

**Rachel Woodward**

**EDUC 535. 01 - Early Childhood Education**

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**A. Unit Title:**

**How do colours shape our world and ourselves?**

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**Subject Areas:**

Science, Social Studies, English Language Arts, with a final project that is interdisciplinary to allow students to demonstrate their learning.

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**Topic:**

A study on Colour

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**C. Grade Level:**

Grade One

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**D. Unit Rationale:**

Introducing colour as a unit for first grade is a wonderful way to get children thinking about themselves, and the world around them. I feel that the way I have designed this unit will not only be authentic as it engages students in the material, but it uses an inquiry-based foundation as the learning happens organically and with purpose.

To begin with science is a very helpful starting point for this topic, as it will set the foundation for vocabulary around colour that students may or may not be familiar with, as well as allows them to be authentic in playing with colour and mixing alongside chosen literature. The transition between science

and social studies will not only allow students to use their acquired knowledge from science to find authentic, real-world connections to colour, but will challenge them to make connections between their new understandings and their own community. To then transition within the unit to english language arts will make connections between vocabulary, community engagement, and the concept of a rainbow that they will create themselves, and extend concepts of colour into a classroom community.

The final project will utilize skills and understandings that students engaged with through science, social studies, and english language arts in order to demonstrate their understanding and take ownership over their learning. Skills of colours mixing from science, community connections from social studies, and rainbow and identity connections from english to wrap up their new found knowledge and make concrete connections.

I feel that this unit provides grade one students with an authentic and hands-on way to learn vocabulary around colour, mixing colours, and how those colours hold importance in our environment and our community. Students will have the opportunity to engage their own learning with their sense of identity as they create their own colour, and make connections to the community and world around them.

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## **E. Learning Outcomes (Referenced from the Program of Studies):**

### **Social Studies:**

#### *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

##### 1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry

-What helps us to recognize different groups or communities? (colours)

##### Communication: 1.S.8

-respond appropriately, verbally and in written forms

-create visual images using paint and draw programs

## **Science:**

### *Topic A: Creating Colour*

- 1-5 Identify and evaluate methods for creating colour and for applying colours to different materials
4. Predict and describe changes in colour that result from the mixing of primary colours and from the mixing a primary colours and from mixing a primary colour with white or with black.
5. Create a colour that matches a given sample, by mixing the appropriate amounts of two primary colours.

## **English Language Arts:**

General Outcome 1- Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings, and experiences

### *1.1 Discover and explore*

Express ideas and develop understanding: share personal experiences that are related to oral, print and other media texts

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## **F. Key Instructional Practices Procedures:**

Instruction will happen consistently through the unit as students will be scaffolded through the content through demonstration in whole class settings, as well as providing small group settings for students who require 1:1 support from a teacher. As the unit moves on, working in groups with similar colour grouping will be used to allow for peer support. Transitions between activities will be clear, with intentions set before students move to the next step in order to increase efficiency and make sure that students know what is expected of them before we move on in the lesson. Most of the activities that we will be completing as part of this unit will be demonstrated by the teacher as to provide students with an exemplar or the process of their work, as well as giving them an idea of what the final product will look like so they can place intention in the process.

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## H. List of Materials:

- “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
- “A Colour of his Own” by Leo Lionni
- Paper and colour crayons
- Youtube video with song about ROY G. BIV to get students thinking about the rainbow acronym (<https://www.youtube.com/watch?v=5OxLfEq4Iv4&frags=pl%2Cwn>)
- Rainbow images to pinpoint colours within it as a class
- supplies to make final art piece
- paint chips
- paint
- google images
- supplies to create final project
- sheet student is asked to fill out with spaces for the elements

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## I. Assessment

**Assessment throughout this unit will be both formative and summative, allowing time for teacher to collect anecdotal and observational notes to document student learning. The summative projects will show student learning effectively (see lesson plans) with each step of the unit, with the final project allowing students to access learning from all aspects of the unit. They are learning in an authentic, hands-on way that is meaningful to themselves and their community. Teachers will easily be able to view learning using a Bull’s Eye Rubric, taken from Galileo schools of thought, to analyze and pinpoint each aspect of learning related to the outcomes.**

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## **J. Learner Differentiation**

This unit has many areas for differentiation, allowing time during all lessons for body breaks and student support as needed. Pre-made aspects of the assignments will be differentiated to allow students to best demonstrate their learning as dictated by their own needs. For students who are ELL, the assignment will use pre-made labels that can be explored between the student and teacher, as well as opportunities for grouping students who need language support to receive opportunities for support. Gifted students will be given work that is more challenging and will be asked to provide more labels or community connections. This unit is extremely flexible, allowing for breaks to be taken and challenges/accommodations to be made as needed.

