

# Lesson Title: My Body, My Pattern! A Creative Math & Spanish Adventure

## Materials Needed:

- Large sheet of paper or roll of butcher paper
- Washable, non-toxic paint in 2-3 different colors
- Paper plates or trays for the paint
- Body Part Stamps (hands, feet, etc.) OR the student's own hands and feet!
- Markers or crayons
- Smock or old t-shirt to protect clothing
- Wipes or a basin of water and a towel for cleanup
- Optional: Pre-cut pictures of other body parts (eyes, nose, mouth) if not using stamps/drawing

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## Learning Objectives

By the end of this lesson, the student will be able to:

- Create at least two different types of repeating patterns (e.g., AB, AABB) using body part representations.
- Verbally describe the pattern they created ("Hand, foot, hand, foot...").
- Correctly name at least five body parts in Spanish during the activity (e.g., *la mano, el pie, la cabeza, los ojos, la boca*).
- Demonstrate understanding of a pattern by creating a physical movement sequence.

## Alignment with Early Learning Standards

- **Mathematics (Pre-K/K):** Understands and creates repeating patterns. (e.g., CCSS.MATH.CONTENT.K.G.A.1)
- **World Languages (Pre-K/K):** Recognizes and uses a few common words in another language. (e.g., ACTFL Standard 1.2)
- **Fine Motor Skills:** Develops hand-eye coordination through stamping, drawing, and placing objects.
- **Creative Arts:** Uses various art materials to express ideas and create original work.

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## Lesson Activities

### 1. Warm-Up: The Spanish Body Part Song (5 minutes)

- **Activity:** Sing the song "Cabeza, Hombros, Rodillas y Pies" (Head, Shoulders, Knees, and Toes) together. Sing it once slowly, pointing to each body part. Sing it a second time a little faster.
- **Teacher Talk:** "Great job! We are warming up our bodies (*el cuerpo*) and our brains. Let's get ready to make some amazing patterns!"

### 2. Main Activity: Pattern Masterpiece (15-20 minutes)

- **Step 1 - Review Patterns:** Quickly review what a pattern is. "Remember how we put pictures in order yesterday? A pattern is something that repeats over and over again in a special rule. Like: cat, dog, cat, dog. Today, YOU are the pattern maker!"
- **Step 2 - Set Up:** Lay out the large paper on the floor. Pour small amounts of paint onto paper

plates. Put on smocks.

- **Step 3 - Create an AB Pattern:**

- **Teacher Talk:** "Let's make our first pattern. We will use our hand (*la mano*) and our foot (*el pie*). Our pattern rule will be: *mano, pie, mano, pie*. Let's say it in Spanish! *Mano, pie, mano, pie*."
- **Action:** Guide the student to dip their hand stamp (or their actual hand) in the first color and press it on the paper. Then, use the foot stamp (or their foot) in a second color and press it next to the handprint. Continue the sequence across the paper, repeating the Spanish words each time.

- **Step 4 - Create a New Pattern (AABB or ABC):**

- **Teacher Talk:** "Wow! You made a perfect pattern! Now it's your turn to be the boss. You can make a new pattern. Do you want to make a pattern like hand, hand, foot, foot (*mano, mano, pie, pie*)? Or maybe you want to add your mouth (*la boca*) using a marker? What will your pattern rule be?"
- **Action:** Allow the student to choose the body parts (stamps, drawings, or their own prints) and the pattern sequence. Encourage them to say the pattern aloud as they create it. This is where they take creative control.

### 3. Spanish Integration: "I Spy" with My Pattern (Throughout)

Instead of saving Spanish for the end, weave it into the entire activity. As the student works, use Spanish vocabulary.

- "I see you are using your hand. Can you show me *la mano*?"
- "What color is the paint for *el pie*? *Rojo* (red)!"
- "Your pattern has eyes! Let's draw *los ojos*."
- "Let's clean our hands. Time to wash *las manos*."

### 4. Wrap-Up & Cleanup: The Pattern Dance! (5 minutes)

- **Activity:** While the artwork dries, turn the concept into a physical activity. "Let's turn your pattern into a dance! Your pattern was *mano, pie, mano, pie*. Let's make a dance move for that: Clap (for hand), Stomp (for foot). Ready? Clap, Stomp, Clap, Stomp!"
- **Challenge:** Ask the student to create a new "Pattern Dance" using different body parts/actions (e.g., Pat head, Touch nose, Pat head, Touch nose).
- **Cleanup:** Work together to clean up the art supplies, continuing to use Spanish words (e.g., "Put the cap on the *marcador*," "Wash *sopa* off *la mano*").

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### Differentiation and Inclusivity

- **For Extra Support:**

- Start the pattern for the student (e.g., do the first two or three prints) and ask "What comes next?"
- Use only two body parts and one color to simplify the task.
- Provide pre-drawn light outlines of the body parts for the student to stamp or color inside.

- **For an Extra Challenge (Extension):**

- Encourage the creation of more complex patterns like ABC (hand, foot, mouth) or AABBC (hand, hand, foot, foot, mouth).
- Ask the student to assign a different color to each body part in their pattern and maintain that rule.
- Have the student "read" their pattern backward to see if it works.

## Assessment Methods

- **Formative (Observation):** During the activity, listen for the student's ability to describe their pattern rule. Observe if they can continue a pattern independently. Note their use of Spanish vocabulary in context.
- **Summative (Product & Presentation):** The final "Pattern Masterpiece" is the main assessment. Ask the student to present their artwork by pointing to each element in order and saying the pattern aloud (e.g., "Hand, hand, foot..."). Ask them to point to and name at least three body parts on their artwork in Spanish ("Where is *la mano*? Where is *el pie*?").