

## Final Lesson Plan 1

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<b>Name of Activity and Content/Domain area:</b> Color Hunt Exploration	<b>Integration:</b> Science, Social Studies, Cognitive development, & Physical development
<b>Age group(s) this activity is planned for:</b> 3-5 year old children	<b>Grouping:</b> Small group of children 2-4; Allow the children to pick if they want to be in the group.
<b>Goal/Rationale:</b>	To explore the environment for colors.
<b>Objective(s):</b>	To compare the color of the paper to different objects in the environment. To locate colors in the environment
<b>Vocabulary: (Language and Literacy focus)</b>	Explore Shades Discuss

<p><b>Connection to Prior Knowledge</b></p>	<p>The children will have been exposed to several books about color. They will have also brought in an item that represents their favorite color. They also have painted different shades of colors.</p>
<p><b>Materials &amp; Preparation:</b> in advance?</p>	<p>Materials:</p> <p>Mini Clipboards</p> <p>Paint Strips (ones from hardware store to pick paint colors)</p> <p>Iphone/iPad for pictures</p> <p>Preparation:</p> <p>Go to a hardware store to find paint shade strips, get an assortment of color shades.</p> <p>Charge the iPhone or iPad and check for storage (to make sure there is ample space)</p> <p>Locate clipboards and have them ready</p>
<p><b>Role of Documentation</b></p>	<p>I will be taking pictures of the children finding objects that match the color swatch they chose. In large group, we will show the class the pictures and the child can talk about what he found and what color it was.</p>
<p><b>Learning Experience:</b></p>	<p>Before we go out for small group time, state that the color hunt will be one of the options as a group to work in. There will be up to four children in this group. Pick those that want to be in the group. State, if there are others who didn't get to be in this group, that we will be doing this throughout the week and they will have a chance to do the color hunt. Once you have the group, explain to them, "We are going to go on a color hunt. I am going to let you pick a color shade strip and I want to see if you can find things in the school that match the same colors you have on your paper!" Allow the children to pick from the color strips you have. Attach it to a mini clipboard and head out of the classroom. Let the children explore the environment. If they find a match, take a picture of what they found and their color strip next to it. Once back in the group, at the large group time, show the pictures and allow the children to individually speak</p>

	<p>on what they found. Ask questions like, “What did you find?” “Did it match perfectly?” “What shade is it?”</p>	
<p><b>Individualization:</b></p>	<p><i>Plans for children with IEP’s</i></p> <p><i>ADHD- For children with ADHD I will do this one on one with them so they are more able to focus and have extra guidance.</i></p>	<p><i>Plans for non IEP children who have specific needs</i></p> <p><i>Language Barrier- For children that speak a different language, I will learn some of the words that can assist this activity. I will also use gestures as well.</i></p>
<p><b>Assessment strategies:</b></p>	<p>At large group time, I will show the children their pictures from the color hunt. I will ask them some questions about what they have found and allow them to describe and verbalize their experience and findings.</p>	
<p><b>Wrap up:</b></p>	<p>We will wrap up when the time for small groups is over. The children will hand back their color strips, or put their name on them if they would like to keep them, and they will line up to go downstairs for recess. We will revisit their findings at large group time.</p>	
<p><b>Standards:</b></p>	<p>11.A.ECd “Collect, describe, compare, and record information from observations and investigations.”</p> <p>11.A.ECf “Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.”</p>	

### Pre-Primary Lesson Plan Draft Rationale/Narrative

- Explain how/why this activity is developmentally appropriate for the age group planned for. Explain how/why this will engage them. Explain why you grouped the children the way you did.

- Think about how children at this age learn and their developmental needs and strengths. Describe how this experience addresses those strengths and needs and how it is active, hands-on, or open-ended.

- Discuss how this activity addresses the integrated nature of children's learning and development and which different languages/learning/modalities this activity incorporates and how. Include things like:

- + Social-emotional development

- + Development stages/sequences of concept development

- + Language development and emergent literacy

- Refer to some theory or research you are familiar with (from course texts or your own research) that relates to development and/or learning. Explain **how** this theory supports your argument for the developmental appropriateness of this activity.

This exploration is great because it allows the children the space they need to explore while being hands on and in the environment. I often find these children get really excited when they get to leave the classroom and be elsewhere whether it is outside, downstairs to the gross motor room, or into the nature room. They see it as an opportunity to see new things. This is an active, open ended, and hands on activity that allows the children to think more deeply about color while also finding real life representations of these colors.

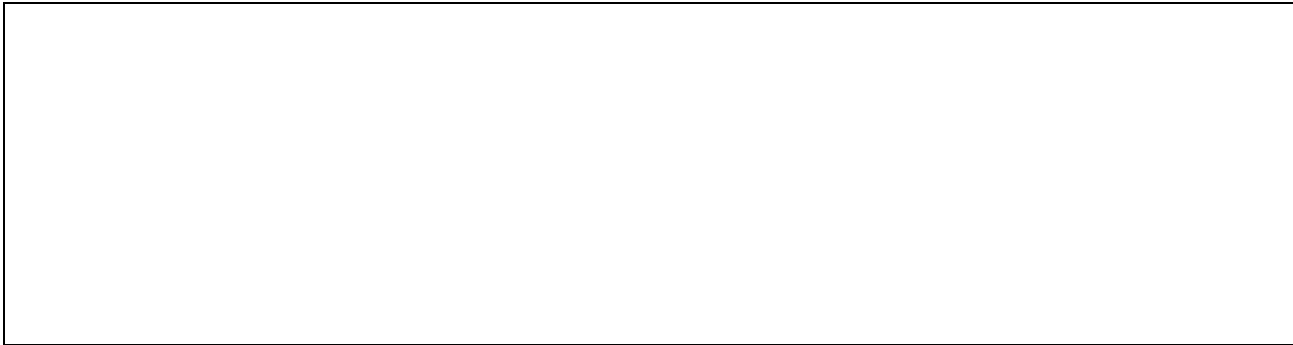
Children at this age, 3-5 years old, need to be engaged in something that allows for growth and development. This activity can be a very independent activity or it can allow the teacher more individualized scaffolding to help the child understand the different shades of color. This activity is diverse enough for all learners.

This activity is especially important for language and social relationships. Throughout the process, the children will be verbalizing their findings to the children that are also in the group. This will help them use language and develop social relationships. They will also discuss their findings to their classmates and this will also strengthen verbal skills.

In the Reggio Emilia philosophy, the third teacher is regarded as the environment. The environment holds the capacity to teach, inspire, motivate, and encourage these young children to explore around them. There is much to learn from the environment. I believe this exploration will help children utilize the space around them to create for a meaningful experience.

To be completed *after* you have implemented the lesson and discussed with your supervisor.

<b>Reflecting on the Teaching &amp; Learning Processes of the Activity</b>	
<b>Name:</b>	<b>Date:</b>
<p>What do you think the children learned? What did you learn? How did you feel about doing this activity with the children? What strategies seemed to work well? What strategies might you suggest for the future?</p>	



11/24/15