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## **K. Creativity and Innovation:**

This unit allow for creativity and innovation, as students will be experimenting with colour, and creating their own as a result. They will be innovating their own colour to find a way to connect to their own identity through mixing and relationships to the community.

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## LESSON PLAN TEMPLATE

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

### IDENTIFY DESIRED RESULTS

<p><b>Learner Outcomes from the Program of Studies</b>  <b>What are the SPECIFIC outcomes to be addressed in this lesson?</b></p>	
<p>Topic A: Creating Colour  <b>1-5. Identify and evaluate methods for creating colour and applying colours to different materials</b>  <b>4. Predict and describe changes in colour that result from mixing primary colours and from mixing a primary colour with white/black</b></p>	
<p><b>Objective in student-friendly language</b>  <b>What will students understand/experience/appreciate as a result of this lesson?</b></p>	<p><b>Assessment Strategies</b>  <b>What will I accept as evidence of learning/development?</b>  <b>Have I employed formative assessment? Do I make use of prior assessments in this lesson?</b></p>
<p>By the end of this lesson students will...  <b>Question: How do we make colours?</b>  <b>How do we properly mix colours?</b></p> <p>Be able to identify colours by names, <b>red, yellow, blue, orange, green, and purple</b>          Grasp vocabulary such as “<b>lighter than,</b>” “<b>darker than,</b>” <b>primary colour,</b>” and “<b>secondary colour</b>”</p>	<p>Formative Assessment:          -During mixing activity, asking students about vocabulary an taking anecdotal notes/observation</p> <p>Summative:          -Labelling the colours that they create on a plate with pre-made labels</p>

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

**LESSON PLAN SEQUENCE**

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

<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>
<b>Reading book to class, going through the story and explaining that it will dictate the process of the activity coming up</b>	<b>Students are sitting and listening to the story with the understanding that they will be executing this activity</b>	<b>5-10 minutes</b>
<b>Body Break</b>	<b>Body Break</b>	<b>2 minutes</b>
<b>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.</b>	<b>Students will be watching the demonstration on the document camera and following along with the book</b>	<b>10 minutes</b>
<b>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</b>	<b>Students will be listening and engaging, thinking forward to their own finished product and process</b>	<b>2 minutes</b>
<b>Transition</b>	<b>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</b>	<b>1 minute</b>
<b>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</b>	<b>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.</b>	<b>15-20 minutes</b>
<b>Body break as paints dry</b>	<b>Body break as paints dry</b>	<b>2 minutes</b>



<b>Students are given labels for each colour present on their plate, and are labelling each colour as they are told to in order</b>	<b>Students are placing the correct label on the correct colour on their plate, which checks for understanding and demonstrates which students are needing intervention</b>	<b>5-10 minutes</b>
<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>		
<b>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.</b> <b>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</b>		

## LESSON PLAN TEMPLATE

<b>Date</b>	N/A	<b>Lesson Title</b>	Colour in Our Community	<b>Grade Level</b>	1
<b>Time in Lesson</b>	1.5 hours	<b>Subject</b>	Social Studies	<b>Lesson #</b>	2/4
<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>1.1 My World, Home, School, and Community</p> <p>1.1.1-value self and others as unique individuals in relation to their world</p> <p style="padding-left: 40px;">-recognize and respect how the needs of others may be different from their own</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?</b> <b>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><b>Questions: What colours do we see around us?</b></p> <p style="padding-left: 40px;"><b>Why are colours important in our community?</b></p> <p>Describe colours they see in their community by name and recreate in drawings with the correct colours</p>	<p>Formative:</p> <p>Anecdotal observation of vocabulary during nature walk</p> <p>Summative:</p> <p>Creation of drawing with labels of what they draw and colour vocabulary</p>

<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>“A Colour of his Own” by Leo Lionni            -Paper and colour crayons</p>	<p>-pre-made labels as needed, but students requiring more of a challenge can write their colours by hand            -1:1 assistance as needed            -Help with labelling as required (and drawing if more support is needed)            -Body breaks throughout activity to maintain focus</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>-Vocabulary from previous science lesson around main colours            -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
<b>Body Break</b>	<b>Body Break</b>	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, and labelling the colours with the correct vocabulary	Students will observe the demonstration to understand what is being asked of them	5 minutes
Teacher will walk around the room to ensure students	Students will recreate images they saw outside with	20 minutes

