

### LESSON PLAN TEMPLATE

<b>Date</b>	N/A	<b>Lesson Title</b>	We are the colours of the rainbow	<b>Grade Level</b>	1
<b>Time in Lesson</b>		<b>Subject</b>	English Language Arts	<b>Lesson #</b>	3/4
<b>Developed by</b>	Rachel Woodward				

#### IDENTIFY DESIRED RESULTS

<b>Learner Outcomes from the Program of Studies</b> <b>What are the SPECIFIC outcomes to be addressed in this lesson?</b>	
<p>General Outcome 1: Students will listen, speak, write, view, and represent to explore thoughts, ideas, feelings, and experiences 1.1: discover and explore: express ideas and develop understandings</p>	
<b>Objective in student-friendly language</b> <b>What will students understand/experience/appreciate as a result of this lesson?</b>	<b>Assessment Strategies</b> <b>What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?</b>
<p>By the end of this lesson students will...</p> <p>Create a class rainbow through groups studying a specific colour, in a way that is visual and demonstrates their connection of colour to rainbows</p> <p>Understand the order of the colours in the rainbow through the ROY G. BIV acronym</p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>-writing throughout the process</li> <li>-understanding real-life application to colour</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>-completion of drawing relating to one colour in the rainbow, with vocabulary</li> </ul>

<b>Resources</b> <b>What materials/resources/technology will be required?</b>	<b>Personalization/Differentiation</b> <b>How will you attend to the needs of ALL learners in this lesson?</b>
<p>-Youtube video with song about ROY G. BIV to get students thinking about the rainbow acronym  <a href="https://www.youtube.com/watch?v=5OxLfEq4lv4&amp;frags=pl%2Cwn">https://www.youtube.com/watch?v=5OxLfEq4lv4&amp;frags=pl%2Cwn</a></p> <p>-Rainbow images to pinpoint colours within it as a class          -supplies to make final art piece          -paint chips</p>	<p>-Body breaks          -1:1 support as needed          -pre-made labels          -colour can be pre-determined to best show learning in a student          -one colour can be dedicated to a group of learners who need more differentiation or attention to work as a group and receive personal support</p>

### LESSON PLAN SEQUENCE

<b>Introduction</b> <b>How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?</b>
<p>-Looking at images of rainbows will engage their prior learning with the ROY G. BIV acronym          -Vocabulary from science lesson will connect          -Connections from real-world community walk continue to be made as we make our own “class rainbow”</p>

<b>Learning/Activity Sequence</b> <b>How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.</b>		
<b>What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?</b>	<b>What are the STUDENTS doing? How are they engaged while you are teaching the lesson?</b>	<b>Approx. time</b>
Engage students in prior knowledge by discussing what they're learning about color	Students think about and respond to what they've learned so far	2 minutes
Introduce the concept of Roy G. Biv and play youtube video	Students watch video twice, and sing along the second time to start learning this new acronym	5 minutes
Teacher shows pictures of rainbows and zooms in so class can begin to depict the colours using vocabulary they're learning	Students use vocabulary about colour to depict what they see in a rainbow – a real-world connection	5 minutes
Body break	Body break	2 minutes
Introduce concept of class rainbow, explaining the activity	Students will engage by listening attentively as they will be creating a project as a group	2 minutes
Introduce concept : Students will pick paint chips out of a container to determine which colour group they will be in	Students will pick a colour, and group together with students who have a similar colour (various shades of red, orange... etc..)	2 minutes
Teacher will explain to students the process of the activity so that they are able to understand the end product and expectations	Students will listen to directions to understand what is being asked of them	2 minutes
Teacher will circulate around room to ensure that students are on-task and collect anecdotal observations of learning	Students will work in groups of their colour of the rainbow, and use that colour to each create a piece of paper that features that colour in various drawings that they can create using that colour, with labels of the object and the colour	15 minutes
Teacher will call students up to place their drawing in the class rainbow, placing it in a specific place	Students will be asked to demonstrate their understanding of the ROY G. BIV acronym by placing	10 minutes

along the rainbow so that it fits correctly in the ROY G. BIV acronym	their image among the class rainbow in the correct order	
<p style="text-align: center;"><b>Conclusion</b></p> <p><b>How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?</b></p>		
<p style="text-align: center;"><b>Students will understand the purpose of the lesson in the following ways:</b></p> <ul style="list-style-type: none"> <li><b>-by demonstrating their learning of colour vocabulary in their drawings</b></li> <li><b>-by grouping together with students who have similar colour groups in paint chips with shades (engaging the lighter than/darker than idea)</b></li> <li><b>-by placing their drawing among the class rainbow, and providing themselves and their classmates with a visual reminder of their learning and the ROY G. BIV acronym to remember rainbow colour order</b></li> </ul>		