THOMPSON RIVERS UNIVERSITY | Education & Social Work

# Bachelor of Education (Elementary)
# EDTL 3200 Unit Plan Template

**Unit Title:** Patterns Everywhere! **Number of Lessons:** 6 **Days:** 6

**Your Name(s):** Emma Stanchfield, Brianne Stevens, Brianna Kelly **Subject:** Math **Grade:** 1

**Rationale**

This unit is designed to help Grade 1 students develop foundational mathematical understanding of repeating patterns, supporting early algebraic thinking, problem-solving, and prediction skills. By exploring patterns through nature, art, music, stories, and everyday experiences, students learn that mathematics is meaningful, connected to the world around them, and accessible through play and creativity.

**Overview**

This Grade 1 patterns unit develops students' understanding of repeating patterns with multiple elements through hands-on, real-world experiences. Students learn to identify, create, extend, and represent patterns using nature, beads, music, stories, shapes, and everyday routines. Throughout the unit, they build skills in observation, prediction, problem solving, and communication while recognizing that patterns exist both in mathematics and in the world around them.

**CORE COMPETENCIES 5**

| Communication | Thinking | Personal & Social |
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| **Communicating**<br>● **Acquiring and presenting information**<br>Throughout the unit, students will acquire and present information by exploring variations and demonstrating their understanding through a range of hands-on and reflective activities. | **Creative thinking**<br>● **Creating and Innovating:**<br>Throughout various lessons and activities, students will use a multitude of materials and representational tools to innovate and continue patterns.<br><br>● Lesson #2/5 - Students | **Positive Personal and Cultural Identity**<br>● **Understanding relationships and Cultural contexts:**<br>● Throughout this unit teachers and students will have conversations about Indigenous connections to land and traditional art forms. And how different patterns appear in a lot of these art forms. |

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| • Lesson #1 - Through the nature walk, students acquire information by observing their environment and listening to others, and they present their understanding by describing, drawing, and explaining repeating patterns using words, symbols, and materials.<br><br>• **Working Collectively:**<br>In lesson #4, after reading a book together as a class, we will be recreating our own story together as a class. | demonstrate creativity by designing their own repeating patterns with beads, using colours and patterns to express ideas that are meaningful and creative.<br>• Lesson #3: students use their ears to identify patterns, then use various body movements to extend and create their own patterns. | • Lesson #1: Throughout the nature walk, students will notice and observe naturally occurring patterns, leaning on indigenous ways of knowing and interconnectedness.<br>• Lesson #2 will have students bead their own bracelets using different beads to create a repeating pattern. Beading is an important form of art for many indigenous peoples; however, certain patterns and imagery connect to family and community |

**BIG IDEAS:**

| Subject Name: Math, Grade 1 |
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| Repeating elements in patterns can be identified. |

**LEARNING STANDARDS**

| Curricular Competencies | Content |
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| CC5 - Model mathematics in contextualized experiences<br>CC6 - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving<br>CC7 - Visualize to explore mathematical concepts<br>CC13 - Represent mathematical ideas in concrete, pictorial, and symbolic forms | C4 - repeating patterns |

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| CC16 - Incorporate First Peoples' worldviews and perspectives to make connections to mathematical concepts | |

**Prerequisite Concepts and Skills**

- Recognize and describe simple repeating patterns (AB patterns using colours, shapes, or actions)
- Notice similarities and differences in **attributes** (colour, shape, size, type)
- Predict what comes next in a simple pattern
- Share ideas verbally in small groups or the whole class
- Listen to peers and respond appropriately
- Use drawings or symbols to show understanding
- Hold a pencil or crayon to draw patterns
- Manipulate small objects (beads, string, pipe cleaners)
- Take turns and share materials
- Work independently or with a partner

