

COLOURS

(Kindergarten)

Jenelle Fink

Unit Outline: COLOURS

(Grade: Kindergarten)

Rationale

It is important for children to learn about colours because they are a part of the world around us. Children need to be able to describe their world in terms of colour and see that it is an important part of human expression. Our health and well being can be determined with the help of colour.

Scope

This unit will explore colours and where we find them in the world. It starts by introducing rainbows and moves into the investigation of colours. Each day has its own colour to focus on and we continue to look deeper into the different things they present through various forms of discovery.

Curriculum Outcomes

- Art: CPK.4 - create art work that express own observations and ideas about the world
CRK.1 - respond to art expressions verbally and non-verbally (through movement and drawing)
- Language Arts: CRK.1 - Comprehend and respond to a variety of visual, oral, print and multimedia texts that address identity (exploring interests), community (belonging), and social responsibility (contributing).
CRK.4 - view and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.
CCK.1 - create and compose various visual, multimedia, oral and written texts that explore and present thoughts, ideas and experiences.
CCK.4 - use and construct symbols, pictures and dramatizations to communicate feelings and ideas in a variety of ways.
ARK.1 - reflecting on viewing, listening, emerging "reading", representing, speaking, and emerging "writing" experiences in the context of teacher-led discussions.
ARK.2 - reflect and talk about new learning.
- Health: USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment.
USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home).
USCK.3 - Explore that who I am includes more than my physical self.

- Math: NK.1 - say the whole number sequence by 1st starting anywhere from 0 to 10 and from 10 - 0
NK.3 - relate numeral, 0 to 10 to its respective quality
NK.5 - compare quantities, 0 - 10 using one to one correspondence. (more, same, fewer)
- Phys. Ed: PEK.1- fitness: participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart rate and respiration rate, flexibility, muscular endurance and muscular strength.
PEK.5 - movement skills: will vary, with guidance, the movement of the body through changes in space(personal and general, levels, directions and pathways), effort (time and speed), relationships (body parts and shapes).
PEK.7 - relationships: use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.
- Science: TEK.1 - examine observable characteristics of plants, animals and people in the local environment
OMK.1 - investigate the physical properties and characteristics of familiar objects and materials.
NSK.1 - examine physical characteristics of natural surroundings including rocks, soil, water and weather conditions (temp, precipitation and wind).
- Social Studies: INK.1 - demonstrate an understanding of similarities and differences among individuals in the classroom.
INK.2 - investigate and describe the diversity of groups represented in the classroom
PAK.1 - understand and respect the rules of the classroom, playground and school.

Teaching Strategies

I am using many different teaching strategies throughout my unit, such as:

- Direct instruction: storytelling, questioning, compare and contrast, demonstrations, listening and viewing.
- Indirect instruction: reading for meaning, reflective discussion, inquiry.
- Interactive instruction: brainstorming, KWL charts, discussion, cooperative learning groups.
- Independent learning: learning centers.
- Experiential learning: games, project work, field observation.

Technology

I am using technology in the classroom in a few ways. I am going to watch a 22-minute video for my 4th lesson in Science, which is "The Magic School Bus Makes A Rainbow" and I plan on using my laptop to show videos or play interactive

games at the discovery table. I am also in the process of trying to locate a BrainPop video on bullying but can't seem to find it at the moment, so if I happen to find it, I will add it to lesson 6 in Social Studies.

Routines To Be Established

- Colour of the Day

Since I am doing a unit on colours, I found it fitting to designate a colour to every day I am going to be in the classroom. I am there for a total of 11 teaching days so I went with the following colours: Red, Orange, Yellow, Green, Blue, Purple, Pink, White, Brown and Black. Each day we will try to focus our learning around the specific colours, but it also isn't mandatory that the whole day be focused on the colour. If we get to really experiment with the specific colour that is great, but some days we won't get the chance to focus that much on it. I will make sure to at least do an informal tally every morning to see who wore or brought something the same colour as the colour of the day!

- Physical Activity Goals

I also found it important to incorporate movement into our everyday lessons. I think it is important to make sure students are moving all throughout the day in everything they do so I wanted to gain experience teaching this, but I only get to be in the gym with them once in the three weeks I am there so I thought these physical activity goals were fitting. I also think they work great as brain breaks. I got the idea to make physical activity goals from Canada's Physical Activity Guide. There are four arcs coloured yellow, green, blue and red, and each colour has ideas as to how to increase endurance activities (yellow), increase flexibility activities (green), increase strength activities (blue), and reduce sitting for long periods (red) by showing pictures of people walking, biking, exercising, stretching, taking the stairs, and so on. To make the physical activity goal fit into our colour day plan, I chose an activity from a coloured physical activity guide arc that matched the same colour day. For example, increase endurance is found in the yellow arc, so on our yellow colour day we will work on increasing our endurance. Since there are only 4 colours in the physical activity guide, I matched the proper goal to the same coloured day, and then spread the rest out evenly throughout the remaining colour days. To make this clearer here is my 3 week schedule of the colour days and the physical activity goals.

Mon	Tues	Wed	Thurs	Fri
8 INTRO	9 RED Reduce Sitting	10 ORANGE Increase Flexibility	11 YELLOW Increase Endurance	12 <i>NO SCHOOL</i>
15 INTEGRATION DAY	16 GREEN Increase Flexibility	17 BLUE Increase Strength	18 PURPLE Reduce Sitting	19 PINK Increase Endurance
22 <i>NO SCHOOL</i>	23 <i>NO SCHOOL</i>	24 WHITE Increase Flexibility	25 BROWN Increase Strength	26 BLACK Reduce Sitting

- Quiet Places

When I was in the classroom last semester, I noticed some students couldn't concentrate very well due to the noise in the classroom and because of it they were unable to complete their work. I had one student actually tell me it was too loud and that he couldn't think with everyone being so loud, so I moved him to a table that was somewhat secluded from the rest of the tables, over by the teacher's desk, so he could work in a quieter area. This gave me the idea to designate that area as the "quiet spot". I want to inform the students that they can go there anytime they want to be alone or need little distraction. I have also seen students sitting under a table at reading time, so I am going to use that as a quiet place as well. I am going to establish a rule that only one person can be at a spot at one time to ensure people aren't being disrupted when they need their space.

