

**Session 2 Kentucky PATTERNS  
Logistics/ Pre Planning Need**

Item	Materials Needed
Presenters Outline	Markers, chart paper, Large post its for reflection (5x3) Some smaller
Powerpoints--	KCM facilitators      Learning Lab 2 PPT
Handouts packet including <ul style="list-style-type: none"> <li>• agenda,</li> <li>• notes page, Math all around reminder</li> <li>• powerpoint</li> <li>• research Lesson –</li> <li>• napping house manipulatives</li> <li>•</li> </ul>	<b>Let's Do Math : Materials</b> Pattern blocks or assorted pattern & attribute blocks, Pattern block template; Books: <i>Pete the Cat and Jan Brett, The Mitten plus Napping House</i>
Video:	<i>Focus on the Child Patterns plus Napping House Research Lesson</i>

For Associate Facilitators Introductory narrated PPT

Readings

- MC Big Ideas Book: Patterns Final*
- chapter from *Don't Leave the Story in the Book*, Hynes-Berry 2011.
- chapter on Patterns From *Teaching Numeracy, Language and Literacy with Blocks*, A.Newburger & E. Vaughan,2006

PRESENTERS OUTLINE

Time 30 min 8:30-9 PPT 1,2	<b>REFLECTIONS ON OUR PRACTICE Rationale</b>	
	<ul style="list-style-type: none"> <li>• <b>Doing the debriefing on the research lesson with post-its should make it easier for participants to be frank—since the comments are anonymous.</b></li> <li>• <b>Breaking into small groups to look at a cluster of responses around one topic will assure that everyone will get a more in-depth chance to reflect and to see that their experience was shared by others.</b></li> <li>• <b>Having participants indicate didn't do or not applicable in an anonymous fashion will reinforce that we are collecting data to analyze, not judging anyone</b></li> </ul>	
5 mn for posting 10 mn small group disc 15 mn sharing	<b>Post it reflections on People Sort research lesson</b>  <b>4 chart papers with Headers posted around room.</b>  <b>Split into groups who read a set of post-its on the same topic and then summarize the remarks.</b>  ?	As group enters, they use post-its provided to answer the 4 questions, put on the appropriate chart paper board.  Encourage everyone to comment on all 4 points if the point doesn't apply, have them put up a smaller blank post-it –no names  Facilitators circulate and listen in so as to be prepared to facilitate sharing
Facilitator Planning Notes		

☐ *MC Big Ideas Book: Patterns Final*

☐ chapter from *Don't Leave the Story in the Book*, Hynes-Berry 2011.

☐ chapter on Patterns From Teaching Numeracy, Language and Literacy with Blocks, A.Newburger & E. Vaughan,2006

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<p>Facilitator Planning Notes</p>		
<p>9:00-10:15 75 minutes</p>	<p><b>LET'S DO MATH— Let's Talk About It Rationale</b></p> <p>Having participants work in small groups gives everyone a chance to engage in problem-solving and constructing understanding about patterns</p> <p>Large group share out and then debriefing reinforces the learning community;</p> <p>5 activities are designed to bring out different features of patterns</p>	
<p><b>5</b> <b>PPT 3,4</b> <b>5, 6</b>  <b>PPT 7, 8</b> <b>10minutes to prepare:</b>  <b>15 mn Share plus debrief</b>  <b>Gr 1</b> <b>PPT9</b>  <b>Gr 2) PPT 10</b>  <b>Gr. 3</b> <b>PPT 11,12</b></p>	<p><b>Warm up: Big Idea: Repeating patterns are based on a SET of Attributes: 3 needed; allow predictability</b></p> <p><i>Small Group Work:</i> 5 groups each does a different kind of activity to present to the whole group 5 to present, 10 to</p> <p>About 8 minutes for us to pull out Key points about pattern—bring up slide after presentation</p>	<p>People Pattern warm up with whole group (discuss # of Iterations needed)</p> <p>1<sup>st</sup> time we do ask; what's my rule? <b>Then get group to review</b></p> <p>2<sup>nd</sup> We do and ask: <b>Who will be next (extend) and then snap and clap it (translate)</b></p> <p>3<sup>rd</sup> Ask for volunteer: <b>who can make another people pattern group confirms by extending and then someone does movement or sounds to extend.</b></p> <p>Big Idea/Skill Points Patterns need 3 repetitions, use attributes—simplest use one; allow predictability—can be generalized</p> <p><b>1 ) Do 3 variations of a pattern using pattern blocks (or assortment of pattern blocks and attribute blocks</b> <b>--one simple pattern but not using color;</b> <b>--one using blocks but deliberately tricky (use multiple attributes)</b> <b>One using pattern block template</b></p> <p><b>Big Idea/Skill Points</b>, use attributes—simplest use one; more complex use several; down play color,</p> <p>2) ) Be Pattern Detectives for Jan Brett's <b>The Mitten</b> <b>Big Idea/ Skill feature—mathematizing patterns in texts and illustrations in children's lit</b></p> <p>3) Write a new <i>Pete the Cat</i> story set in a preK classroom. Explain how the story is patterned.</p> <p><b>Big Idea/Skill Points</b> Patterns are part of children's lives, found in the routines verbal—feature of many early childhood books (cf Brown Bear, Brown Bear)</p>

<p>9:00-10:15</p> <p>75 minutes</p>	<p><b>LET'S DO MATH— Let's Talk About It</b>      <b>Rationale</b></p> <p>Having participants work in small groups gives everyone a chance to engage in problem-solving and constructing understanding about patterns  Large group share out and then debriefing reinforces the learning community;  5 activities are designed to bring out different features of patterns</p>	
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<p>Facilitator notes</p>		
<p>10:30-11:00</p>	<p><b>WHAT DOES UNDERSTANDING LOOK LIKE Developmental Trajectory</b>      <b>RATIONALE</b></p> <p><b>The presentations of the 5 pattern activities should have jump-started the participants in constructing their understanding of the Big Ideas and Skills involved in Patterns</b></p> <p><b>In discussing the developmental trajectory, participants need to see that the movement from recognizing to extending to generating a pattern is a cycle that repeats as patterns get more complex</b></p> <p><b>Videos show children in the process of constructing or beginning to construct understanding of pattern ; 1<sup>st</sup> child in each set is at "not yet" stage and 2<sup>nd</sup> one has it.</b></p>	
<p>Begin with 5 minute Turn and Talk—</p> <p>10 min discussion</p> <p>PPT 15</p> <p>some report out then use PPT 16, 17,18</p> <p>VIDEO 20</p>	<p>Developmental trajectory;  Pattern units and Structure</p> <p>Bring in building blocks Picture from Newburger</p>	<p><u>Turn and talk –recognizing how much pattern is all around us</u>  <u>Let's Talk discussion, record on chart paper key terms about Ideas and Skills</u>  <u>Then PPT Big Ideas then Dev trajectory</u></p> <p><u>Focus on the child:</u>  Repeating Pattern 1:50 &amp; 4  As you watch do you see how the developmental trajectory unfolds?  X'Zaria, preschool doesn't get it (can't copy)  Jeremiah sees and can copy &amp; extends with help  Brendan K-ELL has trouble naming &amp; extending much more complex pattern but eventually gets it</p> <p>Video of Research Lesson Napping House</p>

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<p>11:10- 11:30</p> <p>5 min video</p> <p>10 plan</p> <p>Video 11:30</p>	<p><b>TRY AND APPLY Research Lesson</b>  Use “Instructional Decision</p>	<p><b>Napping House Research Lesson</b></p> <p>Planning form--</p>
	<p>Reflection</p>	

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