**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:** | **Bernadette Ross** |
| **Grade Level:** | **Older Toddlers/preschool** |
| **Date:** | **December 12,2020** |
| **Unit/Subject:** | **Color play** |
| **Instructional Plan Title:** | **Color mixing Experiments** |
| **Lesson Summary and Focus:** | **In this unit, the children will be provided with different primary colors placed in separatecontainers, helped, and told to mix specific colors t for a new color.Children will learn that mixing various colors can lead to new colors.** |
| **Classroom and Student Factors/Grouping:** | **The topic is for children aged two to three years, and children will be placed in small groups with mixed age levels Student factors such as EELs and IEPs are considered as the teacher will be there to give one-on-one help and guidance to the students.** |
| **National/State Learning Standards:** | **3.2 OT.A.3 Notice Changes in matter**  **3.2 OT.A.6 Participate in simple investigations of matter to answer a question**  **3.2 PK.A.3 Notice Changes in matter**  **3.2 PK.A.6 Participate in simple investigations of matter to answer a question or to test prediction.**  **PA State Learning Standards in this topic include identifying objects have properties and characteristics and observing the cause and effects relationship of different items** |
| **Specific Learning Target(s)/Objectives:** | **Given the different colors to work with:**  **Older toddlers will observe and identify which colors have changed and which have not or still look similar.**  **Older children will be able to identify and name matter use to create colors** |
| **Academic Language** | * **Rainbow** * **mix** * **colors** * **pour** * **fizz**   **One of the ways to teach students these vocabularies is by teaching them a song about colors. For instance, saying yellow as a banana or sun, and blue as the sky. The students can easily understand. The music will also identify red, yellow, and blue as colors, and focus blended colors.** |
| **Resources, Materials, Equipment, and Technology:** | * Several containers, which are transparent in color * Baking Soda * Vinegar * Food Coloring red, yellow, blue * Droppers * Measuringcup * Popsicle sticks/spoons for mixing * Tray * **Paper Towels** * Book Rainbow Fish   Pinterest -  [messylittlemonster.com](https://www.messylittlemonster.com/2019/02/rainbow-baking-soda-science-experiment-for-kids.html)  messylittlemonster.com |

