

Day 1

Topic(s)

Foundation(s)

- Theme: Scarecrows
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

M2.2

Demonstrate awareness of patterning.

Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	Follow along and imitate patterns of sounds and movement.	Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects	Physically extend simple ABAB patterns of concrete objects to other concrete object	Begin to create and extend a new simple patterns
Activities				
<p>Teacher Says: “We have learned that patterns are things that follow a rule and repeat. Watch as I do a stomp, clap pattern. When I pause you will continue the pattern.”</p> <p>Practice: Stomp, Clap, Stomp, (What’s next?).. Clap Teacher Says, “Let’s do one more”. Stomp, Stomp, Clap, Stomp, (What’s next?)...Stomp, Clap</p> <p>Teacher Says: “ Yes! You completed the patterns. Patterns can be so fun! Let’s do some more patterning using these shape scarecrows.</p> <p>You will be using these materials Monday-Wednesday. The pattern cards provided are AB, AAB, and ABC. You can choose whatever pacing best fits the needs of your students.</p>				

Resources and Materials	
Laminated Scarecrow Pattern cards Scarecrow Mat	
Topic Related Language / Key Vocabulary	Supports
	Teacher will help as necessary.

Day 2

Topic(s)

Foundation(s)

- Theme: Scarecrows
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

M2.2

Demonstrate awareness of patterning.

Indicators

Young Toddler (1s)

Follow along and imitate patterns of sounds and movement.

Older Toddler (2s)

Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects

Younger Preschool (3s)

Physically extend simple ABAB patterns of concrete objects to other concrete object.

Older Preschool (4s)

Begin to create and extend a new simple patterns

Activities

Teacher Says: “We have learned that patterns are things that follow a rule and repeat. Watch as I do a stomp, clap pattern. When I pause you will continue the pattern.”

Practice: Stomp, Clap, Stomp, (What’s next?).. Clap

Teacher Says, “Let’s do one more”. Stomp, Stomp, Clap, Stomp, (What’s next?)...Stomp, Clap

Teacher Says: “ Yes! You completed the patterns. Patterns can be so fun! Let’s do some more patterning using these shape scarecrows.

You will be using these materials Monday-Wednesday. The pattern cards provided are AB, AAB, and ABC. You can choose whatever pacing best fits the needs of your students.

Resources and Materials

Laminated Scarecrow Pattern cards
Scarecrow Mat

Topic Related Language / Key Vocabulary

Supports

Teacher will help as necessary.

Day 3

Topic(s)

Foundation(s)

- Theme: Scarecrows
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

M2.2
Demonstrate awareness of patterning.

Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	Follow along and imitate patterns of sounds and movement.	Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects	Physically extend simple ABAB patterns of concrete objects to other concrete object.	Begin to create and extend a new simple patterns

Activities

Teacher Says: “We have learned that patterns are things that follow a rule and repeat. Watch as I do a stomp, clap pattern. When I pause you will continue the pattern.”

Practice: Stomp, Clap, Stomp, (What’s next?).. Clap
 Teacher Says, “Let’s do one more”. Stomp, Stomp, Clap, Stomp, (What’s next?)...Stomp, Clap

Teacher Says: “ Yes! You completed the patterns. Patterns can be so fun! Let’s do some more patterning using these shape scarecrows.

You will be using these materials Monday-Wednesday. The pattern cards provided are AB, AAB, and ABC. You can choose whatever pacing best fits the needs of your students.

After the whole group lesson students will complete the cut & paste Scarecrow pattern sort on page 71. There is an extra one provided in the Extra Materials section if you need it.

Resources and Materials

Laminated Scarecrow Pattern cards
Scarecrow Mat
Scarecrow Pattern Sort

Topic Related Language / Key Vocabulary

Supports

Teacher will help as necessary.

Day 4

Topic(s)

Foundation(s)

- Theme: Scarecrows
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

M2.2

Demonstrate awareness of patterning.

Indicators

Young Toddler (1s)

Follow along and imitate patterns of sounds and movement.

Older Toddler (2s)

Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects

Younger Preschool (3s)

Physically extend simple ABAB patterns of concrete objects to other concrete object.

Older Preschool (4s)

Begin to create and extend a new simple patterns

Activities

Review AB, AAB, ABB, and ABC patterns by using clapping and stomping. Talk about the different types of patterns you made.

“Today and tomorrow, we will be working on our very book. This says, Patterns to Crow About. What do you think we will be doing? Yes! We will be making patterns in our book. Provide students with the crow manipulatives so they can build their pattern and then copy it into their book. TToday you will do the AB pattern and AAB pattern page.”

Resources and Materials

Copies of bird page
Mini book copy for each student

Topic Related Language / Key Vocabulary

Supports

Teacher will help as necessary.

Day 5

Topic(s)

Foundation(s)

- Theme: Scarecrows
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

M2.2
Demonstrate awareness of patterning.

Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	Follow along and imitate patterns of sounds and movement.	Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects	Physically extend simple ABAB patterns of concrete objects to other concrete object.	Begin to create and extend a new simple patterns
Activities				
<p>Review AB, AAB, ABB, and ABC patterns by using clapping and stomping. Talk about the different types of patterns you made.</p> <p>“Today and tomorrow, we will be working on our very book. This says, Patterns to Crow About. What do you think we will be doing? Yes! We will be making patterns in our book. Provide students with the crow manipulatives so they can build their pattern and then copy it into their book. Today you will do the AB pattern and AAB pattern page.”</p>				

Resources and Materials	
Copies of bird page Mini book copy for each student	
Topic Related Language / Key Vocabulary	Supports
	Teacher will help as necessary.