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## Lesson Plan Template

Lesson Segment Focus: Art: Primary & Secondary Colors

Lesson 1 of 1

Course & topic addressed: Primary & Secondary Colors

Date: 12/03/2019 Grade: 1st

### Student Outcomes

Specific learning objectives for this lesson.	TSW learn what the primary colors are, what the secondary colors are and how to mix colors to make other colors.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have been using colors throughout the year for activities.
Knowledge of students background (personal, cultural, or community assets)	Students use colors in all subject areas and most have used them at home and in the community.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	CR.1.1.1 Collaboratively engage in exploration and imaginative play with materials (e.g., tower building, outdoor chalk drawings, texture rubbings)
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	All content and language will be thoroughly explained before beginning lesson.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Primary, Secondary, Color names</b>
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## Materials

Materials needed by teacher for this lesson.	Overhead projector, Color mixing worksheet, Paint brushes
Materials needed by students for this lesson.	Color mixing worksheet, paint, paint brushes

## Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10min	<b><u>Introduction:</u></b>	TTW ask the students who likes to paint. She will ask what their favorite colors are and provide an opportunity to respond. TTW ask if anyone has ever mixed colors and provide an opportunity to respond. She will tell the students that they will be mixing colors to make other colors today.
30min1	<b><u>Instruction:</u></b>	TTW show the students the primary color wheel. She will explain that these three colors are the primary colors and where all colors begin. She will then show the students the secondary color wheel. She will explain that these are some of the colors that can be produced from the primary colors. She will tell the students that today they will use their paint kits to make new colors. They will need to put one color on the left color panel, one color on the middle color panel and then will mix the colors to make a new color on the right panel. TSW do as instructed as the teacher monitors and scaffolds.
10min	<b><u>Closure:</u></b>	Once the students have finished their worksheet, they will place their worksheet on the counter to dry and will be able to take it home after drying. TTW ask the students a series of questions to ensure they understand the difference in primary colors and secondary colors like, “Which colors are our primary colors?”, “how do we get secondary colors?” and “is purple a primary or a secondary color?”

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Larger print materials, one on one and/or individual instruction and participation, longer time periods, reading materials and/or instructions aloud, peer grouping, individual work, paper/pencil, material in other languages
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Larger print materials, one on one and/or individual instruction and participation, longer time periods, reading materials and/or instructions aloud, peer grouping, individual work, paper/pencil, material in other languages
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Activity monitoring
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	Painting is self-discovery. Every good artist paints what he is. – Jackson Pollock
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.