

1st Grade - Act. 06: Beep, Beep, Vroom, Vroom

Summary

This lesson will help students understand how to identify, create, and label simple patterns.

Materials

- *Beep, Beep, Vroom, Vroom*
by Stuart Murphy
- colored counters
- paper and dot stickers

Additional Resources

Pretty Patterns by Rosemary Reuille Irons and Marjory Gardner (Wright Group McGraw-Hill)

My Mom and Dad Make Me Laugh by Nick Sharratt (Candlewick Press)

The Rose in my Garden by Arnold Lobel (Scholastic)

What Comes Next? by Margie Burton, Cathy French, & Tammy Jones (Benchmark Education Company)

Intended Learning Outcomes

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5. Understand and use basic concepts and skills.

6. Communicate clearly in oral, artistic, written and nonverbal form.

Process Skills

Symbolization, observation, prediction, investigation, classification, problem solving

Instructional Procedures

Invitation to Learn

"Have you ever played with someone else's toys when you were told to leave the toys alone? Here is a story about a brother and sister."

Instructional Procedures

Read the story through once and discuss.

Pass out red, yellow, and blue counters for each child. As you read the story the second time, instruct the children to arrange their counters the way that the children do in the story. Give time for the children to recreate the patterns from the story. Observe how the children make the different patterns.

Ask the children to create their own pattern with their counters. When the children finish their pattern, go on a "museum walk" around the desks to see what their classmates did.

Pull the class together to discuss what they saw on the "museum walk." The teacher may choose to record the patterns on the board as the children describe what they saw.

Have the children use colored dot stickers to create a pattern or two on paper.

Pass out paper and have the children write what they know about patterns. Their writing may include using pictures, words, and/or symbols.

Extensions

Possible Extensions/Adaptations

Give the children another color of counter and ask them to create a pattern. Ask them to try to come up with a different pattern than the ones they saw in the book.

Family Connections

Ask the children to find something at home that shows a pattern and bring it to school. Ask the children to wear an article of clothing that has a pattern on it to wear the next day.

Assessment Plan

Were the children able to recreate the patterns in the book?

Could the children label the patterns?

Could the children create a pattern on their own?

What additional help do they need?

Did their writing show a pattern?

Authors

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