**Teacher Preparation Required**

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| Lesson 1 | Make slideshow, make worksheet, print worksheet |
| Lesson 2 | Gather 3-5 colours of beads, gather string or pipe cleaners for bracelets, make a pattern recording sheet (optional), print pattern recording sheet, gather examples of bead patterns, gather small trays or cups for sorting beads |
| Lesson 3 | Make a slide show, insure you have Picture sound Cards and chart paper |
| Lesson 4 | *Brown Bear, Brown Bear, What Do You See?* Book, chart paper, markers |
| Lesson 5 | Snake worksheet, pre-cut squares in various colours, glue, examples (a pattern/not a pattern) |
| Lesson 6 | Create a worksheet for students to draw snack time patterns on. Buy 3-4 snacks and paper plates. |

**Cross-Curricular Connections**

Social Studies - Lesson 1/2 connect to Social Studies by incorporating First Peoples' worldviews, emphasizing respect for the land and cultural practices such as beading. Students learn that patterns are not only mathematical concepts but are also meaningful in understanding relationships, traditions, and ways of knowing connected to place and community.

Science - Lesson 1, students observe patterns in the natural environment, such as plant growth, shapes, and repetition, supporting early scientific skills of observation, inquiry, and noticing relationships in the world around them. These observations help students understand that patterns occur naturally and can be studied and described.

Art - Lesson 2 as students explore colour, design, and creativity while creating visual patterns. Students make artistic choices and express ideas through materials, linking mathematical patterning with artistic design and self-expression.

Language Arts - Lesson 1/2 support Language Arts by encouraging students to listen, speak, and describe their thinking. Students develop vocabulary related to patterns, colours, and repetition, and communicate their understanding through discussion, oral explanations, and visual representations.

Physical & Health Education - Lesson 1 supports Physical & Health Education by promoting movement, spatial awareness, and outdoor learning.

**Indigenous Connections/ First Peoples Principles of Learning (FPPoL)**

*Learning recognizes the role of Indigenous knowledge.*

Learning about patterns through a nature walk and beading activity recognizes the role of Indigenous knowledge by honouring the deep relationship Indigenous Peoples have with the land and traditional art forms. During the nature walk, students observe patterns that naturally exist in the environment, such as leaves, pinecones, shells, animal marking, and seasonal changes. This reflects Indigenous ways of knowing, where learning is grounded in close observation of the land and understanding the natural world as a teacher.

The beading activity further connects to Indigenous knowledge systems. Beading is an important cultural and artistic practice for many Indigenous communities and often includes meaningful patterns that tell stories, represent identity, and reflect connections to family, land, and community. By exploring patterns through beading, students are not just learning a math concept; they are engaging with a form of knowledge and expression that has cultural significance.

**Universal Design for Learning (UDL)**

Multiple Means of Representation:

- Outside movement (real life connections)
- Visual examples + charts
- Audio (music)
- Manipulatives
- Repetition of vocabulary

Multiple Means of Engagement:
- All pattern creations are options of 3-5
- Various manipulatives being used
- Various activities (outside, movement/music, books, art & crafts)

Multiple Means of Action & Expression:
- Arts & crafts activities are easily adaptable to suit any fine/gross motor challenges
- Lots of choice in colours/objects they use to create their patterns

**Differentiated Instruction (DI)**

For advanced learners like student A, B and others, we will tier our activities or extend them for an example, while some focus on simpler A-B-C patterns, students who excel in this area will focus on extending to ABCD patterns. And integrating colour and shape into patterns.

For students with sensory issues (such as student A) or with differing abilities in fine motor skills, we will provide larger and softer beads for the beading activity.

For some students there will be a flexible demonstration or product option. For example, Student B may benefit from creating their snake digitally.

Flexible seating and quiet zones will be available during all activities. All feedback will be strength based and in sandwich form (positive, could use work, positive) for students like Student D who struggles accepting criticism.