- Discovery Table/Centre

The discovery table will be available all day everyday to students for them to explore colours in their free time. It will be have various materials for colouring and drawing such as paints, crayons, markers, paper, cloth, etc, as well as manipulative objects to sort and play with i.e. multi coloured pom-pom balls, bears, blocks, a flash light and CD to reflect a rainbow and so on. We will have a formal lesson about mixing colours, but this will center will give them the opportunity to experiment with colour before and after that lesson. One idea I had for them to do on their own time near the beginning of our lessons was to create rainbow marble paintings: 1.) Place a piece of blue paper in a tray. 2.) Apply small spoonfuls of paint, one for each color of the rainbow, in various places on the paper. 3.) Place a marble on the tray. 4.) Have the children tilt the tray. Now they have their own rainbow! I wont give them these directions, but I will have make the supplies available and see

what happens! I want this table to be 100% self-directed discovery so the children can be creative and have fun.

Cross-Cultural Connections

This unit is highly focused on learning about the individual and one's own specialties and uniqueness. For example, in lesson 9, we will be experimenting with skin colours and diversity of the students in our class. We will be reading books like "Whoever You Are", which talks about how we can look and act different but we are all equal and the same, and another book called "The Colours of Us" to explore skin colour in depth and then we will attempt to create our own skin colour afterwards. There is also another book I may use in that activity that talks about children who compare their skin colour to food (such as honey) which may help them in their activity to create their own skin colour. Because of my focus on the individual, I have decided not to include specific First Nation or Métis content in this unit. I wanted to explore the idea of one's self and how unique we are as individuals, instead of only talking about one single culture.

Adaptive Dimension

Adapting Instructional Strategies:

- Hands-on learning such as mixing paint and playing with manipulatives for students that need to touch and see objects
- Representing through pictures or charts for students who need something to refer to when working, such as the ribbon chart
- Colour treasure hunts for the students who learn best kinesthetically
- Many opportunities to use different materials and art supplies for students who are more hands-on learners

Adapting the Learning Environment:

- Create different spaces for the students to go when they want to focus on a task (ex: the quiet places)
- Move around the room to keep the students interested
- Teach the most important parts of lessons in the same area of the room so students do not get overwhelmed and act out
- Provide many opportunities for students to go to the discovery centers so students can go to an area and learn in a different way
- Establish the rules as to when students can go to the discovery table, which is when they are finished their work

Throughout this unit I plan on working on questioning and classroom management. One of the goals I have going into this unit is for the students to be able to discover things on their own and with little guidance from me. In

order for this type of learning to occur, I feel I need to ask the proper questions and provide the right prompts to move them to a higher level of thinking. I am not 100% sure the route I am going to take to ensure this happens, but with the advice and guidance from my cooperating teacher and faculty advisor, I feel we can begin to move my teaching practices in the right direction.

Subject Areas and General Overview

- Language Arts
 - First lesson: colour treasure hunt - have the kids go out and bring back 1 coloured item. Then come back and record our findings on the ribbon chart with close pins.
 - Second lesson: read "a book about me" for healthy tips and explanation. - calls upon recycling, exercise, safety, social justice, knowing my colours, reading is important, etc, can touch on lessons I taught last semester.
 - Third lesson: Healthy eating: colour of healthy foods and the food guide. Making placemats.
 - Last lesson: do KWL chart again to recap what we have learned. Do final rainbow/colour poem or song and dance and have it personal to the kids some how. This lesson will be somewhat made up as we go through the unit, not finalized till the week before.
- Math
 - First lesson: rainbow made of links. Recap ribbon chart for colours found from first lesson and then make rainbow coloured links and count them as more then, fewer then, same as.
 - Second lesson: colour walk - go outside and find materials to bring back into class to sort later (natural vs. unnatural as well as colour), also can just record what they saw by drawing on their clip boards.
- Phys. Ed
 - Only lesson: Warm up - play red light, green light ...sag way into safety: red is stop, yellow means slow down, green means go. Read, "The way I feel" book to act out emotions - social aspect as well. Then hold up colour cards to signal their emotional feeling.
- Art
 - First lesson: painting with hands, brushes, sponges, etc on a canvas of some sort.
 - Second lesson: colour collage - small groups work to make a collage out of magazines, cloth, pictures, wall paper, crayons, markers, paint, feathers, craft materials etc. once they are done that, we will go through and find out who has this colours, or how many colours are there on your collage, etc.

- Science
 - Only lesson: watch the video - The Magic School Bus Makes A Rainbow. Play with the flashlight and CD, and investigating colour - yellow, red and blue paint provided, kids then mix them to find an outcome and record it on the addition template (___ + ___ = ____). Will have a colour wheel to help them see the colours blend if need be.
- Social
 - First lesson: read the story "One" also bring back in "The Way I Feel", "remember yesterday how we explored our feelings through colour; well our feelings also make up a part of who we are. The book all about me was a good source to say how we should act and treat one another. Maybe have writing activity for story character blue, or maybe we will try to act out a play.
 - Second lesson: read the "Whoever You Are" and "Colours of Us" books, and do the make my skin colour activity - I may also give them another book to flip through to help them in creating their skin colour) that makes food comparisons to skin, such as honey.

Detailed Lesson Plans:

**Lesson 1 -
Introduction to Colours**

Teacher: Jenelle Fink

Date: March 8, 2010

Subject: Language Arts

Grade: Kindergarten

Activity Purpose:

To introduce the colours of our world to the students by first doing an investigation about the 6 colours of the rainbow (red, orange, yellow, green, blue and purple).

Time frame: 1 hour (9:15 - 10:15)

Outcomes:

- CCK.1 - create and compose various visual, multimedia, oral and written texts that explore and present thoughts, ideas and experiences.
- ARK.1 - reflecting on viewing, listening, emerging "reading", representing, speaking, and emerging "writing" experiences in the context of teacher-led discussions
- ARK.2 - reflect and talk about new learning

CCC's:

- Developing Thinking
- Developing Literacies

Equipment / materials:

- Ribbon chart
- Clothes pins
- Classroom supplies for treasure hunt
- Book "dog's colourful day"

Additional Curriculum Outcomes:

- Social: PAK.1 - understand and respect the rules of the classroom, playground and school.
- Math: NK.5 - compare quantities, 0 - 10 using one to one correspondence. (more, same, fewer)

Assessment:

- Observation: to see if they put the clothes pin on the right coloured ribbon
- Discussion: asking questions like why they choose the colour they did, and how they know it goes on the X ribbon and not the Y ribbon.

Adaptive Dimension:

- If we have enough time at the end, we can do the ribbon chart twice
- If a student is confused about what to do I will demonstrate again and encourage them to do it with me.

Procedure:

Set: (20mins.)

