extension Group: "differentiate the starting number" create a counting by 2's patterns starting at 37

# Tips and Tricks

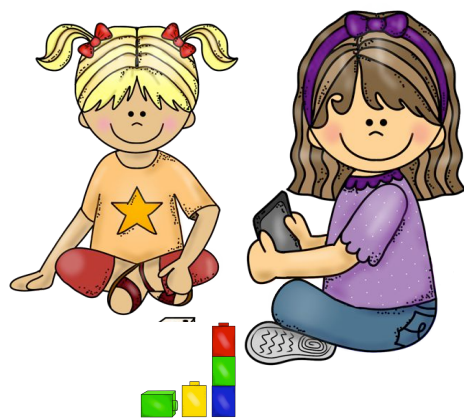
## FOR GUIDED MATH

1. Stick with it!
  - a. It won't go as smoothly as you hope...at least not right away.
2. Get support
  - a. Find someone else willing to go on this journey with you it will make it much easier if you have someone to vent with, bounce ideas off of and make activities with!
3. Invest the time it takes to "train" your students
  - a. How you want them to transition
  - b. What it looks like and sounds like in the room during rotations
  - c. What to do if they have a question during rotations
4. Make anchor charts for students to use during rotations
5. Hold students accountable
  - a. Have accountability sheets that go with activities
  - b. Occasionally "grade" accountability sheets
6. Keep your mini lesson mini
  - a. This is very difficult at first but set a timer and stick to it
  - b. It should last about 15 to 20 minutes max!
  - c. Remember this is a preview of what you will be doing with students in your small group
7. Keep it simple
  - a. Choose activities that are versatile
    - i. Students can practice different skills doing the same activity.
8. Have activities for early finishers
9. Remember students learn math by doing math, talking about math and writing about math. Provide as many opportunities for students to participate in all three activities.

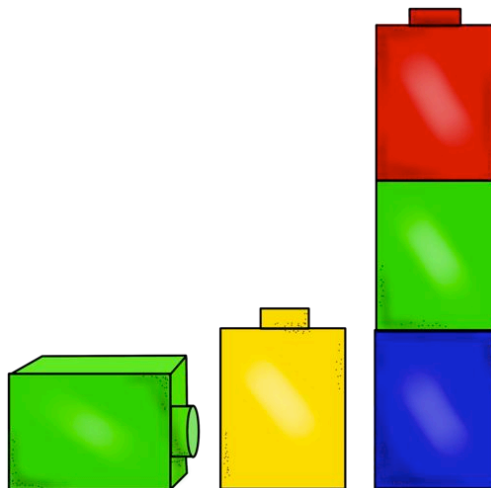
Work with a partner.



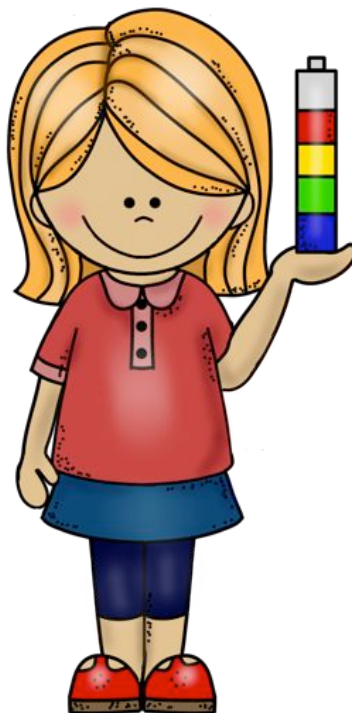
Take a picture of your pattern.



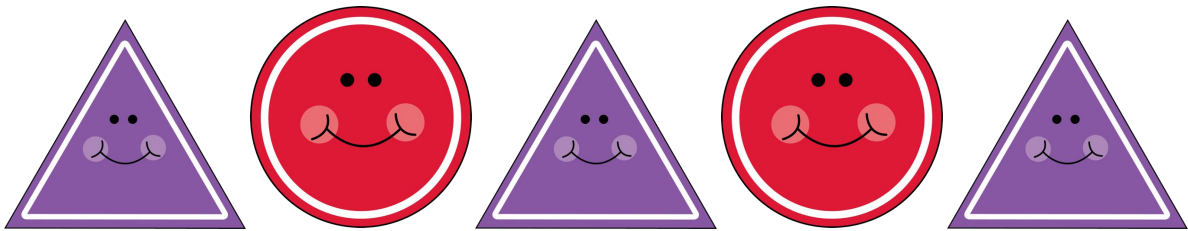
Create a pattern.