**Section 2: Instructional Planning**

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| **Anticipatory Set**  *Your goal in this section is to open the lesson by activating students’ prior knowledge, linking previous learning with what they will be learning in this lesson and gaining student interest for the lesson. Consider various learning preferences (movement, music, visuals) as a tool to engage interest and motivate learners for the lesson.*  *In a bulleted list, describe the materials and activities you will use to open the lesson.* ***Bold*** *any materials you will need to prepare for the lesson.*   * I will use a***visual chart displaying the colors*** and other colors and askingchildrenwhich colors they are familiar with. * I will ask which colors looksimilar to what fruit to see is they can relate to practical life situations. | **Time Needed**  **5min** |
| **Multiple Means of Representation**   * I will use **color charts** that are painted in different shapes that relate to them. * I will also use **real-life pictures of various items** with a particular color to give the students a clear understanding of the colors. * English language learners (ELL):   Through the use of simple language in English and their native language, with **visual aids**.   * Students with special needs:   Use**visual aids with steps**.Give explanations in small, individual steps, sign language, demonstrate, and **sensory seating** for children that fidgets when sitting   * Students with gifted abilities:   Offer exciting materials such as measure cups, pour, droppers to add colors.Offer other materials to experiment on paper towel, coffee filters, **spray bottles** to experiment with colors   * Early finishers (those students who finish early and may need additional resources/support):   Allow them to help the slow learners or help the teacher. | **Time Needed**  **20 minutes** |
| **Multiple Means of Engagement**   * *I will utilizea* ***matching card activity*** *to identify whether the learners can identify similar colors.* * *I will demonstrate how to match to colors on the whiteboard to give the students a clue*   *.*  *Explain how you will differentiate activities for each of the following groups:*   * English language learners (ELL):   Place ELLs with English speaking children, teacher that can speak their native language, and use visual aids.   * Students with special needs:   Ensure the materials are accommodated for their needs   * Students with gifted abilities:   Modify to move ahead of the lesson, ask more advance questions such as What comes next? How? Let gifted students assist teacher and peers.   * Early finishers (those students who finish early and may need additional resources/support):   Early finisher is given additional assignment, so as not to distract others. | **Time Needed**  **20 min** |
| **Multiple Means of Expression**  *Learners differ in the ways they navigate a learning environment and express what they know. Your goal in this section is to explain the various ways in which your students will demonstrate what they have learned. Explain how you will provide alternative means for response, selection, and composition to accommodate all learners. Will you tier any of these products? Will you offer students choicesto demonstrate mastery? This section is essentially differentiated assessment.*  *In a bulleted list, explain the options you willprovide for your students to express their knowledge about the topic. For example, students may demonstrate their knowledge in more* ***summative*** *ways through a short answer or multiple-choice test, multimedia presentation, video, speech to text, website, written sentence, paragraph, essay, poster, portfolio, hands-on project, experiment, reflection, blog post, or skit.* ***Bold*** *the names of any summative assessments.*  *Students may also demonstrate their knowledge in ways that are more formative. For example, students may take part in thumbs up-thumbs middle-thumbs down, a short essay or drawing, an entrance slip or exit ticket, mini-whiteboard answers, fist to five, electronic quiz games, running records, four corners, or hand raising.Underlinethe names of any formative assessments.*  *For example:*  *Students will complete a* ***one-paragraph reflection*** *on the in-class simulation they experienced. They will be expected to write the reflection using complete sentences, proper capitalization and punctuation, and utilize an example from the simulation to demonstrate their understanding. Students will also take part in formative assessments throughout the lesson, such as thumbs up-thumbs middle-thumbs down and pair-share discussions, where you will determine if you need to re-teach or re-direct learning.*  **Students will each begiven a chance to speak about what they know regarding colors. From this discussion, the teacher can, also understandhow the children know about colors. Students will review to helpremember the primary colors and then move to the next.**  *Explain if you will differentiate assessments for each of the following groups:*   * English language learners (ELL):   Use peers to help with understanding steps in English and native language.   * Students with special needs:   Give time for students with various needs to care for children’s needs   * Students with gifted abilities:   Ensure the topic and lessonhold their interest   * Early finishers (those students who finish early and may need additional resources/support):   Can be given additional methods to show other ways to mix colors, so as not to distract others. | **Time Needed**  **20 min** |
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| **Extension Activity and/or Homework**  Extensive activity involves singing songs about colors in classroom. Have parents identifying various colors in a magazine and send in cuts of color items from magazines. | **Time Needed**  **20min** |
| **Rationale/Reflection**  *After writing your complete lesson plan, explain three instructional strategies you included in your lesson and why. How do these strategies promote collaboration, communication, critical thinking, and creativity?****Bold*** *the name of the strategy.*  *For example:*  *.*   * **Visual Aids** promoteddifferential content that children are able to understand culturally sensitive instructions   **Mixed grouping children** are given the chance to communicate and interact with other peers that they may not in other classroom settings.   * **Accommodations** involvedteacher knowing the needs of each student by providing appropriate seating for children to focus on activity, and posters with items representing of colors from previous knowledge. |  |

**Reflection**

Lessons along theassessmentssupports in getting the right knowledge of the pertaining to the children potential. As ateacher I will haveto make sure that objectives are prepared tocome togetherfor a particular lesson before and after participating children are taught lessons.In additions, the assessing while doing and lessons helpsto differentiate and if delivering the right information concerning the children’s ability. In preparing the lesson, included are ways of developing children thinking, communication, and motor skills. Encouraging children at this stage to answer simple questions promotes creative thinking. Working together in small groups encourages back and forth conversation that will help with future educational and life skills.

Following the unit plan review with my mentor, we identified some of the strengths of my unit plan. My mentor pointed out than my unit plan factored in some of the characteristics that would lead to the learner’s quick understanding of the topic. For instance, she explains that by considering simple language in addressing and interacting with the students, they easily get to understand what one is talking about. The use of simple language and employing repetition when interacting with the students can greatly help in boosting the learners understanding. She also commended the use of visual resources and material for learning. According to her, pictures, videos, and visuals go a long way in boosting the child’s ability to remember. It also ensures that the student’s attention is fully drawn to the teachers. Additionally, she states that the chosen topic was an excellent choice since children love colors and being creative.

On the other hand, we identified a few areas where I can improve. One of the areas we could review is on the specific learning objective, where I expected the children to color inside the lines. According to my mentor, at this stage, the children are just learning hold crayons firmly into their hand, and scribbling things on paper. For this reason, I will have to remove the learning objective from the Unit Plan to allow for a more realistic objective. My mentor also advised that I needed to improve on my engagement strategies, to capture the student’s attention and interest. My unit plan lacked comprehensive engagement strategies to ensure the students are entertained and learning at the same time. For instance, the use of songs during class time that relate to a particular topic can go a long way in helping them remember. A song about rainbow and its color composition can be extremely beneficial for memorizing the colors.