- Explain our unit is about colours and today we are going to learn about the colours from the rainbow
- Before we move further, we need to go over some new activities I have planned and some rules.
 1. We will have a "colour of the day" every day for 3 weeks. Show them the chart and give them the letter to take home.
 2. At the same time intro the physical activity goals.
 3. Intro the "quiet place" - under the table, in the corner or outside the classroom. And why we need one. (1 person at a time, erect the flag as indicator it is busy)
 4. The activity table and painting easel.
- Do KWL chart to find out what they want to know about colours.

Development: (35mins.)

- Read the book, "dog's colourful day" and talk about the colours we encounter
- Then we are going to have a colour treasure hunt! Explain that they are to go around the room and bring back something they like. It can be any colour made up of any material.
- Then they will come back and we will do a tally of how many colourful things we found

Closure: (5mins.)

- Ask about their findings and feeling of the activity. Then remind them they need to wear Red or bring something red tomorrow for colour of the day!
- Also to make sure they give their guardian their letter we sent home

Classroom Management Strategies:

- Ask specific children questions to make sure they are listening to keep them involved when I feel they aren't.

-If while reading the book I notice someone needs to be refocused, I can ask them to help me read the book

- I will ask students to come up first to put their clothes pin on the chart who are normally ones who don't volunteer or wait to go last.

**Lesson 2 -
Investigation of Colours**

Teacher: Jenelle Fink

Date: March 9, 2010

Subject: Science

Grade: Kindergarten

Activity Purpose:

- To let students play with and manipulate colours to find how certain colours are made, introducing concept of primary colours and also showing them how rainbows are created through video.

Today is: **Red Day** and Reduce Sitting (informally)

Time frame: 45 minutes (10:45 - 11:30)

Outcomes:

- OMK.1 - investigate the physical properties and characteristics of familiar objects and materials.
- NSK.1 - examine physical characteristics of natural surroundings including rocks, soil, water and weather conditions (temp, precipitation and wind).

CCC's:

- Developing Thinking
- Developing Literacies

Equipment / materials:

- flashlight - paper - the magic school bus rainbow video
- CDs - food colouring - brushes - paint - cloth to cover a table - water

Additional Curriculum Outcomes:

- Language Arts: CRK.4 - view and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.

Assessment:

- Questioning: find out their thought process as to what colours mix to create green, etc. also ask them to explain how they got to their colour. I will also ask them to guess what colour it might make before they test it.
- Rating scale: 4 - follows directions independently and 1 - requires direct assistance to complete the activity. Also would rate recording - 4 - records findings independently and 1 - records with direct assistance (chart below)

Adaptive Dimension:

- Will have a colour wheel on hand to help them see the colours blend if need be.
- Ask the children to mix more than two colours to see what happens. If it is a colour they haven't seen before they should try to name it.
- Let the children make up their own form of documentation of their colour findings.

Procedure:

Set: (25mins.)

- Explain that today we are going to experiment with colours
- Show them the video about rainbows from the Magic School Bus

Development: (20mins - 6 mins per station)

- After watching the video explain the flashlight activity. One table will do this while the other two will work on mixing colours. Here we will go under a table covered by a darker cloth and play with the light reflecting off the CD to make a rainbow. Explain that light is made up of many colours and the CD helps us see those colours, just like rain makes the sunlight visible which creates rainbows.
- For other two tables, explain about mixing colours. There are 3 primary colours, red, yellow and blue, that we use to create other colours. Black makes colours darker (ask them to guess before I say "darker") and white makes them lighter.
- Refer to the coloured cats hanging above the chalk board to help them in their creating if need be.
- Let them know they can try making any colours they want, but they have to record in some way what colours they used and what colour they made (I suggest using paint dots on paper to record. I will provide a sheet that has outlined blanks for them to do this more easily). There will also be an overhead set up to mix food colouring and water to rotate the tables through.

Closure: (5mins.)

- when we finish we will come together on the carpet to talk about the colours we made
- If there is extra time we will do a dance/ play at discovery table till the end of class

Classroom Management**Strategies:**

- If students are struggling I can pair them up to make the mixing task easier.

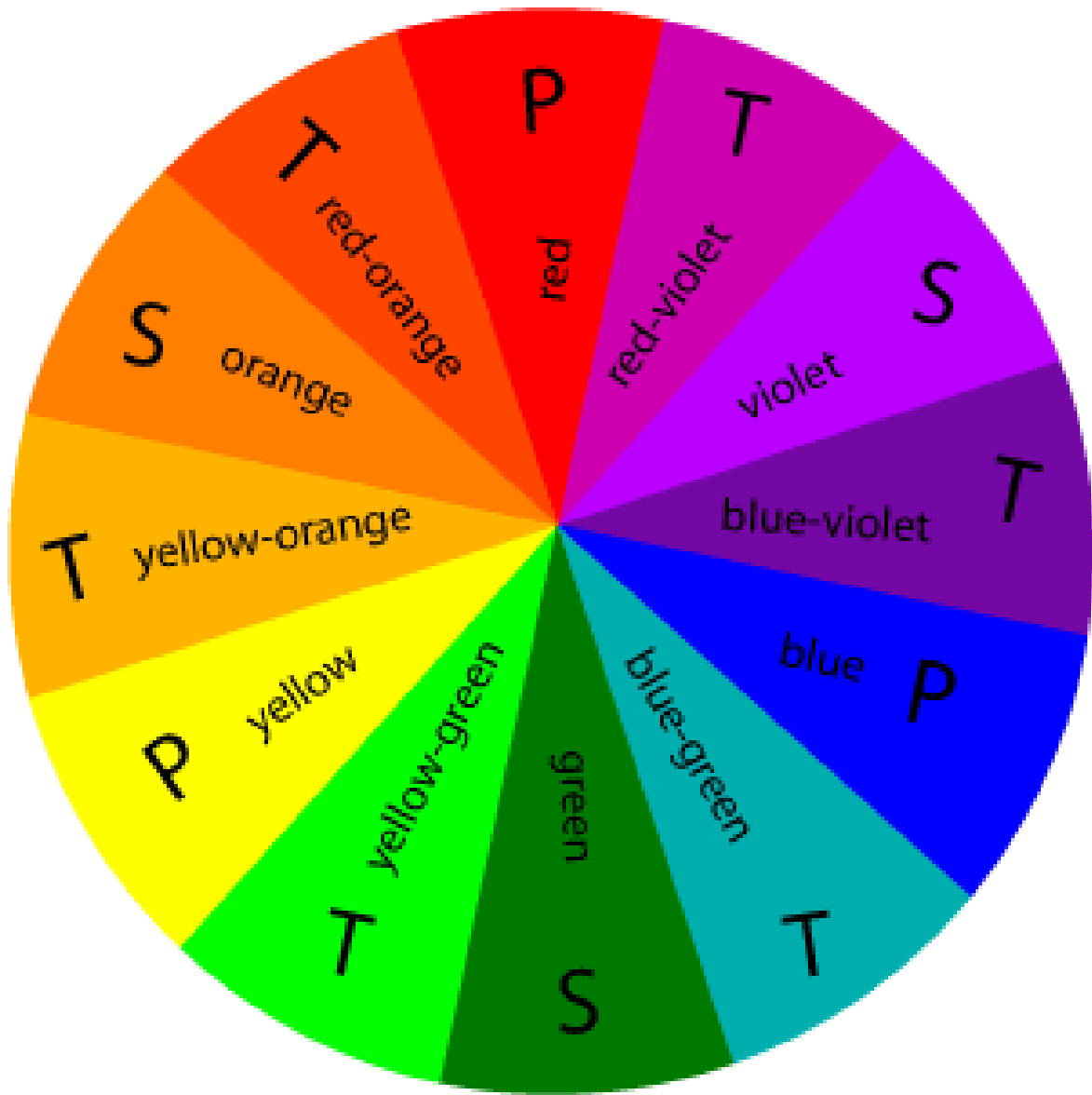
- I will have Ms. Morisson and Mrs. Campbell help me with the two other tables to make sure the students have the help and guidance they need.