Work by yourself.



Create a pattern.

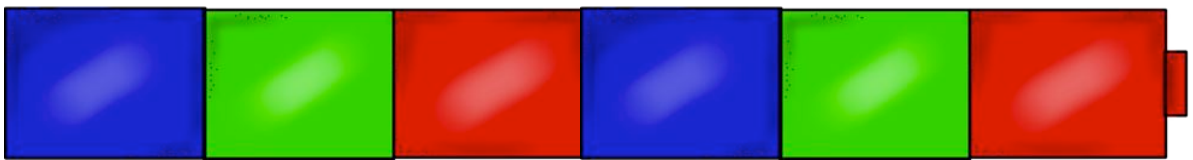




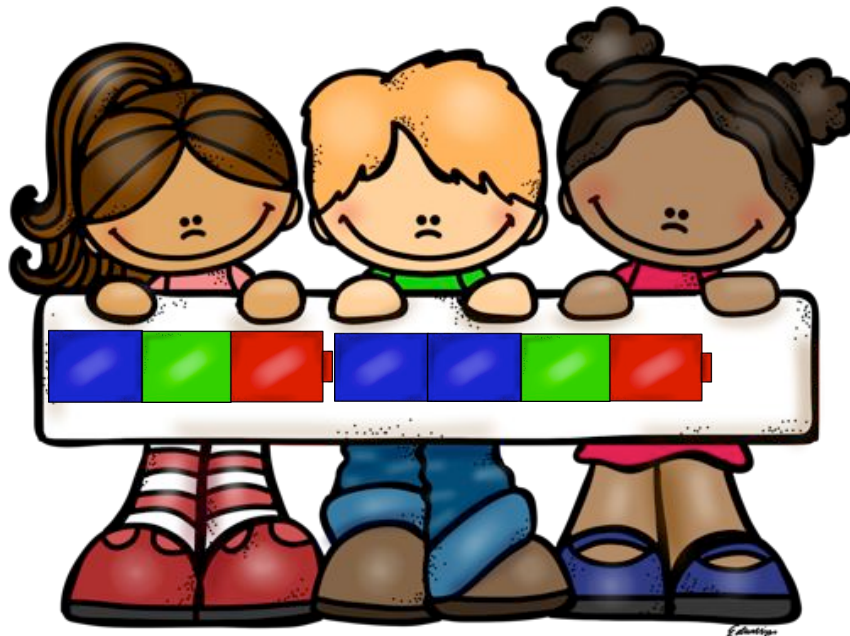
Draw your pattern on  
your paper.



Create a pattern.



Create a pattern.



Name \_\_\_\_\_

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

ABCABC

ABABAB

ABCDABCD

ABCABC

ABCABC

ABCDABCD

AABBAABB

AABBCCAABBCC

AABCCDDAABCCDD

AABBAABB

AABBCCAABBCC

AABCCDDAABCCDD

ABBABB

AABCAABC

ABCCABC

ABBABB

AABCAABC

ABCCABC

ABACADABACAD

ABCABDABCABD

ABAACAAABAAAAC

ABACADABACAD

ABCABDABCABD

ABAACAAABAAAAC



ABACABBACABBBAC

ABCABDABCCABDABCCC

ABCDAABCDAABCD

ABACABBACABBBAC

ABCABDABCCABDABCCC

ABCDAABCDAABCD

ABBABB

AABCAABC

ABCCABC

ABBABB

AABCAABC

ABCCABC

# Patterns Recording Sheet (SOL K.16)

Marking Period \_\_\_\_\_

	Repeating Patterns				Comments
	Identify	Describe	Extend	Core	

ABABBABBB

ABAABAAA

ABCABCCABCCC

ABABBABBB

ABAABAAA

ABCABCCABCCC

## Patterns Recording Sheet (SOL 1.17)

Marking Period \_\_\_\_\_

Student	Repeating Patterns					Growing Patterns					Comments
	Recognize	Transfer	Describe	Extend	Create	Recognize	Transfer	Describe	Extend	Create	

ABACABAC

ABCABDABCABD

ABACADABACAD

ABACABAC

ABCABDABCABD

ABACADABACAD

# Patterns Recording Sheet (SOL 2.20)

Marking Period \_\_\_\_\_

	Repeating Patterns			Growing Patterns			Comments
	Identify	Describe	Extend	Identify	Describe	Extend	

