

READING: DESCRIPTION OF OBJECTS WITH COLORS

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Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Identification of principal colors and color of things
2. Observation of objects and proper description

Objectives

Students should be able to;

- Identify principal colors and color of things
- Observe objects and describe what they have seen

Activity Starter/Instruction

1. Tell students that today you will be talking principal colors
2. Tell students that today you will be assisting them in identifying different colors.
3. Tell students that today you will be assisting them in describing objects with colors.

Guided Practice

Day 2/ Lesson 2: 25 Mins

1. Gather your students into a large circle. In the center, put objects with single, bold primary colors. Great examples include blocks, play food, and toys.
2. Lead the class in a "settle down" technique to help calm your students down. Stretching, chanting, or singing

Teacher Guide

Day 3/Lesson 3: 20mins

1. Split the class into small groups, and pass out art supplies.
2. Provide each group with only red, blue, and yellow crayons or paint.
3. Encourage students to

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Sing a song about colors to remind your students of the names they will be using in this activity, alternatively, have your students watch a video that reviews the names of color.
2. Show students the materials they will be using today.
3. If you are using a theme, review a little about it now
4. Tell students that Color is a way that we describe an object based on the way that it reflects or emits light.
5. Tell students that Your eye can see different colors because a part of your eye called the retina is sensitive to different parts of light
6. Be sure to show your students where the retina is with a diagram.

Materials Required

- Colored construction paper
- Scissors
- Markers
- Craft sticks
- Glue

Additional Resources

- <https://www.education.com/lesson-plan/rec>
- <https://www.cse.iitk.ac.in/users/apps/article>
- <https://study.com/academy/lesson/esl-color>
- <https://www.scholastic.com/teachers/lessor-content/activity-plan-3-4-classifying-colors/>
- <https://flintobox.com/blog/child-developme-your-toddler-to-identify-colours>

Additional Notes

color a picture or create a free-form picture of their own.

4. Continue asking the class for examples of things that are a specific color

Summary

- Encourage students who need more of a challenge to start thinking about secondary colors. Start a discussion with thought-provoking questions. Some examples include: What color is this? Which colors do you think combine to make this new color?
- Provide more time and practice for students who need. Use a variety of tools in red, blue, and yellow to give them continual practice with this concept
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a song are great strategies for this. An option for a chant is this verse about hands: "Open, shut them, squeeze them oh-so-tight, clap up, clap down, fingers tap-tap-tap, now rest them in your lap."

3. Once the class has settled down, call attention to the objects in the center of the circle
4. Provide cards with various pictures of what a chart, diagram, graph and calendar look like.
5. Ask students to identify what each looks like.
6. Discuss the objects by their color. Start by asking if students see a specific color, and then encourage them to show you examples of each. For example, you could ask questions like: "Do you see red? What is red? Hold it up for us to see."
7. Have the children find and sort the objects by colors.
8. Take note of the students who have prior color naming knowledge, and which students need more experiences that reinforce primary color identification and naming. Sing color songs and point to the gathered objects of that color when appropriate.

7. Tell the students that the human eyes have three different kinds of cells that can receive color.

Guided Practice

Day 4/ Lesson 4: 20mins

1. Do "Color the Circles" activity.
2. Before class, prepare 7 large sheets of white paper (or if you are teaching less colors that day, enough sheets of paper for the colors you are teaching). On each sheet draw a large circle which fills up the sheet.
3. Then stick the sheets on the walls of the classroom, at a height your students can reach
4. At this point of your lesson, take out your colored pencils/crayons and demonstrate the activity
5. Walk around the class and color a small part of each circle with one color (always say the color as you are coloring).
6. So, there will be one circle with some red color in it, one with yellow, and so on.
7. Next, tell your students to take out their colored pencils/crayons.
8. Have them walk around the classroom, coloring in a bit of each circle with the same colors you used. Make sure they

9. See below for song suggestions.

Between songs, discuss favorite colors and name colors of the children's clothing, shoes, hair.

10. Conclude the circle activity by having the children go on to their next experience by way of their color knowledge. For example, you could say: "All children with red shirts may go to the kitchen play area."

say the color as they do each coloring

Assessment Activity

1. As time allows, individually evaluate the use of color naming for each child by way of observation and dialog with the child.
2. Make notations regarding their progress, and use them as a guide for further instruction.

Summary		
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