

LESSON PLAN TEMPLATE

Date	N/A	Lesson Title	Colour in Our Community	Grade Level	1
Time in Lesson	1.5 hours	Subject	Social Studies	Lesson #	2/4
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?	
1.1 My World, Home, School, and Community 1.1.1-value self and others as unique individuals in relation to their world -recognize and respect how the needs of others may be different from their own	
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?
By the end of this lesson students will... Describe colours they see in their community by name and recreate in drawings with the correct colours	Formative: Anecdotal observation of vocabulary during nature walk Summative: Creation of drawing with labels of what they draw and colour vocabulary

Resources What materials/resources/technology will be required?	Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?
<p>“A Colour of his Own” by Leo Lionni</p> <p>-Paper and colour crayons</p>	<p>-pre-made labels as needed, but students requiring more of a challenge can write their colours by hand</p> <p>-1:1 assistance as needed</p> <p>-Help with labelling as required (and drawing if more support is needed)</p> <p>-Body breaks throughout activity to maintain focus</p>

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?
<p>-Vocabulary from previous science lesson around main colours</p> <p>-Vocabulary that is integrated and activated from book read as a class</p>

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
Teacher leads discussion about colours to engage thinking about prior lesson	Students respond with main ideas they retained from science lesson, including colour vocabulary and mixing techniques	2 minutes
Read “A Colour of his Own” to introduce colour and nature and begin a discussion about identity and what it means to have your own identity in the world. Ask students about how the chameleon in the story had identity	Students listen to story Students respond to ideas about identity and begin to compare themselves to the chameleon in the story	10-15 minutes
Body Break	Body Break	2 minutes
Discuss and scaffold the process of the lesson, explaining to students the next steps of the activity	Students will listen to the instructions to understand what is expected of them and what they will be doing next	5 minutes
Teacher leads students to get ready for outside, and leads the class on a walk around the school/community to ask them to see what kind of colours they see in their own community	Students walk as a group around the school/community, and begin to think about what colours they see, drawing from the science/vocabulary lesson they engaged in prior	15-20 minutes
Class returns to the classroom (transition)	Students enter the class quietly, and once they are back in their indoor shoes and dressed down from weather, will sit in table groups to proceed with the activity	2 minutes
Teacher will model the activity, drawing two objects seen outside with the appropriate colour,	Students will observe the demonstration to understand what is being asked of them	5 minutes

and labelling the colours with the correct vocabulary		
Teacher will walk around the room to ensure students stay on-task, and taking anecdotal notes and observations about students' level of understanding	Students will recreate images they saw outside with the correct colours and labels, and mark their name on the drawing	20 minutes
<p style="text-align: center;">Conclusion</p> <p>How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?</p>		
<p>-Students will understand the purpose of the lesson as they are able to observe the colours with newly grasped vocabulary, and make real-world connections to their own community</p> <p>Learning takes place if the image is labelled correctly, and objects in the environment are coloured correctly</p>		