<b>stay on-task, and taking anecdotal notes and observations about students' level of understanding</b>	<b>the correct colours and labels, and mark their name on the drawing</b>	
<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>		
<b>-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</b> <b>Learning takes place if the image is labelled correctly, and objects in the environment are coloured correctly</b>		

## 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>	45 minutes	<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><b>Question: What order are colours in the rainbow?</b>  <b>How can we remember the order?</b></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.</p>	<p>Formative:            -writing throughout the process            -understanding real-life application to colour</p> <p>Summative:            -completion of drawing relating to one colour in the rainbow, with vocabulary</p>

BIV acronym	
<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=5OxLfEq4Iv4&amp;frags=pl%2Cwn">https://www.youtube.com/watch?v=5OxLfEq4Iv4&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 theyre 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	Students will be asked to demonstrate their	10 minutes



the class rainbow, placing it in a specific place along the rainbow so that it fits correctly in the ROY G. BIV acronym

understanding of the ROY G. BIV acronym by placing their image among the class rainbow in the correct order

### **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 understand the purpose of the lesson in the following ways:**

**-by demonstrating their learning of colour vocabulary in their drawings**

**-by grouping together with students who have similar colour groups in paint chips with shades (engaging the lighter than/darker than idea)**

**-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**

**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**

<p><b>Learner Outcomes from the Program of Studies</b> <b>What are the SPECIFIC outcomes to be addressed in this lesson?</b></p>
<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>

<p align="center"><b>Objective in student-friendly language</b>  <b>What will students understand/experience/appreciate as a result of this lesson?</b></p>	<p align="center"><b>Assessment Strategies</b>  <b>What will I accept as evidence of learning/development?</b>  <b>Have I employed formative assessment? Do I make use of prior assessments in this lesson?</b></p>
<p>By the end of this lesson students will...</p> <p><b>Questions: How can I represent my identity through colours?</b></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> <ul style="list-style-type: none"> <li>-creating a finished product with necessary components</li> <li>-Bull’s eye rubric</li> </ul>
<p align="center"><b>Resources</b>  <b>What materials/resources/technology will be required?</b></p>	<p align="center"><b>Personalization/Differentiation</b>  <b>How will you attend to the needs of ALL learners in this lesson?</b></p>
<ul style="list-style-type: none"> <li>-paint chips</li> <li>-paint</li> <li>-google images</li> <li>-supplies to create final project</li> <li>-sheet student is asked to fill out with spaces for the elements</li> </ul>	<ul style="list-style-type: none"> <li>-use paint chips if student struggles to create their own colour</li> <li>-pre-made labels as needed</li> <li>-1:1 assistance as needed</li> <li>-body breaks</li> <li>-worksheet is differentiated to allow students with various abilities to fill it out</li> </ul>

**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?**

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..)

Recalling mixing colours in science

Recalling sense of identity in english language arts

Recalling sense of community in social studies

**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**

<p>Teacher engages students in prior learning with following:</p> <ul style="list-style-type: none"> <li>-recalling mixing of colour in science</li> <li>-asking students about colours that aren't CLEAR, not primary or secondary</li> <li>-we will look at ambiguous colours as a class to have a discussion about what colours those colours look like</li> <li>-we will discuss our community and our selves in relation to colour and what we've learned</li> </ul>	<p>Students are listening to instruction, engaging in discussions to recall learning and begin to make connections about what they've learned</p>	<p><b>10 minutes</b></p>
<p><b>Body break</b></p>	<p><b>Body break</b></p>	<p><b>2 minutes</b></p>
<p><b>Teacher will model final project, which contains three elements:</b></p> <ul style="list-style-type: none"> <li>-colour that is mixed, and explaining the connection teacher feels to that colour, how it makes her feel and relates to her individual self</li> <li>-what 2 colours this colour looks like, depending on how it was mixed</li> <li>-what object in the community/nature that this colour looks like or reminds her of</li> </ul>	<p><b>Students are viewing model, and begin thinking about how they will create their own project</b></p>	<p><b>5-10 minutes</b></p>
<p><b>Transition</b></p>	<p><b>Students will move from carpet to table group</b></p>	<p><b>1 minutes</b></p>
<p><b>Colour mixing</b></p>	<p><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></p>	<p><b>5-10 minutes</b></p>
<p><b>Teacher instructs to write for what the colour looks like and what the colour is related to in the community</b></p>	<p><b>Students follow instructions with differentiation as needed</b></p>	<p><b>5-10 minutes</b></p>
<p><b>Students are instructed to write their names on the sheet</b></p>	<p><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></p>	<p><b>5 minutes</b></p>

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**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 demonstrate learning by**

