

# Super Bead Builders! Patterns and Pictures

**Target Age:** 5 Years Old

**Time Allotment:** 45-60 Minutes (Modular)

## Materials Needed

- Perler Beads (or similar fusible craft beads) in 4-6 primary colors
- One or more simple plastic pegboards (square, circle, or heart shapes recommended)
- Small dish or container to hold beads
- Small scoop or plastic tweezers (optional, for fine motor practice)
- Ironing Paper (or parchment paper)
- Household Iron (**Adult Use Only**)
- Simple pattern cards or pictures (e.g., printouts of a basic striped pattern, a small heart, or a star)

## Introduction: Let's Build Tiny Art!

**Hook:** "Look at all these colorful tiny dots! Have you ever seen something so tiny turn into something big and strong? Today, we are going to be architects and artists using these beads to make amazing designs!"

### Learning Objectives (We Will Be Able To...):

1. Safely and accurately place tiny beads onto the bumpy pegboard using our fingers or tools.
2. Create a simple repeating color pattern (like Red-Blue-Red-Blue) with the beads.
3. Design a small picture or shape and fill it with color.

### Success Criteria:

I know I am successful if my finished bead design follows my pattern and I have filled up my picture shape neatly.

## Lesson Body: Building Patterns and Pictures

### Phase 1: I Do (Modeling the Skill)

**Topic:** Grip, Placement, and Safety

1. **Safety First:** The Educator demonstrates how to handle the beads (not putting them near mouth/nose) and emphasizes that only adults touch the hot iron later.
2. **The Pincer Grip Demonstration:** "Watch my fingers! I am going to make a tiny letter 'C' shape with my thumb and pointer finger. This is called the 'pincer grip.' I pinch the bead gently, lift it up, and place it right on top of one of the bumps on the board. Listen for the satisfying 'plop' sound!"
3. **Practice Placement:** The Educator places 5-10 beads of the same color in a straight line, talking through the process slowly.
4. **Quick Check:** Ask learners to show their pincer grip (like they are holding a tiny invisible crumb).

## Phase 2: We Do (Guided Pattern Practice)

**Topic:** Creating a Simple AB Pattern

1. **Introduce Patterning:** "A pattern is something that repeats over and over again, like a song! We are going to make a simple 'AB' pattern. Let's choose two colors—maybe Red (A) and Blue (B)."
2. **Joint Creation:** The Educator guides the learner step-by-step:
  - "First, place a Red bead (A)."
  - "Next, place a Blue bead (B)."
  - "What comes next? If we repeat the pattern, we need a... Red bead (A)!"
  - "And then a... Blue bead (B)!"
3. **Practice Row:** Learners complete a full row (5-10 beads) following the Red-Blue repeating pattern on their pegboard.
4. **Formative Assessment:** Check each learner's row. Praise: "Wow! You are a pattern master! That sequence is perfect."

## Phase 3: You Do (Independent Design Creation)

**Topic:** Free Design and Picture Making

1. **Introduce the Challenge:** "Now it's time to be creative! You can decide what kind of picture you want to make. You can make a small heart, a star, or maybe the first letter of your name! Or, you can just fill your pegboard with lots of beautiful colors."
2. **Provide Choice:** Show the optional simple design cards. Learners choose whether to follow a template (scaffolding) or invent their own design (extension).
3. **Creative Work Time:** Learners spend 15-20 minutes filling their chosen area on the pegboard.
  - **Educator Role:** Circulate, provide encouragement, help fix misplaced beads, and ask open-ended questions (e.g., "Why did you choose yellow next to purple?").
4. **Refinement:** When the design is complete, encourage the learner to check for any gaps or holes that need filling.

## Conclusion: Melting and Marvels

1. **Review and Share:** Have the learner describe their finished piece.
  - "Tell me about the pattern you used."
  - "What picture did you create?"
2. **The Fusing Process (Adult Action):** Explain that the tiny beads need to take a nap under the magic hot paper to stick together and become strong.

**Important Note:** The Adult must carefully follow the ironing instructions (placing ironing paper over the design and applying heat) in a safe area while the learner observes from a distance.

3. **Recap Objectives:** "Today, we learned how to use our amazing fingers to grab tiny beads, we made repeating patterns, and we built our own colorful pictures!"

## Assessment and Differentiation

### Formative Assessment (During the Lesson)

- **Pattern Check:** Observe the AB pattern during Phase 2. Is the sequence correct? (Objective 2)

- **Grip Check:** Observe the learner's placement technique. Are they consistently picking up and dropping beads into the correct peg? (Objective 1)

### Summative Assessment (End of Lesson)

- **Design Evaluation:** The finished bead creation is reviewed. Does it demonstrate a recognizable picture or shape as intended? (Objective 3)
- **Self-Reflection:** Ask the learner: "If you did this again, would you use the same colors or try new ones?"

### Differentiation

Challenge Area	Scaffolding (Support)	Extension (Advanced)
<b>Fine Motor Skills</b>	Provide plastic tweezers or a scoop instead of relying only on the pincer grasp. Use larger (Midi) beads/boards if available. Limit the number of colors to reduce sorting time.	Challenge the learner to complete a symmetrical design (a mirror image on both sides). Time them to see how many beads they can place accurately in one minute.
<b>Patterning &amp; Design</b>	Use clear pegboards and slide pre-printed, simple design templates underneath (e.g., a simple color-coded outline of a square). Focus only on AB patterns.	Introduce more complex patterns (e.g., ABC, AABB). Challenge them to use negative space or design something abstract that uses every color provided. Calculate the total number of beads used for the creation.