

Lesson 3: Using Beads to Make Color Patterns

* PRE-LESSON- Ask parents/grandparents if they have any type of object with beadwork to share with the class as students are learning about beads and patterns.

Objectives:

Students learn names of colors in and how to make a color pattern using beads.

Essential Questions:

What is a pattern? What are different types of patterns we can make?

Alaska Native Values:

Have patience- Some things cannot be rushed.
Honor traditional arts, skills and ingenuity.


Standards:

L21: Demonstrate eye hand coordination in different tasks
M4. Counts orally, counts objects and names numerals.
L7. Sings, uses finger plays, and recites rhymes or poems.
L10. Follows directions.
SSC1. Draws and constructs.

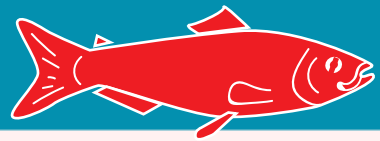


Promoting Culture Self Assessment:

- I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- I encourage and provide opportunities and experiences for children that support Alaska Native culture.
- I ensure that toys and play accessories that depict people are representative of the various cultural and ethnic groups both within my community and the society in general.
- I encourage and invite parents and community members to volunteer and assist with Alaska Native

Whole Group	Centers	Science/Nature Walk
<p>Materials:</p> <p>Beads Needles Thread or pipe cleaners Visual list of center rules</p> 	<p>Materials:</p> <p>Set out patterns for students to see as examples. pipe cleaners Classroom dolls</p>	<p>Materials:</p> <p>Computer with internet access- identifying bird feathers: https://www.fws.gov/lab/featheratlas/idtool.php Bird Feathers brought in by students, or found together</p>
<p>Activity: See lesson below.</p>	<p>Activity:</p> <p>Students practice beading and making patterns on their own Have students create jewelry with patterns for the classroom dolls.</p>	<p>Activity:</p> <p>Identify birds by the patterns on their feathers. Go to website: https://www.fws.gov/lab/featheratlas/idtool.php Go through the categories to best identify what bird the feather came from by looking at its size, shape and pattern.</p>

Activity



Engage:

"What is a pattern? It is anything that repeats and we can say what will come next. There are lots of different kinds of patterns, color patterns, sound patterns, size patterns. It's very important to notice patterns around you because they help you to learn more about different things. You can watch the waves on the water and count to see how long it takes for them to roll over.. 1,2. roll 1, 2 roll. That's a pattern and knowing that can tell you how fast the wind is blowing and if it is safe to fly or go out on the water."

"Today we are going to practice color patterns."

Let me show you some patterns I have found in this book." Show book: The Way We Genuinely Live pages 238, 242, 266, 320-321, 328, 344.



Explain: Talking, Niugtuk, Qalarte, Qenax

"Here is a pattern see if you can figure out what comes next...(demonstrate how to put beads on pipe cleaner. Crimp end of pipe cleaner and string beads on). Begin with a simple pattern. Allow students to observe as they watch you make a simple pattern.

"Red, blue, red, blue, red What comes next?"

Next try a different pattern. "Red, blue, blue, red, blue, blue, red...what bead would I put on next? Then after that?"



Center Rules & Exploration:

Before moving into the activity show a visual list of center rules.

Identify tools in kakivik and where they should be placed when finished with center.

Only use what you need (1 pipe cleaner or 1 needle with thread- 2 colors of beads)

Think about your pattern and what colors you need.

Make your pattern

Clean up after yourself- place tools back in kakivik & roll up

Unused beads put away.

Share what you have made with your classmates.

(Students can keep patterns out to share then teacher can put beads back into containers later for longevity of the kit.)

As an extension, students could draw their patterns and they can be collected to make a classroom booklet._

Evaluation

Emerging:

Students did not participate.

Developing:

Student beads but does not yet understand the concept of a pattern.

Proficient:

Student makes a simple pattern (abab).

Advanced:

Student makes more than one simple pattern and share it with their classmates.

Students place items back into kakivik and clean up after themselves.