

Name Madison Martin

## Color Rainbow Lesson Plan

Lesson Segment Focus Primary/Secondary Colors

Lesson 1 of 1

Course & topic addressed Basics of Art

Date 9/4/2019 Grade K

### Student Outcomes

|   |   |
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| Specific learning objectives for this lesson.   | Students will be able to see right before their eyes how colors can change when other colors are added to them. They will simultaneously learn how the shade of any given color can be lightened when adding white. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) |   |
| Knowledge of students background (personal, cultural, or community assets)                  | Students should be familiar with the basic (primary) colors such as red, yellow, and blue.  |

### State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | CR.1.K.2 Engage in creative art-making through imagination and/or guided observation (e.g., leaves as collage medium, mark-making) |
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### Academic Language Support

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| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?<br>What will you do to provide varying supports for students at different levels of academic language development? | To introduced my students to the concept of colors, I will read them the book called <i>The Color Wheel Kids</i> by Travis A. Thompson. This book lets students know just how important colors are. Seeing the colors first before they actually start actually mixing them can help them get a little bit of an idea of what to expect. Reading it out loud to them an allowing a time for questions should help them become confident in their exploration with colors. |
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### Key Vocabulary

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

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| Materials needed by teacher for this lesson.  | <i>The Color Wheel Kids</i> by Travis A. Thompson, white construction paper, various paint brushes/sponges, paper plates, red paint, blue paint, yellow paint, and white paint |
| Materials needed by students for this lesson. | Students will be asked to wear an old shirt their parents don't mind to get a little bit of paint on.  |

## 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.   |
|----------------|--|--|
| 10-15 min      | <b>Introduction:</b> Reading of <i>The Color Wheel Kids</i> by Travis A. Thompson and explanation of primary and secondary colors. | I will gather my students into a group on the "Reading Rug." I will then tell them that they will be learning about the process of making different colors from two different primary colors. Then, I will explain that two primary colors, when mixed, make something called a secondary color. When I have completed the instruction part, I will then allow time for questions if there are any.  |
| 25 min         | <b>Instruction: This part of the lesson will be the actual activity part with a demonstration done by me.</b>                      | First, I will grab two different primary colors, let's just say red and yellow. I will show them how to dip the paint brush lightly into the red paint then lightly stroking it on the white construction paper. I will then ask the class as a whole what color I painted, hopefully they all say "RED!" Then, I will repeat the first two steps with the yellow paint. Then I will ask what color that it made. Again, hopefully they all say "YELLOW!" When my demonstration is completed, I will instruct all of the students to go back to their desks where there will be three different plates for each group of desks and also a paint brush/sponge brush for each color. I will then ask all of them to pick up the painting utensil of their choosing and have them paint one stripe of whatever color they like. Then I will tell them to return the utensil they just used back to the corresponding plate. I will then explain to them how these are the primary colors on the color wheel. Once this is done, I will instruct them to take a different second color and paint over the first color they did. When everyone was finished with this step, I will call on different students to share with the class the color they ended up with. I will ask the class if they know what the appropriate vocabulary word is for the second color they created. Then in a different area on the page, I will ask them to paint the first letter of their name in a big, print style. Then with the last few minutes of the activity when their colorful masterpieces are drying, I will instruct them on how to clean the paint brushes/sponges. There will be a cup of water at every group and a roll of paper towels. I will tell them that in order to properly clean them, they have to dip it in the water to rid the bristles of the paint. Then I will have them dry their utensil on the paper towels. I will have a bucket for all the clean brushes at a different area of the room. Once the paintings were dry, I would provide the students with safety scissors so they can cut around their initial. Then after hours, I would create a big collage out in the hall way so they can see the finished product, the Color Wheel. |

| 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.  |
|----------------|----------------------------------|---|
|                | <b>Closure: Group Assessment</b> | Rounding them all back up together at the “Reading Rug,” I will them review the activity and have some of the students to share what colors they made and to explain, in their own words, what took place when two primary colors were mixed. |

### Accommodations/Modifications

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| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? | .(try) |
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### Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | (try) |
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### Assessments: Formative and/or Summative