Rating Scale for Performance Task: Combining Primary Colours

Scale	Follows Directions	Records Findings
4	Independently completes the activity	Records findings independently
3	Requires additional directions to complete the activity	Records findings independently
2	Requires some assistance to complete the activity	Records findings with some assistance
1	Requires direct assistance to complete the activity	Records findings with direct assistance

Student	Score	Student	Score

Additional Comments:



**Lesson 3 -
Lots of Links**

Teacher: Jenelle Fink

Date: March 10, 2010

Subject: Math

Grade: Kindergarten

Activity Purpose:

- To work on the students knowledge of "more, fewer or the same as" by creating and comparing strands of a rainbow out of construction paper links.

Today is: **Orange day** and Flexibility day "Hands up"

Time frame: 30 Minutes (10:45 - 11:15)

Outcomes:

- NK.1 - say the whole number sequence by 1st starting anywhere from 0 to 10 and from 10 - 0

- NK.3 - relate numeral, 0 to 10 to its respective quality

- NK.5 - compare quantities, 0 - 10 using one to one correspondence. (more, same, fewer)

CCC's:

- Developing Literacy

- Developing Thinking

Equipment / materials:

- Rainbow coloured strips of construction paper for links

- Tape or staples

- Previous lesson's ribbon chart

- cut out sun and pot of gold for display

Additional Curriculum Outcomes:

- Health: USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment (group work).

Assessment:

- Checklist: as shown below

- Observation: walking around while they make the links, seeing how they formulate and rationalize an answer for the discussion at the end

Adaptive Dimension:

- I plan on not giving specific directions as to the process of making the links. I want them to be able to create them however they see fit. However, I will give more specific direction if students can't figure out what to do on their own, but only after I asked them to think and be creative about it.

Procedure:

Set: (7mins.)

- We will recap the idea of more, fewer or same as by looking at the ribbon chart and.
- Then talk about the rainbow activity today.
- I will split them into groups and explain the task once they are separated.

Development: (16mins.)

- I will then go to each group and give them all a different colour and amount of links to make (starting from 10 links down to 5). For example, for the red section, I will give the students the paper and ask them to make 10 links. They will be given extra paper so I can assess their ability to follow directions and understanding of the task.
- When they are finished they have free time to explore our discovery center or play with toys until everyone has completed their task.
- Once they all return we will do our physical activity goal and play the game "hands up". What we will do is stand in a circle with our hands touching our toes. Then we stand up slowly and count to 10 as we reach our hands to the sky. I will ask them before hand to remember where their hands are when I say each number. Then I will start calling out numbers and they will put their hands in the correct position.
- Then we will get back to the rainbow and will stretch out our links and do a counting activity to determine what links have more, fewer or the same amount of links

Closure: (7mins.)

- When we are finished counting, we will display our rainbow by hanging it on the board and completing the display with a sun and a pot of gold.

Classroom Management Strategies:

- I will have Ms. Morisson and Mrs. Campbell help me attend to students if they need help.
- I will be flexible and go in any direction the students take the activity
- Put students in groups where they will work well together
- Do our "hands up" activity sooner if I feel I am "losing" the class.

Checklist for instruction/work ethic

	Group	Result
Did the group use the right amount of strips for their colour section of the rainbow?	Red (10) Orange (9) Yellow (8) Green (7) Blue (6) Purple (5)	
Were students able to work independently and solve issues among themselves?	Red (10) Orange (9) Yellow (8) Green (7) Blue (6) Purple (5)	
Did the groups work well with one another or were there arguments and people being left out?	Red (10) Orange (9) Yellow (8) Green (7) Blue (6) Purple (5)	

Teacher: Jenelle Fink
Subject: Language Arts

Date: March 11, 2010
Grade: Kindergarten

Activity Purpose:

- To read about and explore "A Book About Me: A Fun Way to Learn" by Telephone Pioneers of America. The tagline reads "This book will help me think and grow, to learn new things that I may not know. So, I will read along and I will see the things I can do and the things I can be." Then we will make a class book about it.

Today is: **Yellow day** and Endurance day "Paper Chase"

Time frame: 1 hour (9:15 - 10:15)

Outcomes:

- CRK.1 - Comprehend and respond to a variety of visual, oral, print and multimedia texts that address identity (exploring interests), community (belonging), and social responsibility (contributing).
- CCK.1 - create and compose various visual, multimedia, oral and written texts that explore and present thoughts, ideas and experiences.
- ARK.1 - reflecting on viewing, listening, emerging "reading", representing, speaking, and emerging "writing" experiences in the context of teacher-led discussions.

CCC's:

- Developing Thinking - Developing Literacies - Developing Social Responsibility

Equipment / materials:

- "A Book About ME" book - paper - crayons - paint

Additional Curriculum Outcomes:

- Health: USCK.3 - Explore that who I am includes more than my physical self.
- Health: USCK.1 - Develop basic habits to establish healthy relationships with self, others and the environment.
- Health: USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home).
- Social Studies: PAK.1 - understand and respect the rules of the classroom, playground and school.
- Physical Education:PEK.1- fitness: participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart rate and respiration rate, flexibility, muscular endurance and muscular strength.

