

Lesson 2: Explore Pattern Blocks

Standards Alignments

Addressing K.CC
Building Towards K.CC.B, K.G, K.MD.B.3

Teacher-facing Learning Goals

- Explore and use pattern blocks.
- Share mathematical ideas with a partner.

Student-facing Learning Goals

- Let's explore pattern blocks.

Lesson Purpose

The purpose of this lesson is for students to explore pattern blocks. Teachers also have an opportunity to gather formative assessment data about students' counting concepts and skills.

Students use pattern blocks in math activities throughout the year. Students share their thoughts and ideas about pattern blocks during the Notice and Wonder routine and then try their ideas during free exploration. As students explore pattern blocks, they likely will build or create designs. As you monitor, consider asking questions such as "How many red pattern blocks do you have in your object? How could you find out? What color are those pattern blocks? How did you decide which pattern blocks to use? How many pattern blocks are on the bottom of your object?" These questions help teachers learn more about each student.

The first few lessons in this section are intentionally shorter to allow students to learn the structure and routines of math lessons and to give teachers an opportunity to learn what students know about concepts of number. If there is extra time, students may spend more time in exploring pattern blocks in the first activity.

Math Community

Tell students they will have an opportunity to revise their math community ideas at the end of this lesson, so as they work today they should think about actions that may be missing from the current list.

Access for:



Students with Disabilities

- Action and Expression (Activity 1)



English Learners

- MLR8 (Warm-up)

Instructional Routines

Notice and Wonder (Warm-up)

Materials to Gather

- Pattern blocks: Warm-up, Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Lesson Synthesis	10 min

Teacher Reflection Question

Reflect on who participated in math class today. What assumptions are you making about those who did not participate? How can you leverage each of your students' ideas to support them in being seen and heard in tomorrow's math class?

Cool-down (to be completed at the end of the lesson)

 0 min

Unit 1, Section A Checkpoint

Standards Alignments

Addressing K.CC

Student-facing Task Statement

Lesson observations

Student Responses

- Say the count sequence to 10.
- Say one number for each object.
- Answer how many without counting again.
- Recognize and name groups of 1, 2, or 3 objects or images without counting.
- Recognize and name groups of 4 objects or images without counting.
- Show quantities on fingers.
- Identify groups with the same number of objects (for groups of up to 4 objects).