

## LESSON PLAN TEMPLATE

<b>Date</b>	N/A	<b>Lesson Title</b>	Final Project	<b>Grade Level</b>	1
<b>Time in Lesson</b>	50-60 minutes	<b>Subject</b>	Interdisciplinary demonstration of learnings	<b>Lesson #</b>	4/4
<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>Science: 5. Create a Colour</p> <p>Social Studies: 1.1.1 Value self and others as unique individuals in relation to their world</p> <p>English: 1.1 Discover and explore; express ideas and develop understandings; share personal experiences that relate to media</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> <ul style="list-style-type: none"> <li>-create a colour unique to them</li> <li>-relate that colour to vocabulary “looks like ___ and ___”</li> <li>-relate it to objects in their community “looks like a _____”</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>-using correct methods to mix colours</li> <li>-making connections with vocabulary and visual images</li> </ul> <p>Summative:</p>

	-creating a finished product with necessary components -Bull's eye rubric
<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>
-paint child -paint -google images -supplies to create final project -sheet student is asked to fill out with spaces for the elements	-use paint chips if student struggles to create their own colour -pre-made labels as needed -1:1 assistance as needed -body breaks -worksheet is differentiated to allow students with various abilities to fill it out

#### 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>Prior knowledge will be activated by looking at various colours that are ambiguous (maroon, steel, etc) and having discussions about what colours that colour looks like (maroon, looks like RED and PURPLE etc..)</p> <p>Recalling mixing colours in science</p> <p>Recalling sense of identity in english language arts</p> <p>Recalling sense of community in social studies</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>
Teacher engages students in prior learning with following: -recalling mixing of colour in science -asking students about colours that aren't CLEAR, not primary or secondary -we will look at ambiguous colours as a class to have a discussion about what colours those colours look like -we will discuss our community and our selves in relation to colour and what we've learned	Students are listening to instruction, engaging in discussions to recall learning and begin to make connections about what they've learned	<b>10 minutes</b>
<b>Body break</b>	<b>Body break</b>	<b>2 minutes</b>
<b>Teacher will model final project, which contains three elements:</b> -colour that is mixed, and explaining the connection teacher feels to that colour, how it makes her feel and relates to her individual self -what 2 colours this colour looks like, depending on how it was mixed -what object in the community/nature that this colour looks like or reminds her of	<b>Students are viewing model, and begin thinking about how they will create their own project</b>	<b>5-10 minutes</b>
<b>Transition</b>	<b>Students will move from carpet to table group</b>	<b>1 minutes</b>
<b>Colour mixing</b>	<b>Students will mix colour and when they are happy with the colour they have made, they will paint with it in a pre-made work sheet to fill in, which will be differentiated</b>	<b>5-10 minutes</b>

<b>Teacher instructs to write for what the colour looks like and what the colour is related to in the community</b>	<b>Students follow instructions with differentiation as needed</b>	<b>5-10 minutes</b>
<b>Students are instructed to write their names on the sheet</b>	<b>Students label their names, and place their drawing somewhere under the class rainbow, finding the place in the rainbow where their own colour most relates</b>	<b>5 minutes</b>
<p style="text-align: center;"><b>Conclusion</b>  <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 demonstrate learning by</b>  <b>-mixing a colour that relates to themselves</b>  <b>-labelling what other colours it resembles</b>  <b>-labelling what in the community it resembles</b>  <b>-placing it along the class rainbow to demonstrate understanding of rainbow order using ROY G. BIV</b></p>		