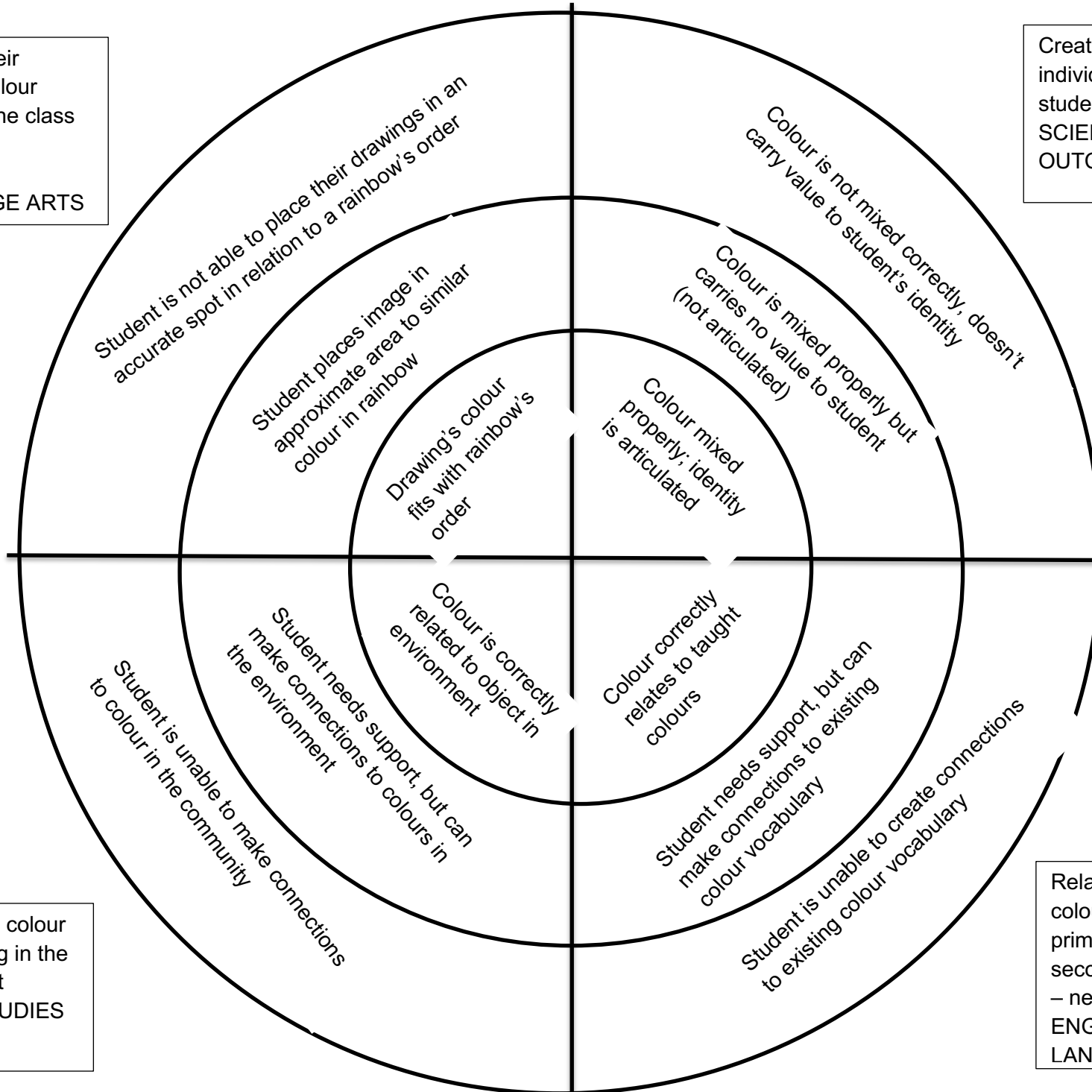
- mixing a colour that relates to themselves**
- labelling what other colours it resembles**
- labelling what in the community it resembles**

**-placing it along the class rainbow to demonstrate understanding of rainbow order using ROY G. BIV**

**Below: Rubric for Final Project – Modelled after the Galileo Bull’s Eye**

Placing their  
created colour  
amongst the class  
rainbow  
ENGLISH  
LANGUAGE ARTS

Creating a colour  
individual to the  
student  
SCIENCE  
OUTCOME



Relating the colour  
to something in the  
environment  
SOCIAL STUDIES  
OUTCOME

Relating created  
colour to existing  
primary and  
secondary colours  
– new vocab  
ENGLISH  
LANGUAGE ARTS



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## **G. List of Sources:**

### **Works Cited:**

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