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|---|--|---|
| 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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | I will provide a worksheet that has different colors on it and have them circle whether it is primary or secondary. |
|   | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative            |   |
|   | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative            |   |

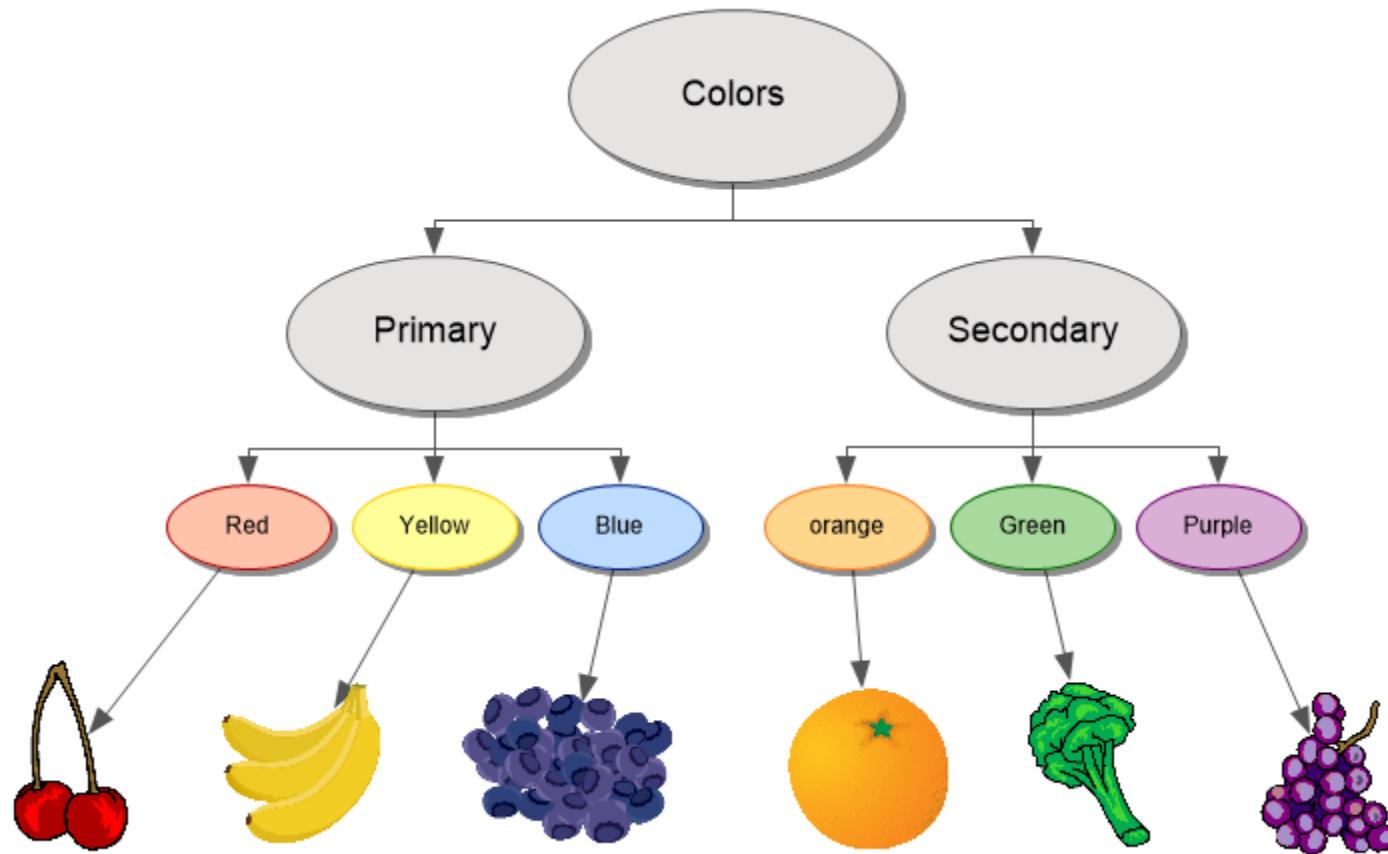
### Research/Theory

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| Identify theories or research that supports the approach you used. |  |
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### Lesson Reflection/Evaluation

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| What went well?<br>What changes should be made?<br>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.



\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>