Standard:
TSWBAT…

- Recognize patterns around them in the real world.
- Apply the sequence of patterns when dealing with direction.
- Identify, describe, extend and create numeric patterns.
- Make predictions and decisions based on data and communicate their reasoning.

Title: 1 House, 2 House, Red House, Blue House

Task: Teacher will post essential questions on the board. As a whole class what the word “pattern” means. Brainstorm some patterns that students have seen around them. In pairs students will write what they did this morning to get ready, step by step. Compare with a partner. Did you see any patterns that you and partners both have?

Take a walk and look for patterns in the real world. List them on a sheet of paper. Examples: house numbers, stop lights (green, yellow and then red). How do patterns help make our life easier? (i.e. finding house #’s because you count by 2’s).

Directions for students:
On a blank sheet of notebook paper, write down everything you did to get ready for school this morning step by step. When you are finished, find a person who is also done and compare your lists. When comparing your lists notice similarities, differences and order of the tasks. At the bottom of their paper each partner will write a reflection stating the similarities, differences and order of the lists being compared. Be prepared to share with the class your observations.

Directions for students regarding the Pattern Walk:
Today we will be going on a Pattern Walk as a class. The items that you will need to bring with you are your jacket, a notebook, the definition of pattern that was
stated in class and something to write with. Your job is to make observations throughout the neighborhood that relate to patterns. Hint: pay close attention to signs, street numbers, cars and houses. List the patterns that you locate in detail on the notebook paper that you have with you. Be prepared to share the patterns that you found with your classmates upon return. There will be a reward given to the person who locates the most patterns during the walk. Good luck!

**Criteria:**
- Locate patterns around them in the real world.
- Recognize the relationship of numbers involved in the pattern.
- Predict the next 3-5 steps of a pattern.

**Rubric:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate patterns to the real world around you.</td>
<td>Locate 1-3 patterns in the world around you.</td>
<td>Locate 8-10 patterns in the world around you.</td>
</tr>
<tr>
<td>Recognize the relationship of numbers involved in the pattern.</td>
<td>Identify the sequence of 1-3 patterns.</td>
<td>Identify the sequence of 8-10 patterns.</td>
</tr>
<tr>
<td>Predict the remaining steps of the pattern.</td>
<td>Extend the pattern 3-5 steps.</td>
<td>Extend the pattern 9 steps or more.</td>
</tr>
</tbody>
</table>