Assessment:

- Discussion/Observation: as we brainstorm ways to act out what is being described in the book.
- Worksheets: by assessing their drawings for the class book I will be able to determine whether the concept was understood or not

Adaptive Dimension:

- If I feel the kids need a break while we are reading and brainstorming, I will through in a brain break instead of just waiting for paper chase at the end of the lesson.
- I will let the kids use the quiet corner while they are working to help them concentrate on their drawing.
- I will also try to encourage the colour yellow today by pointing it out whenever we see it and by using it in their drawings.

Procedure:

Set: (5mins.)

- * Explain that we are going to learn a little more about ourselves today by reading this book called "A Book About ME"
- * I will ask them what they think the book is going to be about before I read it and explain any further.
- * After hearing their opinions I will tell them to keep those guesses in mind and to listen carefully to what I am reading because we are going to come back to it a lot and there is lots of information in it.

Development: (50mins.)

- * I will begin to read the book but only read half of it. In the first couple of pages it covers: being responsible, listening, exercise, good food choices, sharing, and following rules at home and school.
- * Then I will stop and have the kids recall what we went over and brainstorm ideas as to how they can do all these things. I will write it down on the board so we can come back to it.
- * Then I will read the second half, which covers: helping others, being nice and polite, creating new from old(recycling), counting and doing my best, practicing to get better, and reading so I can think and learn.
- * Then we will brainstorm again and I will copy it down.
- * Then the task is to pick their favourite quality or way of being and draw it on a piece of paper that will go into a class book. It will be called "A Book About US" and will list how we want to be and the things we will do to be that way.

Closure: (5mins.)

- * We will share our thoughts about the lesson and what they drew.
- * Then we will do the "paper chase" activity. See across for details.

Classroom Management Strategies:

- I will have the kids participating while I am reading by asking questions to keep them thinking and involved in the story.

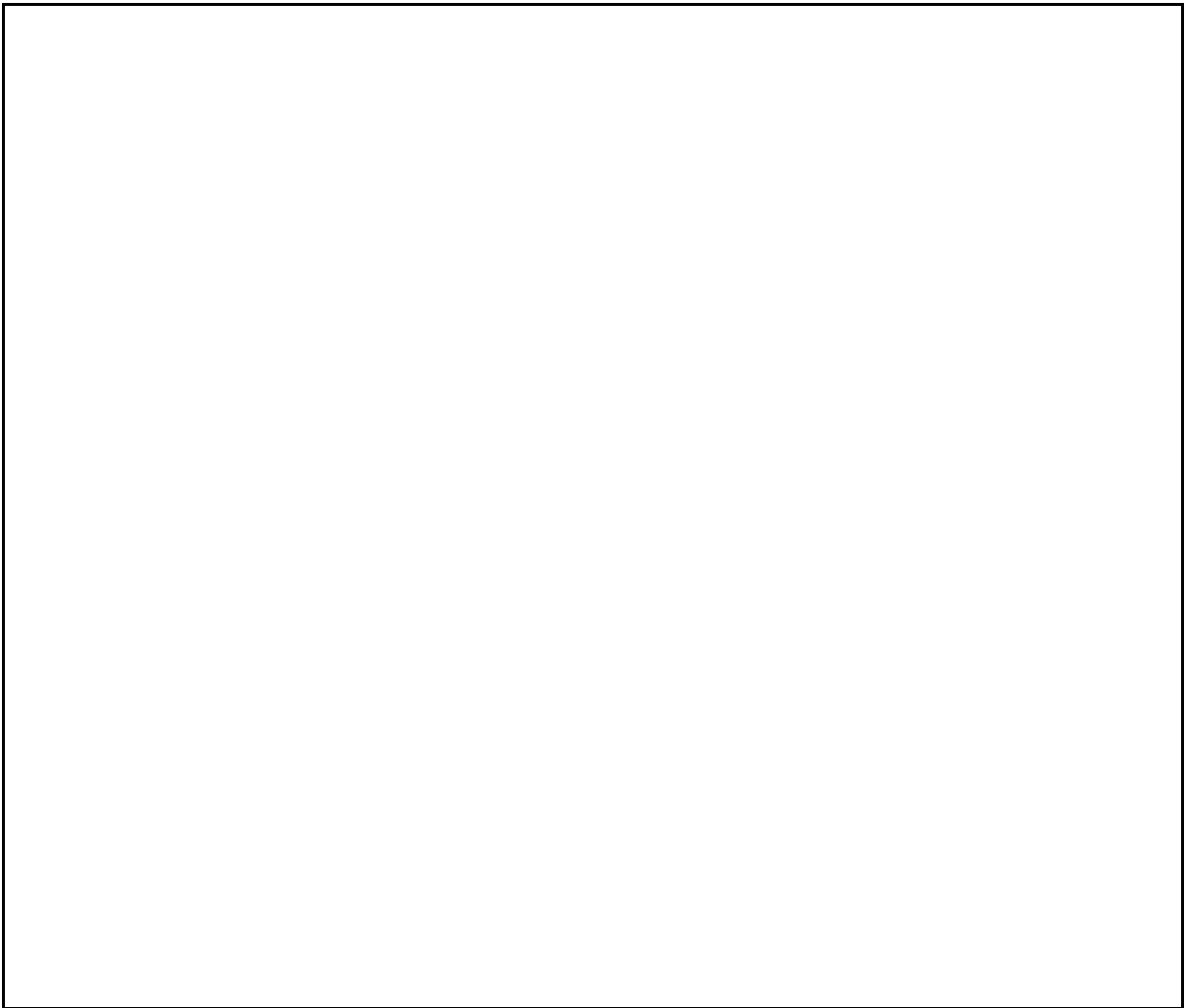
- I will also allow children to fiddle with things if they need to, to help keep them focused

Additional Info:

- We will read the book for healthy tips and an explanation of how to be a caring, loving and healthy individual. This book calls upon recycling, exercise, safety, social justice, knowing colours, and that reading is important and why. These are also topics which I have touched on in past lessons last semester).

"Paper Chase" is the game we will be playing to help increase our endurance. What we will do is put two pieces of paper under our feet and pretend to skate around the room. We will pretend to be hockey players, figure skaters, etc, while moving in different levels and at different speeds.

NAME: _____

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for drawing or writing.