**Overview of Lessons:**
**Lesson 1**

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| Lesson Name & Time (Minutes Allotted): | Identifying Patterns through a Nature Walk (45 mins) |
| Learning Standards: Curricular Competencies | CC5 - Model mathematics in contextualized experiences<br>CC6 - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving<br>CC7 - Visualize to explore mathematical concepts<br>CC13 - Represent mathematical ideas in concrete, pictorial, and symbolic forms<br>CC16 - Incorporate First Peoples' worldviews and perspectives to make connections to mathematical concepts |
| Learning Standards: Content | C4 - Repeating patterns with multiple elements and attributes |
| Instructional Objectives (SWBAT…): | SWBAT identify repeating patterns in nature using attributes such as colour, shape, size, or type. |
| Assessment: | Formative Assessment<br>● Teacher observation during the nature walk<br>● Oral responses to guiding questions<br>● Monitoring student engagement and participation<br><br>Summative Assessment<br>● Completed worksheet demonstrating:<br>○ At least half correctly identified repeating pattern<br>○ Use of drawings or symbols to represent the pattern |
| Teaching Strategies: | ● Experiential learning<br>● Inquiry-based learning<br>● Guided observation<br>● Think-aloud modeling<br>● Small group discussion<br>● Land-based learning / place-based education |
| Materials: | ● Pattern worksheet<br>● Pencils or crayons<br>● Clipboards<br>● Outdoor space (schoolyard, forest edge, garden, playground) |

| LESSON ACTIVITIES | |
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| Introduction/Hook: 10 mins | **Inside the classroom**<br><br>● Gather students in a circle.<br>● Show quick examples of simple patterns (e.g., clapping pattern, AB colour pattern).<br>● Ask:<br>○ "What is a pattern?"<br>○ "Where have you seen patterns before?"<br><br>**Introduce the idea:**<br><br>"Patterns don't just live in math books. They live outside too, on the land, in nature, and all around us."<br><br>● Briefly introduce an Indigenous perspective: "Many Indigenous Peoples notice patterns in nature to understand seasons, animals, and how to care for the land."<br><br>Explain the plan: "We're going on a nature walk to look for patterns using our eyes." |
| Body: 25 mins | **Nature Walk**<br><br>● Review expectations:<br>○ Walk safely<br>○ Stay with the group<br>○ Observe, don't pick<br><br>● Model looking for a pattern:<br>○ Point out an example (e.g., fence posts, leaves on the ground, tree branches). |

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| | ○ Think aloud:<br>"I notice leaf, rock, leaf, rock… that repeats."<br><br>● Students walk and explore in pairs or small groups.<br><br>● Students complete the worksheet by:<br>○ Drawing what they see<br>○ Circling or tracing repeating elements<br>○ Labeling patterns with simple symbols (AB, AAB, ABC)<br><br>**Teacher prompts during the walk:**<br><br>● "What do you notice repeating?"<br>● "What comes next in your pattern?"<br>● "How are these things the same or different?"<br>● "Why do you think nature has patterns?" |
| Closure: 10 mins | **Back in the classroom**<br><br>● Gather students back in a circle.<br>● Invite a few students to share:<br>○ One pattern they found<br>○ How they knew it was a pattern<br>● Connect back to math: "Today we were mathematicians by noticing, drawing, and explaining patterns."<br>● Connect to worldview: "Patterns help us understand nature and remind us that math is part of the world we live in."<br><br>**Exit Question:**<br><br>● "What is one pattern you might notice on your way home today?" |

**Lesson 2**

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| Lesson Name & Time (Minutes Allotted): | Creating Patterns Through Beading (40 mins) |
| Learning Standards: Curricular Competencies | CC5 - Model mathematics in contextualized experiences<br>CC6 - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving<br>CC13 - Represent mathematical ideas in concrete, pictorial, and symbolic forms<br>CC16 - Incorporate First Peoples' worldviews and perspectives to make connections to mathematical concepts |
| Learning Standards: Content | C4 - Repeating patterns with multiple elements and attributes |
| Instructional Objectives (SWBAT…): | **SWBAT** create a repeating pattern using 3–5 colours through beading. |
| Assessment: | **Formative Assessment**<br>● Teacher observation during the beading activity<br>● Questioning to check understanding of the repeating unit<br>● Peer discussion and explanation of patterns<br><br>**Summative Assessment**<br>● Completed beaded pattern that:<br>○ Uses a repeating unit of 3–5 colours<br>○ Demonstrates accurate repetition |
| Teaching Strategies: | ● Hands-on learning<br>● Guided practice and modelling<br>● Play-based exploration<br>● Cultural connection through storytelling and discussion<br>● Think-alouds<br>● Peer sharing |
| Materials: | ● Beads in 3–5 distinct colours<br>● String or pipe cleaners<br>● Pattern recording sheet (optional)<br>● Visual examples of bead patterns |

