

LESSON PLAN TEMPLATE

Date	N/A	Lesson Title	An Introduction to the colours we can create	Grade Level	1
Time in Lesson	Maximum 50 minutes	Subject	Science	Lesson #	1/4
Developed by	Rachel Woodward				

IDENTIFY DESIRED RESULTS

Learner Outcomes from the Program of Studies What are the SPECIFIC outcomes to be addressed in this lesson?	
<p>Topic A: Creating Colour</p> <p>1-5. Identify and evaluate methods for creating colour and applying colours to different materials</p> <p>4. Predict and describe changes in colour that result from mixing primary colours and from mixing a primary colour with white/black</p>	
Objective in student-friendly language What will students understand/experience/appreciate as a result of this lesson?	Assessment Strategies What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?
<p>By the end of this lesson students will...</p> <p>Be able to identify colours by names, red, yellow, blue, orange, green, and purple</p> <p>Grasp vocabulary such as “lighter than,” “darker than,” “primary colour,” and “secondary colour”</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> -During mixing activity, asking students about vocabulary and taking anecdotal notes/observation <p>Summative:</p> <ul style="list-style-type: none"> -Labelling the colours that they create on a plate with pre-made labels

Resources What materials/resources/technology will be required?	Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?
<ul style="list-style-type: none"> -“Mix it Up!” by Herve Tullet -Labels of colour names, 6 per student (red, blue, yellow, green, orange, purple) -Paper plates for each student -Red, blue, yellow, white, black paint -Document camera 	<ul style="list-style-type: none"> - Body breaks - 1:1 Support as needed - Colour mixing technology online for students who need extra support

LESSON PLAN SEQUENCE

Introduction How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?
<ul style="list-style-type: none"> -Reading the book “Mix it Up!” by Herve Tullet as a demonstration for mixing -Activating colour vocab by having an establishing discussion about colour

Learning/Activity Sequence How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.		
What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
Reading book to class, going through the story and explaining that it will dictate the process of the activity coming up	Students are sitting and listening to the story with the understanding that they will be executing this activity	5-10 minutes
Body Break	Body Break	2 minutes
Teacher will go through the book one more time, this time modelling the mixing of colours on a paper plate using the document camera, so that students understand what they will be doing.	Students will be watching the demonstration on the document camera and following along with the book	10 minutes
Teacher will go through expectations of the transition and activities one more time, talking about what the process of the activity will be and the steps. This will also be where the teacher explains her expectations	Students will be listening and engaging, thinking forward to their own finished product and process	2 minutes
Transition	Students are moving from the carpet to their table groups, where plates are set out for each of them with a plate in the middle to hold all the paints	1 minute
Teacher is going through the book on the document camera, giving a minute or two on each page while the students complete each step of the book. Also taking anecdotal notes of student comments to ensure they are noticing changes in their paints as they mix	Students are following the directions from both the teacher and the book, placing primary colours on their plate and mixing as prescribed by the book.	15-20 minutes
Body break as paints dry	Body break as paints dry	2 minutes
Students are given labels for each colour present on their plate, and are labelling each colour as they are told to in order	Students are placing the correct label on the correct colour on their plate, which checks for understanding and demonstrates which students are needing intervention	5-10 minutes

Conclusion

How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?

Students will demonstrate understanding as they correctly label the colours on their plates after mixing them in a hands-on way that allows them to explore the mixing colour process.

They will understand the purpose of their learning as they are shown it in a story, as well as creating colour mixes themselves in an authentic way