**Lesson 5:
The Way I Feel**

Teacher: Jenelle Fink

Date: March. 16, 2010

Subject: Physical Education

Grade: Kindergarten

Activity Purpose:

We will be in the gymnasium to explore how colour makes us feel. When I hold up a colour card, the students will move in various ways, levels, directions, and with different efforts to mimic how the colour makes them feel. We will read a book called "The Way I Feel" to help them make connections between emotion and colour.

Today is: **Green day** and Flexibility day (stretching)

Time frame: 30 Minutes (10:45 - 11:15)

Outcomes:

- PEK.2 - locomotor movement: explore movement and practice ways to move the through body through space, including at a progressing-toward-control level of skill when walking, running, jumping forward and sideways, and at an exploration level when hopping, skipping, leaping, sliding and galloping.
- PEK.5 - movement skills: will vary, with guidance, the movement of the body through changes in space (personal and general, levels, directions and pathways), effort (time and speed), and relationships (body parts and shapes).
- PEK.7 - relationships: use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.

CCC's:

- Developing Thinking
- Developing Identity and Interdependence
- Developing Literacies

Equipment / materials:

- The book "The Way I Feel" by Janan Cain
- Colour cards

Additional Curriculum Outcomes:

- Art: CPK.4 - create art work that express own observations and ideas about the world
- Art: CRK.1 - respond to art expressions verbally and non-verbally (through movement and drawing)
- Language Arts: CCK.4 - use and construct symbols, pictures and dramatizations to communicate feelings and ideas in a variety of ways.
- Language Arts: ARK.2 - reflect and talk about new learning.
- Health: USCK.3 - Explore that who I am includes more than my physical self.

Assessment:

- Observation: to see how the children move by what prompt I give them.
- Discussion: asking questions to understand comprehension, why they did what they did for a certain colour, etc.

Adaptive Dimension:

- I am going to take this lesson wherever the students take it. Because it is such a focus on who they are and how they feel, I want to be able to make it really meaningful for them. I am going to make sure they understand it is ok to feel emotion and be emotional, while also giving them tips on how to deal with different emotions.

Procedure:

Set: (7mins.)

- * When we get into the gym, we are first going to stretch. We will stretch because it is always good to do so before playing/exercising, and also because flexibility is our physical activity goal of the day.
- * Then we will warm up our bodies by playing "Red light, Green light" the tag game (I thought this was an appropriate game because today is green day and it is a colour themed game).

Development: (18mins.)

- * We will gather around the circle and I will read them the book "The Way I Feel".
- * Then I will ask them to go and show me how they move when they are feeling silly, scared, happy, sad, angry, excited, and proud. (the words from the book)
- * Then I will go back through the book and focus on the colour that is on the pages for the above words and do it again using colour cards. All the while, asking them to think about where their bodies move, what direction and level they go in, etc.
- * I will then ask them to pick a colour for the words I say and point out after that we all see different emotions as different colours. So I might say "everyone who sees red as angry, stand up. Then, ask them to move in an angry way". This way some students get to observe how others interpret colours differently.

Closure: (5mins.)

- * Reassure them that we all have feelings and they are all a part of who we are. Even if we don't like them, our feelings are real and they matter. I will explain that there are healthy ways to deal with our emotions, such as stomping our feet when we are mad instead of hitting others, and talking about our feelings when we are sad or hurt.

Classroom Management Strategies:

- Let the students lead in games, stretching and learning experience to keep them engaged
- Have demonstrations in case they don't understand the task. I will also let the children demonstrate after I do.

**Lesson 6 -
Who We Are**

Teacher: Jenelle Fink

Date: March 17, 2010

Subject: Social Studies

Grade: Kindergarten

Activity Purpose:

- Read the story "One" about bullying, also bring back in "The Way I Feel". The book all about me was a good source to say how we should act and treat one another as well. Maybe have writing activity for story character blue, or maybe we will try to act out a play.

Today is: **Blue day** and Strength day (cross-legged stand)

Time frame: 45 minutes (10:45 - 11:30)

Outcomes:

- PAK.1 - understand and respect the rules of the classroom, playground and school
- INK.1 - demonstrate an understanding of similarities and differences among individuals in the classroom

CCC's:

- Developing Thinking
- Developing Identity and Interdependence
- Developing Literacies
- Developing Social Responsibility

Equipment / materials:

- The book "One" by Kathryn Otoshi
- Reflecting materials (paper markers, etc)

Additional Curriculum Outcomes:

- Art: CPK.4 - create art work that express own observations and ideas about the world
- Language Arts: CRK.1 - Comprehend and respond to a variety of visual, oral, print and multimedia texts that address identity (exploring interests), community (belonging), and social responsibility (contributing).

Assessment:

- Observation/Discussion: while reading and acting out the story
- Reflections: at the end of the lesson I will have students reflect about the days learning by reflecting somehow on paper. They can draw, colour, stamp, etc.

Adaptive Dimension:

- I plan to let this lesson go in any direction the students want to take it in. If the children seem willing I am thinking on possibly doing a class dramatization or mini play about bullying or whatever they come up with.

Procedure:

Set: (10mins.)

- * Explain the lesson for today. "Remember yesterday how we explored our feelings through colour; well today we are going to learn some more about feelings and how to treat other people.
- * Read the book "One" to inform the children about bullying and how to treat one another
- * Ask their feelings about the book
- * What would you have done if you were blue and being picked on
- * What would you do if you were yellow, or green, or purple who just watched? Would you try to stop red or tell someone what was happening?

Development: (25mins.)

- * Read through the book a second time but have the students act it out with me. I will pick volunteers to be the colours and act out the story as its being told.
- * Then for a break we will do our cross-legged stand- we all start by sitting with our legs crossed and holding hands. Then as a whole group we try to stand up. Can also do partners and sit back to back n try standing.
- * If we have enough time I may run through it again a third time, but let the students decide how we do it. Or if I find the video on bullying I will add this in here.

Closure: (10mins.)

- * The students will then go and reflect on today learning in any way they choose to. If they create something that can't be physically handed in, then I will take a picture of it.

Classroom Management**Strategies:**

- Moving a lot and not sitting for long periods since we are on the carpet for the majority of the time
- Doing our physical activity goal in the middle of the lesson to keep us refreshed.

**Lesson 7 -
Painting Exploration**

Teacher: Jenelle Fink

Date: March 18, 2010

Subject: Art

Grade: Kindergarten

Activity Purpose:

- To explore colours in a creative way by painting with a variety of objects and materials.