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| | ● Small trays or cups for sorting beads |
| LESSON ACTIVITIES | |
| Introduction/Hook: 5-10 mins | **Gather students**<br><br>● Review Lesson 1:<br>○ "Who remembers what a pattern is?"<br>○ "What patterns did we find in nature?"<br><br>● Show a short beaded example (real or image).<br><br>● Ask:<br>○ "What do you notice?"<br>○ "What repeats?"<br><br>C**ultural connection:**<br><br>"Beading has been used by many First Peoples for a long time. Beading holds deep cultural and spiritual significance in Indigenous cultures, serving as a means of expression, identity, and healing.<br><br>Emphasize respect:<br><br>"Today we are learning about beading and patterns, and practicing our math skills." |
| Body: 20-30 mins | **Modeling (5 minutes)**<br><br>● On a document camera or large string, model:<br>○ Choosing 3 colours<br>○ Creating a repeating unit (e.g., red–blue–yellow)<br>○ Saying the pattern aloud as you bead |

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| | ● Introduce symbolic representation:<br>○ "We can write this as R–B–Y, repeat."<br><br>Ask:<br><br>● "What comes next?"<br>● "How do I know?"<br><br>**Student Beading Time (15–20 minutes)**<br><br>● Students choose **3–5 colours**.<br>● Students create a repeating bead pattern on a string or a pipe cleaner.<br>● Encourage them to say the pattern aloud as they work.<br>● Teacher circulates, asking:<br>○ "What is your repeating unit?"<br>○ "How do you know it repeats?"<br>○ "What comes next?"<br><br>**Optional extension:**<br><br>● Challenge students to change their pattern to include one more colour<br>● Ask students to start the pattern at a different point and continue it |
| Closure: | **Sharing Circle**<br><br>● Invite students to hold up their bead patterns.<br><br>● Ask volunteers to:<br>○ Describe their pattern<br>○ Say the repeating unit<br><br>● Connect back to math: "Today you used math to create patterns with beads." |

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| | **Reflection question:**<br>● "How is beading like the patterns we saw in nature?" |

**Lesson 3**

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| Lesson Name & Time (Minutes Allotted): | "Clap it Back!" Musical Patterns |
| Learning Standards: Curricular Competencies | CC6 Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving<br><br>CC13 Represent mathematical ideas in concrete, pictorial, and symbolic forms<br><br>CC15 Connect mathematical concepts to each other and to other areas and personal interests |
| Learning Standards: Content | C4 repeating patterns with multiple elements and attributes |
| Instructional Objectives (SWBAT…): | Students will be able to recognize, repeat, and create simple repeating musical patterns (using claps, stomps, snaps, or instrument sounds. |
| Assessment: | Observe students as they echo and create patterns.<br>Look for the ability to identify the repeating unit and maintain the pattern. |
| Teaching Strategies: | - Modelling and Echoing<br>- Multisensory learning<br>- Guided practice<br>- Think aloud |
| Materials: | -Open space for movement<br>-Picture cards or simple symbols for sounds (e.g., clap, stomp, snap)<br>-Classroom percussion instruments if available (drums, shakers, rhythm sticks)<br>-Chart paper or whiteboard for modelling patterns |

| LESSON ACTIVITIES | |
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| Introduction/Hook: | Warm-Up (2–3 minutes)<br>clap a simple pattern (e.x, clap–clap–stomp), and students echo it back.<br><br>Repeat with variations: snap, pat knees, stomp, tap shoulders, tap head, etc… |
| Body: | Pattern Recognition (5 minutes)<br><br>The teacher performs a pattern twice. Students identify:<br><br>● What repeats<br>● How many elements<br>● What attributes change (e.g., loud/soft, fast/slow)<br><br>Example:<br>clap–stomp–clap–stomp → AB pattern<br><br>clap–clap–stomp → AAB pattern<br><br>3. Student-Created Patterns (10 minutes)<br><br>In pairs, students create their own 3- or 4-beat repeating pattern using:<br><br>● Body percussion<br>● Classroom instruments (if available)<br>● Voice sounds (e.g., “ta,” “shh”) |

