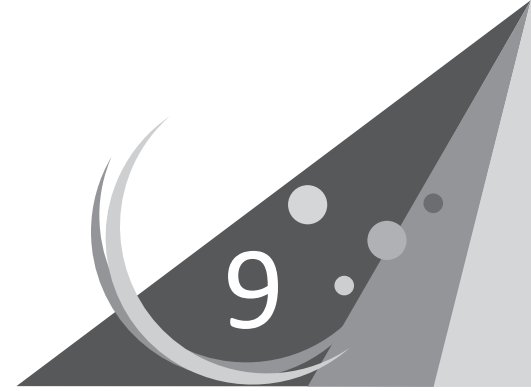


# Patterns



## LESSON PLAN

### SPECIFIC OBJECTIVES

The students will

- be able to understand the designs made on floors, walls, ceilings, clothes, boundaries, etc.
- know the repetition of few simple designs to make a pattern.
- find out the rule of a number pattern for its extension.
- think about natural patterns present on leaves, feathers, skins, etc.

### CONTENTS EXPLAINED INSIDE THE CHAPTER

- Designs mean Patterns (pages 150–152)
- Number Patterns (pages 152–153)

### TEACHING AIDS

A grid paper, a pencil, colours, a variety of leaves, different types of solid items

### TEACHING STRATEGY

- First, the teacher should talk about the colours of different fruits and vegetables. Then, she should ask the students to colour the pictures of fruits and vegetables given on page 149 and observe what the patterns look like.
- After that, she should draw the attention of students towards the designs made on floors, walls, ceilings, boundaries, windows, gates, etc., in their surroundings. Also, she should ask them to observe the designs of clothes on shirts, pants, shawls, bedsheets, etc.
- Further, she should ask the students to make their own patterns using a square grid and colours in a group of 3–4 students.  
Then, she should go to pages 150–152 for text and exercise.
- Thereafter, the teacher should make few number sequences on the blackboard and explain the rules used in them to the students. Then, she should prepare a few sets of flashcards and

provide them to the students in groups to arrange in a particular order. For text and exercise, she should go to pages 152–153.

- The teacher should ask the students to perform the activity given under Fun Zone.
- She should also ask them to complete the task given in the project work.

## EXPECTED LEARNING OUTCOMES

Students are able to

- arrange the solid things in a sequence to get a pattern.
- identify the patterns in their surroundings.
- create designs on the paper using shape patterns.
- recognise the natural patterns.
- consider the rules involved in the number patterns and extend them.
- make the patterns using leaves, matchsticks, etc., using repetition or increasing the number of items.

- |   |
|---|
| <ul style="list-style-type: none"><li>● At the end of all chapters, the teacher may assess the students' skills using the materials given in Model Test Paper or preparing a similar sheet herself.</li></ul> |
|---|