Today is: **Purple day** and Reduce Sitting day (informally)

Time frame: 1 hour (9:15 - 10:15)

Outcomes:

- CPK.4 - create art work that express own observations and ideas about the world
- CRK.1 - respond to art expressions verbally and non-verbally (through movement and drawing)

CCC's:

- Developing Thinking
- Developing Literacies

Equipment / materials:

- Paper to cover tables and walls
- Various painting utensils (brushes, spoons, string, sponges, etc)
- Paint

Additional Curriculum Outcomes:

- Language Arts: CCK.1 - create and compose various visual, multimedia, oral and written texts that explore and present thoughts, ideas and experiences.
- Language Arts: CCK.4 - use and construct symbols, pictures and dramatizations to communicate feelings and ideas in a variety of ways.

Assessment:

- Because this lesson is just an experimental activity, there won't be a formal assessment method. However, I will be observing to see what they come up with and questioning them for deeper understanding.

Adaptive Dimension:

- The lesson is set up so that the students just explore for an hour. They can paint, draw, or create whatever they want. Whatever direction they go in is accepted. There may be a few directions we go but that's ok!
- I may set up the paper so that we can have a class canvas as well as individual papers that they can take home after the activity.

Procedure:

Set: (5mins.)

- * Explain to the children that today is just for exploration.
- * We have paper set up for them to draw and paint on (still unsure where exactly this will be set up).
- * They can paint with their hands, brushes, sponges, spoons/forks, etc.
- * Before I let them go, I will ask them about what they have learned so far, what they know about colours, and what they liked the most. Then I will ask them to keep all that in mind when they are going to play with colours.

Development: (40mins.)

- * Let the students go and create whatever they want.
- * I will be walking around to see what they are doing, asking them questions that show me where their thinking is at, but also questions that may move them to realise new ideas

Closure: (10mins.)

- * Clean up of materials and classroom
- * Class reflection on what was created today

Classroom Management Strategies:

- Because of the set up for the activity, the students are able to do whatever it is that interests them so I feel I will have little to manage in the lesson. However, if an issue does arise, I will turn their attention to something more of interest and prompt them to do something that is more engaging for them.

**Lesson 8 -
Colour Walk**

Teacher: Jenelle Fink

Date: March 18, 2010

Subject: Math

Grade: Kindergarten

Activity Purpose:

- To take the students outside on a colour walk to find the colours in their environment.

Today is: **Purple day** and Reduce Sitting day (informally)

Time frame: 30 minutes (10:45 - 11:15)

Outcomes:

- NK.3 - relate numeral, 0 to 10 to its respective quality
- NK.5 - compare quantities, 0 - 10 using one to one correspondence. (more, same, fewer)

CCC's:

- Developing Thinking
- Developing Identity and interdependence
- Developing Literacies
- Developing Social Responsibility

Equipment / materials:

- baggies
- clip boards
- record sheet
- pencils
- ribbon chart for counting activity

Additional Curriculum Outcomes:

- Health: USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment.
- Science: NSK.1 - examine physical characteristics of natural surroundings including rocks, soil, water and weather conditions (temp, precipitation and wind).
- Social Studies: PAK.1 - understand and respect the rules of the classroom, playground and school

Assessment:

- Documentation: I will take a photo of the ribbon chart to record what the students came up with and assess their findings from there
- Observation: after observing the lesson, I will reflect on what I saw and write down all I know about the students and what level they are at in their learning.

Adaptive Dimension:

- Do a sorting activity with the student's findings instead of or in addition to more, fewer, same activity.
- We talked about natural vs. unnatural last semester so if I can make that a focus of this lesson I will.

Procedure:

Set: (5mins.)

- * Explain that we are going to go outside for a colour walk. We will find materials to bring back into class to sort later (hoping for an opportunity to speak about natural vs. unnatural objects, as well as coloured objects).
- * Inform them they need to record what they saw by drawing on their clip boards.

Development: (23mins.)

- * Have students walk around outside to record the colours they see outdoors. They will be given little milk carton clip boards to write on.
- * I will give them each a little baggy to collect any materials they want to bring in, but will inform them that we need to leave nature in its natural form.
- * Once they have collected everything we will head back inside the classroom to further explore our findings.
- * We will do a sorting activity, or the more, same, fewer activity. Use the ribbon chart again to record what we found to help see it visually.

Closure: (2mins.)

- * Do a fun brain break activity or a physical goal activity as a fun close to the lesson after we reflect on the learning if there is enough time.

Classroom Management**Strategies:**

- Have students walk in pairs or groups to help each other find materials and colours in our environment
- Student volunteers to keep interest levels high.

Colour Walk Recordings



Other Findings:

Lesson 9
(March 19th)
Healthy Foods Placemats

Subject: Language Arts

Time Frame: 1 hour

(9:15 - 10:15)

Physical Activity Goal: Endurance -
(walk on the spot, little faster, run for
5 sec, then lie down and "ride a bike")

Colour day: Pink

Activity:

For this activity I am going to have the students begin by making a list of healthy vs. unhealthy foods with me on the board. Once have that an idea of what is healthy and unhealthy (and talk about why), we will move on to the food guide. We will discuss what kinds of foods the food guide thinks we should eat and how many serving we need every day. We will go over what they need in their age group to find out more. We will then refer to a chart I made on the floor with painters tape. It will be a square split into four for the 4 food groups and then I will give the students pictures of healthy foods and ask them to put the correct picture in the correct square that was coloured coded according to the food guide. Once they finish that, we will move onto make their own healthy food place mats. I went to the program online where you can make your own food guide and printed off the list of food they suggest we choose from for each group. This will help the children choose their favourite foods when making their placemats, as well as the food guide itself. So when we begin, I will show them their mats and my example mat at the front. I will point out that depending on how old you are, you need different amounts of these foods (a serving) every day. Since we are between ages 4- 8, we need 5 fruits and veggies. I will show them the number 5 at the bottom of their green arc on the mats, since they need 5 servings of fruits and veggies, and they are to choose 5 foods listen on the paper I gave them and draw it on the green arc provided. Then I will direct them to the next food group and continue this process until we are finished. We will also have our brain break in the middle of the activity by doing our physical activity for the day. At the end of class I will send home a copy of the food guide and laminate their mats so they can take them home the following day and use them.

Here is an example of one of the student's place mats:



Ideal Curriculum Objectives:

Language Arts:

CRK.4 - view and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.

CCK.1 - create and compose various visual, multimedia, oral and written texts that explore and present thoughts, ideas and experiences.