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| | Pairs perform their pattern for the class, and classmates identify the pattern type. |
| Closure: | Students sit in a quick circle, and you ask: “What pattern did you hear or make today?” A few students share, and you highlight that patterns repeat and can be made with sounds, movements, or symbols. |

**Lesson 4**

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| Lesson Name & Time (Minutes Allotted): | StoryTime Patterns (30 minutes) |
| Learning Standards: Curricular Competencies | CC5 - Model mathematics in contextualized experiences<br>CC6 - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving<br>CC13 - Represent mathematical ideas in concrete, pictorial, and symbolic forms |
| Learning Standards: Content | C4 - repeating patterns with multiple elements and attributes |
| Instructional Objectives (SWBAT…): | SWBAT identify repeating patterns within a story and create their own repeating pattern using words and colours. |
| Assessment: | Formative, record quick anecdotal notes: while reading and discussing Brown Bear, listening for:<br>- Students can identify that something is repeating<br>- Students can point to or name the repeating part<br>- Students can describe the pattern (eg: “It’s brown, red, brown, red”)<br>- Students use vocabulary like pattern, repeat, and next |
| Teaching Strategies: | - Modeling<br>- Think Aloud<br>- Class discussion<br>- Visualization |
| Materials: | *Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr*. |
| LESSON ACTIVITIES | |
| Introduction/Hook: 3 - 5 minutes | Do a quick movement pattern game:<br><br>Jump - Clap - Jump - Clap<br><br>Have students continue, then switch it |

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| | Stomp - Stomp - Spin<br><br>Ask: “What’s the part that repeats?”<br><br>**discuss<br>Transition: “Stories can repeat in patterns too. Let’s see if we can find one!” |
| Body: 15 - 20 minutes | Read through the story once<br><br>Read the story again, and ask questions:<br>“What do you notice happening over and over?”<br>“What stays the same?”<br>“What changes?”<br><br>Students should notice:<br>“____ Bear, _____ Bear, what do you see?<br>I see a _____ looking at me.”<br><br>Explain that this is a repeating sentence pattern: A B A B<br><br>As a class were going to recreate our own storybook pattern |
| Closure: 5 minutes | As we go through our own creation, identify the pattern<br><br>As we transition to the next activity, dismiss kids by starting a pattern (IE, blue, green, blue, green). First few students repeat back their colour, and then eventually other students have to start responding on their own. |

**Lesson 5**

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| Lesson Name & Time (Minutes Allotted): | Snake Pattern |
| Learning Standards: Curricular Competencies | CC5 - Model mathematics in contextualized experiences<br>CC6 - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving<br>CC13 - Represent mathematical ideas in concrete, pictorial, and symbolic forms |

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| Learning Standards: Content | C4 - repeating patterns with multiple elements and attributes |
| Instructional Objectives (SWBAT…): | SWBAT create their own repeating patterns in a non-linear shape |
| Assessment: | Observation: The teacher is walking around the room and observing the students<br>Peer assessment: students need a peer to approve their pattern before gluing |
| Teaching Strategies: | Think-pair-share |
| Materials: | Paper with a blank snake on it, various coloured tissue paper cut into small squares, glue sticks |
| LESSON ACTIVITIES | |
| Introduction/Hook: | Gather students on the carpet and say:<br>"Class, I need your help! I was trying to make a colourful snake, but something went wrong. My snake doesn't look quite right…"<br><br>Show them a short strip of paper squares glued in a random order (ex: red, blue, green, red, yellow).<br><br>Ask:<br>"What do you notice?"<br>"Does this snake have a pattern?"<br><br>Then show another strip with a clear repeating pattern (red, blue, red, blue, red, blue).<br><br>Ask:<br>"What do you notice about this snake?"<br>"What is repeating?"<br>"What could come next?"<br><br>"Today you are going to design a snake. Your job is to create a snake with a repeating pattern so clear that anyone could figure out what comes next." |
| Body: | Each student will have been given a piece of paper (white) with the shape of a snake drawn on it.<br><br>There will lots of pre cut square tissue paper in various colours already cut out and ready for them to choose. |

