

Victoria Zelke
Grade 10
English Language Arts
Colors

Outcome(s) of Lesson:

10-2.2.3.1 b - Respond personally and analytically to other texts ideas developed in literature and other texts

How will I know the students have achieved the learning outcome?

- The students will be able to describe their feelings and emotions about a specific journey that has taken place at some point in their lives through the use of colors and short sentences.

HOOK:

- Explore the book *Big as the Sky, Tall as the Trees* with the class. Ask them to think about the colors, in particular, used throughout the book (do they notice specific colors being used more often than others, etc.). Discuss the different meaning that particular colors hold to various Indigenous tribes and how they associated colors to their teaching and ways of knowing.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
5 – 10 mins	Article Read article (https://ideas.ted.com/how-color-helps-a-movie-tell-its-story/) as a group – teacher centered (provide students with a printed copy of the article to follow along if they wish). Ask the students to consider the ways which the colors held meaning in an Indigenous context compared to Western context. As students think they hear a key point, ask them to take note to add it to a graphic organizer later.	Ask the students if they have any questions about what they will be doing. If none, ask for the students to repeat the first step, second step, etc. Move around the room while the students are writing and ask them questions about their journey – redirect if necessary.
5 – 10 mins	Sharing Have the students discuss 2-3 key points each in their table groups. Number the students off 1-4 and ask them to choose 2-3 points which seemed to be repeated most often. Have one of the students (called by number) to add their points to a mind map on the board (ensure they do not repeat points which might have already been added. Once each group has added their ideas to the mind map, bring the group back together and discuss any points which might have been missed and add them to the board. Make a copy of this to share with the students at a later date so they all have the same knowledge.	
10 - 15 mins	Journal Have the students think about a specific journey that they have gone through in their life. They should be able to describe the way they felt during the time of the journey. Using some of the knowledge from the graphic organizer (which should still be available on the board), have the students attribute colors to their story and the	

emotions they felt at the time. The students should be able to explain what the colors they have selected mean to their story. The journey which the student chooses to write about can be as personal as they would like, but ensure the students understand that there will be a sharing of the final product in some way, so they should be comfortable answering questions which their peers may have for them.

Materials Needed

Loose leaf (one per student)
Extra pencils

How do I differentiate the learning opportunity for all learners?

- Students can use various media to write their journal (eg. computers, by hand, etc.)
- Allow more time, or an extension period for student who may not complete the journal entry.

TRANSITION: (*what will students do when they are finished?, how will we move to the next learning opportunity?*)

- When the students have completed the story of their journey, have them re-read their story to ensure it makes sense and there are little grammatical errors. They can reach out to their peers or to the teacher for help reviewing if they would like.

Time Learning Opportunity

10 – 15 mins

How do I check that students understand what to do?

Move around the room and ask the students to describe why they are using the colors they are to describe that particular point in their journey.

Each student will be immediately provided with one sheet of template paper (they can use more if they would like upon request). Using the journey they had written about and the colors they had discussed throughout their writing to tell their story. Each box can have a short sentence to describe it written on the back (this should be done first), however, it is important that the colors the students use should tell most of the story. The sentence used should only describe what the reader is seeing, not tell the story itself. The student can use any medium they wish when creating their final story so long as they are portraying their colors accurately.

Materials Needed

Comic strip template (printed on cardstock – 2-3 per student)
Various colors of paint and paintbrushes
Various colors of pastels (oil and chalk)
Pencil crayons

How do I differentiate the learning opportunity for all learners?

Students can use a variety of mediums to create their art. Students are given the opportunity to explain their colors and the meaning which exists.

CLOSURE:

- Have the students do a ghost walk to see what other students' journeys look like. The students should only display their final work if they feel comfortable doing so, but encourage them to be willing to share with their peers.

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)

Accommodations

Students can use a variety of media to create their art.

Allow for extension time for those who do not complete their work in the allotted time.

Opportunity to describe the visual in words.

Cooperative Learning

Strategies used

Ghost walk

Movement Breaks

Ghost walk

Modes of Learning

Verbal-linguistic

(Differentiation)

Visual-spatial

What do the colors within your art mean to you?

Higher Order Question(s)

Reflection and Revisions:

1