

**FNMI Resource Planning Assignment. EDUC 3351. Christy Gust. January 31, 2018.****Theme: Colors. Division 1: Grade 1. Subject: Language Arts and Math****By: Kali Lynch****“Colors of the World”****Outcomes of Lesson:**

- 1.1 Discover and Explore: I can talk with others about something recently learned, I can make observations about activities, experiences with oral, print and other media texts
- Patterns and Relations: 1. Demonstrate an understanding of repeating patterns (two to four elements) by: describing, reproducing, extending, creating. [C, PS, R, V] [ICT: P2–1.1]

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

- Students will be able to tell the class 1 or 2 ideas about colors that they learned from their classmates
- Students will be able to create a repeating pattern (using 2-4 elements)

**HOOK: 15 minutes**

- Read book “**As Big as the Sky, As Tall as the Trees**” to the students. Explain beforehand that they should focus on the colors displayed in the book and how the author describes the use of color in nature. (Throughout the book, stop and talk about the colors with the class to make sure everyone is on the same page, write these ideas on the board to talk about after)
- BEFORE READING: Tell the students about the meaning behind the colors seen in the book. Yellow= emotional, beginning of life, young. White= Mental Health, grandmother nation, elder, protection. Black= Spiritual, thunder nation, nourishment, big picture. Red= Physical, mother earth, connecting color.

**Learning Opportunities:**

Time	Learning Opportunity 1	How do I check that students understand what to do?
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25 minutes	<ul style="list-style-type: none"> <li>• After reading the book go back to the ideas you write down and expand on them as a class.</li> <li>• Ask the students questions such as what colors do we see in our environment, how are they the same or different from the colors in the book, what do the colors mean?</li> <li>• Get the students to do “stand up, hand up, pair up” activity with these questions</li> <li>• After you and the class have discussed the questions, get the students to stand up, hand up, walk around and when you turn the lights off, they pair up and discuss their ideas (Do this 5 times) While the students do this, the teacher will set up the paint materials on the desks for the next learning activity. 1 piece of paper per student, 1 brush per student, a cup of water per group, 2 pallets of paint per group.</li> <li>• After that activity, the class will sit in a circle and we will go around, and each student will explain 1 or 2 ideas that they heard from their friends, they will use a talking stick when speaking. If a student does not want to say it out loud, they can tell you in private after.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to close their eyes and raise their hand if they understand.</li> <li>• If some students did not raise their hand, explain the activity in a different way and ask again.</li> <li>• If students still do not raise their hand, you can start the activity and address those students individually.</li> </ul>
<b>Materials Needed</b>		
<ul style="list-style-type: none"> <li>• As Big as the Sky, As Tall as the Trees Book</li> <li>• White board and markers</li> <li>• Talking stick</li> </ul>		
<b>How do I differentiate the learning opportunity for all learners?</b>		
<ul style="list-style-type: none"> <li>• Oral meanings of colors by teacher</li> <li>• Written meanings of colors by teacher</li> <li>• Whole class discussion</li> <li>• Kagen Strategy</li> <li>• Partner discussion</li> <li>• Individual discussion to whole class in circle</li> </ul>		

<b>TRANSITION:</b>
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- **The students will get up from the circle and move to their desks like the animals in the book. Either a buffalo, wolf, beaver, bear, eagle, turtle or sasquatch. Explain that they will not touch the materials that are on their desks until the teacher says to.**

Time	Learning Opportunity 2	How do I check that students understand what to do?
35 minutes	<ul style="list-style-type: none"> <li>• Review what each of the colors mean to the class: Yellow= emotional, beginning of life, young. White= Mental Health, grandmother nation, elder, protection. Black= Spiritual, thunder nation, nourishment, big picture. Red= Physical, mother earth, connecting color.</li> <li>• How can we use colors to create patterns with paint?</li> <li>• Review what a pattern is and how it repeats itself. Describing, reproducing, extending, creating. Using the 4 colors, come up with a pattern on the board. After the pattern is made with the colors, you will address the meanings behind the colors in pattern form too (write the letters under the color in pattern form). Ex: red, black, yellow, white, red, black, yellow, white, red, black, yellow, white. Physical, spiritual, emotional, mental health, physical, spiritual, emotional, mental health, physical, spiritual, emotional, mental health.</li> <li>• Explain that the students will be creating patterns with the paint on their desks.</li> <li>• <b>They must use at least 2 of the 4 colors. But they can use all 4.</b></li> <li>• We will do example patterns with the class in a round table activity.</li> <li>• In each table group, the students will get one piece of paper and will take turns going around the tables while each person adds a color to the pattern.</li> <li>• <b>Step 1:</b> First, they will create a pattern with crayons.</li> <li>• <b>Step 2:</b> They must check their pattern with a partner and then with the teacher. They will do this to make sure they have a repeating pattern.</li> <li>• <b>Step 3:</b> After it has been checked, they can recreate it on a new piece of paper with the paint.</li> <li>• <b>Step 4:</b> They will write the letter of the word that has the meaning with the color under the painted color.</li> </ul>	<ul style="list-style-type: none"> <li>• I will ask one person from each group to explain step 1 to the group. Then a new student for step 2-4.</li> <li>• The students will close their eyes and I will ask if everyone understands to raise their hands.</li> <li>• I will address the groups or individuals that do not understand.</li> <li>• I will be circulating the room to make sure that all the students are on task.</li> </ul>
		<b>Materials Needed</b>
<b>How do I differentiate the learning opportunity for all learners?</b>		
<ul style="list-style-type: none"> <li>• Oral and written example by teacher</li> </ul>		

- Individual working time
- Partner and teacher checking
- Kagen Strategy

**CLOSURE:**

- Explain that every culture uses colors and there are colors all over the world. However, people can see color differently and have different meanings for it. Explain that color can be seen everywhere and we can use it to make patterns and tell stories. Explain that colors are more than just colors and we need to be aware of their meanings and what we can do with them

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

<b>Accommodations</b>	<ul style="list-style-type: none"> <li>• In the first learning activity, if a student does not feel comfortable sharing their ideas out loud, they can tell the teacher in private.</li> <li>• Getting the students to check with a partner before checking with me make them accountable for helping their peers and giving feedback. And if they can not does this, then they have to opportunity to come and check with the teacher too.</li> </ul>
<b>Cooperative Learning Strategies used</b>	<ul style="list-style-type: none"> <li>• Stand up, hand up, pair up</li> <li>• Round table</li> </ul>
<b>Movement Breaks</b>	<ul style="list-style-type: none"> <li>• Students will move from the circle to their desks moving like an animal from the book</li> </ul>
<b>Modes of Learning (Differentiation)</b>	<ul style="list-style-type: none"> <li>• Linguistic, Interpersonal, Intrapersonal, Visual</li> </ul>
<b>Higher Order Question(s)</b>	<ul style="list-style-type: none"> <li>• What colors do we see in our environment? How are they the same or different from the colors in the book? (Understanding and Applying)</li> <li>• What do the colors mean? (Analyzing)</li> <li>• How can we use colors to create patterns with paint? (Creating)</li> </ul>

**Reflection and Revisions:**