***Section 1: Lesson Preparation***

**Teacher Candidate Name: Bernadette Ross**

**Grade Level: Older Toddlers/3 Year Old**

**Unit/Subject: Rainbow**

**Title of Unit and Brief Summary:** *Create a title for each lesson and 1-2 sentences summarizing the lesson, identifying the central focus based on the content and skills you are teaching.*

**Classroom and Student Factors/Grouping:***Describe the important classroom factors (demographics and environment) and student factors (IEPs, 504s, ELLs, students with behavior concerns, gifted learners), and the effect of those factors on planning, teaching, and assessing students to facilitate learning for all students. This should be limited to 2-3 sentences and the information should inform the differentiation components of the lesson.*

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|  | **Day 1** | **Day 2** | **Day 3** |
| **National/State Learning Standards** *List specific grade-level standards that are the focus of the lesson being presented.* | * Develop individual supportive relationships
* Create routine activities
 | * Supporting them in holding pencils and drawing
* Allow them to experiment and familiarize themselves
 | * Stimulate a child’s curiosity
* Review and modify as needed
 |
| **Specific Learning Target(s)/Objectives** *Based on state standards, identify whatis intended to be measured in learning.* | * Students feel engaged and important
* Students feel open to share and ask questions
* Student play with colors
 | * Student holds crayons firmly
* Student can color inside outlines
* Student learns colors
 | * The student identifies matching colors
* Recognizes rainbow
 |
| **Academic Language** *General academic vocabulary and content-specific vocabulary included in the unit.* | * Simple language used
* New vocabulariesthat relate to students prior to feel confident
 | * Simple language used
* Name of colors and rainbow introduced
* Conversation prompts
 | * Simple language used
* Name of colors mention and science concepts for students understanding
 |
| **Unit Resources, Materials, Equipment, and Technology** *List all resources, materials, equipment, and technology to be used in the unit.* | * Pictures with rainbow colors
* Books about colors
* Shapes with colors
* Markers and coffee filters
* Whiteboard rainbow images
 | * Pictures with rainbow colors
* Shapes with colors
* Crayons and painting tools
* Whiteboard- Lets learn Colors (YouTube)
 | * Shapes with colors
* Crayons and painting tools
* Tissue paper
* ABC Mouse
 |
| **Depth of Knowledge Lesson Questions***What questions can be posed throughout the lesson to assess all levels of student understanding?** *Level 1: Recall*
* *Level 2: Skill/Concepts*
* *Level 3: Strategic Thinking*
* *Level 4: Extended Thinking*
 | * Do you know what color we said this was?
* Can you show what is your favorite color?
* What would happen if?
* What would happen if we mixed colors together?
 | * Which is your favorite color?
* Which color of the rainbow is your favorite?
* What would happen if?
* What would happen if we mixed colors together?
 | * Can we make a rainbow?
* Which colors are in the rainbow?
* Can you show what is your favorite color?
* What would happen if?

What would happen if we mixed colors together? |

***Section 2: Instructional Planning***

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|  | **Day 1** | **Day 2** | **Day 3** |
| **Anticipatory Set** *How will students’ prior knowledge be activated as well as gain student interest in the upcoming content?* | Bring familiar objects with different colors | Students asked to match different colors | Students were asked to color similar to the objects. |
| **Presentation of Content** |
| **Multiple Means of Representation** *Describe how content will be presented in various ways to meet the needs of different learners.* | Different colored objects will be used. | Familiar objects and drawings can be used to make students more relate easily. | Familiar objects and drawings will be used |
| **Multiple Means of Representation Differentiation***Explain how materials will be differentiated for each of the following groups:** *English Language Learners (ELL)*
* *Students with special needs*
* *Students with gifted abilities*
* *Early finishers (those who finish early and may need additional sources/support)*
 | * Promote simple English
* Remind and review
* Provide scissors to cut out colors of different shapes
 | * Promote simple English
* Invite to participate in back-and-forth conversation
* Partner up with English and non-English speaking group to encourage participation
 | * Promote simple English
* partner up with English speaking group to encourage participation
 |
| **Application of Content** |
| **Multiple Means of Engagement** *How will students explore, practice, and apply the content?* | Students asked to recognize the materials | Students asked to match objects with similar colors | Students asked to paint a rainbow |
| **Multiple Means of Engagement Differentiation***Explain how materials will be differentiated for each of the following groups:** *English Language Learners (ELL)*
* *Students with special needs*
* *Students with gifted abilities*
* *Early finishers (those who finish early and may need additional sources/support)*
 | Use different labeling signs on the materials. | Unique materials can be used for students with unique abilities. | Variety of assignments to ensure information is grasped |
| **Assessment of Content** |
| **Multiple Means of Expression** *Formative and summative assessments used to monitor student progress and modify instruction.* | Observation | Observation and discussion | Observation and discussion |
| **Multiple Means of Expression Differentiation***Explain how materials will be differentiated for each of the following groups:** *English Language Learners (ELL)*
* *Students with special needs*
* *Students with gifted abilities*
* *Early finishers (those who finish early and may need additional resources/support)*
 | Promote simple English | Promote simple English | Promote simple English |