Math / Language Arts – Sequencing –Kindergarten, 2nd quarter

Strand(s): Math Language Arts	SOL objectives: Math: K.5, K.18 Language Arts: K.8, K.12 Technology: K.1.6, K.1.8

1. DESIRED RESULTS

Enduring Understandings (BIG ideas)

A sequence is a series of things arranged in a particular order.
Patterns are a series of things arranged in a repeating order.

Essential Questions	Knowledge and Skills
1. What are examples of sequences? 2. What are examples of patterns?	Stories have a beginning, middle, and end. Count from 1 to 30 forward and from 10 to 1 backward. Arrange items in A-B patterns Arrange letters in ABC order
	Vocabulary Sequence Beginning, Middle, End ABC and 123 Order Pattern

2. ASSESSMENT EVIDENCE

Prior knowledge	Ongoing throughout lesson	By the end of the lesson
Students should have had exposure to the alphabet, to numbers 1 through 30, and to stories.	1. Students will use the computer to demonstrate putting items in 123, ABC order, and beginning-middle-end order. 2. Students will use the computer to demonstrate making patterns.	Students will save sequences and patterns to their documents directory.

3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

Introduction (hook)	What students are doing	Conclusion
Read a short story to students. Have the students identify the beginning, middle, and end of the story. Using Kidspiration, open up the template of pictures from this story. Show students how to drag the pictures and put them in sequential order.	Tell students there are a series of templates for them to work through that ask them to put items in order. Templates are: 1. alphabet letters 2. numbers 1 through 30 forward 3. numbers 1-10 counting backward 4. an A-B pattern (This template is an extension to help students understand the difference between sequence and patterns.)	By the end of the lesson, students will have saved their completed template activities to their documents directory. Have students explain what a sequence is and what a pattern is.

Accommodations	Materials and Resources
Extra support: Have students work on activities together. Provide modeling and examples for students who need extra support. If you have concrete manipulatives of the ABCs or numbers, place those out for students to physically put in order before or while working on the computer. **Enrichment or early finishers:** Have students create their own pattern Have students create another sequence by reading an	Computer with Kidspiration Templates

additional book or by showing steps for how to do a task.
Various learning styles: Logical-mathematical, visual, kinesthetic
Limited English proficiency: Provide the students with the alphabet song to listen to as they work on putting the alphabet in sequence.

Related Technology	*Literature Connections*
Technology: K.1.6: Locate alphabet keys, numeric keys, spacebar, return, delete, shift, arrows. K.1.8 Save and retrieve work.	

4. WRAP-UP (5-10 min)

Assessment	*Homework*
Did students put the alphabet in ABC order? Did students put the numbers in correct sequence? Were students able to identify beginning, middle, and end? Could students create a pattern? Look at the students' work and provide feedback to students.	

5. TEACHER REFLECTION

- Were my students talking about the sequences and patterns , or was I doing all of the talking and students were just listening to me?

- Were my students engaged at the beginning of the lesson?

- How much time did I spend reviewing homework, and how much time did I spend on new material?

- Did the students respond to "How" and "Why" questions?

- Did my students have an opportunity to discuss and/or write about the sequences and patterns ?

- What changes would I make next time the lesson is taught?

- What steps do I need to take next in this topic?