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| | Students will pick 3-5 colours, place their repeating pattern on the paper and have a peer approve that it is a repeating pattern before gluing tissue paper down |
| Closure: | Sharing circle - a few students can share their pattern, explain the core of the pattern and what part repeats |

**Lesson 6**

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| Lesson Name & Time (Minutes Allotted): | Snacktime |
| Learning Standards: Curricular Competencies | CC6 Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving<br><br>CC13 Represent mathematical ideas in concrete, pictorial, and symbolic forms<br><br>CC15 Connect mathematical concepts to each other and to other areas and personal interests |
| Learning Standards: Content | C4 repeating patterns with multiple elements and attributes |
| Instructional Objectives (SWBAT…): | Students will be able to create, extend, and describe simple repeating patterns using snack items and explain what part of the pattern repeats. |
| Assessment: | -Observe students as they build and extend their snack patterns, noting whether they can identify the repeating part and maintain the pattern.<br><br>-Listen for students using math language during partner sharing (e.g., “My pattern is AB because…”).<br><br>-Check students’ drawn representations to see if they can translate their concrete snack pattern into a pictorial pattern. |

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| Teaching Strategies: | -Modeling<br>- Guided Practice<br>- Hands-On Manipulatives<br>- Partner talk<br>- Visual representation |
| Materials: | Small snacks in 2–3 types (e.x, Cheerios, Froot Loops, raisins)<br>Paper plates or small cups<br>Pattern recording sheet or blank paper<br>Crayons/markers |
| LESSON ACTIVITIES | |
| Introduction/Hook: 3-5 mins | Show students a small handful of snacks (e.g., Cheerios and Froot Loops).<br><br>Model a simple pattern on the board or table:<br><br>Cheerio – Cheerio – Froot Loop – Cheerio – Cheerio – Froot Loop<br><br>Explain that this is a repeating pattern and ask students what part repeats.<br><br>Give each student a small cup of mixed snacks.<br><br>Students copy the teacher's pattern on their desk or plate.<br><br>Ask:<br><br>● "What repeats?"<br>● "How do you know?"<br>● "Can you extend it?" |

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| Body: | Independent Creation (10 minutes)<br>Students create their own repeating snack pattern (AB, AAB, ABC).<br><br>They show it to a partner and describe it using math language:<br><br>● "My pattern is AAB because it goes Cheerio, Cheerio, Froot Loop."<br><br>Visual Representation (5 minutes)<br>Students draw their pattern on paper using simple symbols or colours.<br><br>This connects concrete → pictorial → symbolic thinking. |
| Closure: | A quick "Show Me the Pattern" show and tell<br><br>Students hold up their snack pattern and say one sentence about it, such as:<br><br>**"**My pattern is AB because it goes Cheerio–Froot Loop, Cheerio–Froot Loop.**"**<br><br>Remind students that patterns repeat and can be made with anything, such as sounds, movements, or snacks. |

**Resources**

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**Extensions to Unit**

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| Lesson 4 - after class collaboration on the story time pattern, create a simple book for the students to draw/colour the story they created (IE: new animals/colours - could quickly create the story and print it off for students to colour) |

**Reflections & Revisions**

From the very beginning of our assignment, our group communicated effectively and felt comfortable sharing and building on each other's ideas. We created an open environment where everyone's input was valued, which made brainstorming both productive and enjoyable. Once we agreed on our unit topic and had a few solid lesson ideas in place, we divided the lesson plans evenly, two per person. Breaking it down this way made the overall workload feel much more manageable and less overwhelming. For the remainder of the unit plan, we continued to collaborate consistently. We often worked on it together during lunch breaks, using that time to problem-solve and refine our ideas. At other times, one group member would draft a section independently, and the other two would review it, provide feedback, and suggest revisions if needed. This process allowed us to stay efficient while still ensuring that everyone had input in the final product. Overall, our teamwork felt balanced and supportive, which helped the assignment come together smoothly.

* Generative AI was used by the group to support in the refinement of language and clarity and generating activity ideas