<table>
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<th>Pā Pā Pattern</th>
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| Standard, Benchmarks & I can statement | **Standard 9:** Patterns, Functions, and Algebra: PATTERNS AND FUNCTIONAL RELATIONSHIPS: Understand various types of patterns and functional relationships  
**Benchmark:** MA. 4.9.1: Extend, create, and generalize growing and shrinking numeric and geometric patterns (including multiplication patterns)  
**Common Core State Standard:** 4.OA.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.  
**I can** (Benchmark restated): I can generate number or shape patterns that follow a given rule and identify other patterns in the sequence. |
| Outcome               | Make a Pattern “Go Fish” card set. |
| Time Recommended:     | One 60 minute class period to explore the WebQuest.  
One 45-60 minute class period to create and play product. |
| Materials needed:     | **Materials**– cardstock would be best for printing the card template but standard white paper would work as well, scissors, colored pencils  
**Skills** – **Printing** – *(1 for each student)* - Product Explanation Sheet, Pattern “Go Fish” card template |
| Vocabulary: Hawaiian vocabulary: | Pattern  
Sequence  
Lau ana  
Lauka’ina |
| Differentiation Options: | • Have students focus on numeric or geometric patterns based on ability.  
• Increase or decrease the number of patterns as appropriate.  
• Add letter patterns.  
• Ask students to identify patterns within the patterns (i.e. every other number is even) |
| Options:              | • Have students create sound patterns using their bodies or other classroom objects.  
• Keep the Pattern “Go Fish” cards in a classroom game box for students to use during down time.  
• Play a pattern matching game as a single-player alternative.  
• Use PowerPoint to create game cards on the computer using auto shapes. |
| Tips                  | • **Homework** – Students can create game cards outside of class.  
• **Homework** – Students can complete the reflection section. |