CCK.4 - use and construct symbols, pictures and dramatizations to communicate feelings and ideas in a variety of ways.

Health: USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment.

Math: NK.3 - relate numeral, 0 to 10 to its respective quality

Lesson 10
(March 24th)
Skin Colours

Subject: Social Studies

Time Frame: 45 minutes
(10:45 - 11:30)

Physical Activity Goal: Flexibility
(let the students choose)

Colour day: White

Activity:

We will read the books "Whoever You Are" by Mem Fox and "The Colours of Us" to introduce diversity around the world, and to also realise the diversity in our own classroom. Then we will try to create our own skin colours as an activity to follow. I may also give them another book to flip through to help them in creating their skin colour. The book uses food colours to describe their skin colour, such as honey. I made a sheet for them to fill in to help with the activity. The sheet is attached at the bottom of this lesson.

Ideal Curriculum Objectives:

Social Studies:

INK.1 - demonstrate an understanding of similarities and differences among individuals in the classroom

INK.2 - investigate and describe the diversity of groups represented in the classroom

PAK.1 - understand and respect the rules of the classroom, playground and school

Health: USCK.3 - Explore that who I am includes more than my physical self.

Language Arts: CRK.1 - Comprehend and respond to a variety of visual, oral, print and multimedia texts that address identity (exploring interests), community (belonging), and social responsibility (contributing).

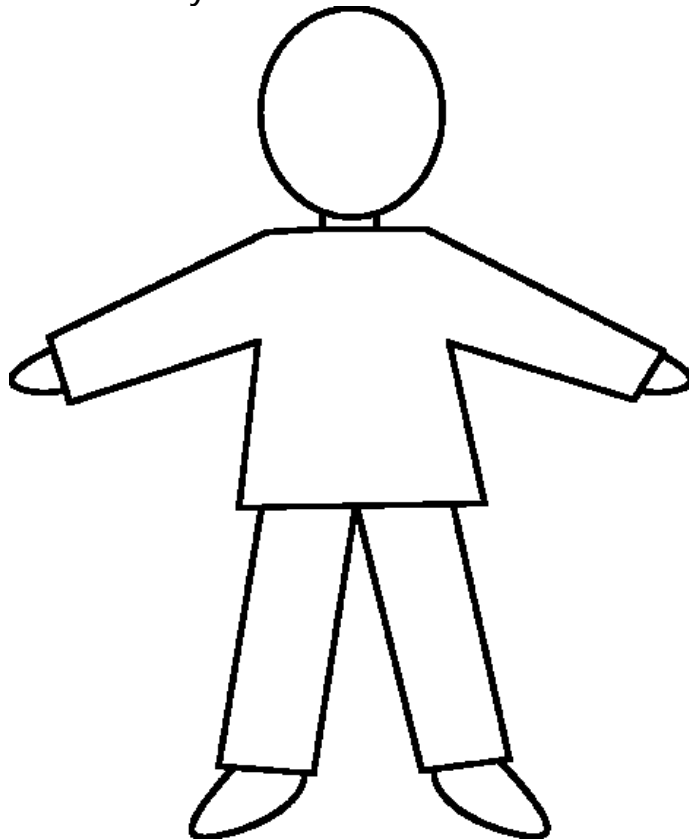
The Colours of Us

Hi! My name is _____.

I think my skin colour is
_____.

Here is an example of what my skin colour looks like:

This is how I look today:



Lesson 11
(March 25th)
Colour Collage

Subject: Art

Time Frame: 1 hour
(9:15 - 10:15)

Physical Activity Goal: Strength
(Push - Ups, Push - Up Hockey)

Colour day: **Brown**

Activity:

The activity for today is a colour collage. The students are to reflect on past lessons and what they have learned and create a collage that reflects how they feel. They can work alone or in small groups to make a collage out of magazines, cloth, pictures, wall paper, crayons, markers, paint, feathers, craft materials etc. It will be an unguided lesson and I want it to be unique for them all. After they have completed their collage, we will go over them and see what we can find. We will look for how many different colours there are, shades of colours, if colours are natural or not, if feelings are shown somehow with pictures of people or emotions, etc.

Ideal Curriculum Objectives:

Math - NK.3 - relate numeral, 0 to 10 to its respective quality

Health - USCK.3 - Explore that who I am includes more than my physical self.

Language Arts -

CRK.1 - Comprehend and respond to a variety of visual, oral, print and multimedia texts that address identity (exploring interests), community (belonging), and social responsibility (contributing).

CCK.1 - create and compose various visual, multimedia, oral and written texts that explore and present thoughts, ideas and experiences.

CCK.4 - use and construct symbols, pictures and dramatizations to communicate feelings and ideas in a variety of ways.

ARK.2 - reflect and talk about new learning.

Art - CPK.4 - create art work that express own observations and ideas about the world

Lesson 12
(March 26th)
Final Day

Subject: Language Arts

Time Frame: 1 hour
(9:15 - 10:15)

Physical Activity Goal: Reduce Sitting

Colour day: **Black**

Activity:

Today we will be doing a lot of fun, informal activities. We have to complete our KWL chart to ensure we have covered all we wanted to and recapped what we have learned. After we do the KWL chart, we are going to go over the two class books I made and hand back any work that I still didn't give back. Then for a fun activity, we will watch the you tube video, "Colors! Colors!" which is a recap of the colours of the rainbow, that also had actions in it. For example, when it say the colour blue it says "blue, blue, shake your shoe", or "red, red, touch your head" and so on. Then I will bring out the rainbow cake I made. It will be a secret and covered in white icing, so the students don't know its actually a rainbow cake until I cut into it. All you need to make the cake is food colouring, sprite and cake mix. Make two cakes, one cake with 2 colours (red, orange and pink) and the other cake 3 colours (blue, green and purple). Then lay them on top of each other and ice it.

Example pictures:



Ideal Curriculum Objectives:

Language Arts:

ARK.1 - reflecting on viewing, listening, emerging "reading", representing, speaking, and emerging "writing" experiences in the context of teacher-led discussions.

ARK.2 - reflect and talk about new learning.

Health:

USCK.1 - Develop basic habits to establish healthy relationships with self, others, and the environment.

USCK.3 - Explore that who I am includes more than my physical self.

Social Studies:

INK.1 - demonstrate an understanding of similarities and differences among individuals in the classroom

INK.2 - investigate and describe the diversity of groups represented in the classroom

The End! If you have any questions, please feel free to email me at fink202j@uregina.ca