

ACTIVITY 6

Patterning Opportunities in Daily Routine

**INTENT:**

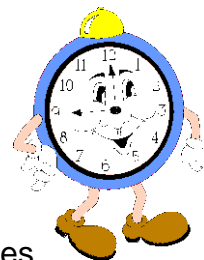
Reflect on the daily environment and consider how to create patterning opportunities.

OUTCOME:

Participants interact with tablemates and create patterning ideas on a collaborative list.

MATERIALS REQUIRED:

- Handout 12: Daily Opportunity Web
- Table materials for ideas
- PPT Slides
- Handout 11: Planning for Individualization



TIME: 20 minutes

PROCESS:**PART 1**

1. Guide participants to find Handout 12: Daily Opportunities Web.
2. Share outline of activity with participants as follows:
 - We are going to make a collaborative list of ways to enhance patterning opportunities in the environment.
 - First write your name at the top of your chart.
 - When the timer begins, each person writes down their ideas on their handout.
 - When the timer chimes everyone passes their paper to the left and continues writing ideas.
 - This happens until your paper gets all the way back to you.
 - At the end, read your ideas and add any more that you read during this activity that you want to remember.
3. The purpose of this active brainstorm is to build off other ideas. By reading something on the chart a participant might get an entirely different idea.
4. Debrief: Trainer advances slide to reflective questions:
 - Considering the ideas from the chart, as well as your conversation, take a moment to reflect on these questions.
 - **OPTIONS:** Share out at table group; quick whip one big idea; whisper to your neighbor one thing you are going to try; or circle two ideas on your chart you want to share with your team.
5. We will use these charts for the culminating activity as well.

PART 2

1. Participants revisit their Daily Opportunities Web handout and find their Planning for Individualization handout.
2. Reflect on the last slide and the Guiding Principle, *Recognize and Support the Individual*. Discuss for a moment what this might look like in planning for algebra and function activities in the classroom.



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3. Participants complete handout by partnering with a tablemate that they have not yet worked with today.
4. Remind participants that there are many resources that might be beneficial to use, such as their ELD Strategy handout, the PCF, the SWEAT Tool Kit, and the Math Handbook.
5. As they complete the handout, participants will have to reflect on the teacher's role in interactions, as well as on how to engage children and observe for representation of skills in multiple ways.
6. Trainers may want to remind participants that during today's session they have experienced classifying, sorting, and patterning in many different ways, and have also utilized many different modes of learning, engaging, and expressing. It may be useful for participants to think about this as they complete the handout.



SUMMARY:

Participants practice planning for individualization.