

**My Many Colored Days Lesson Plan**  
**Reading/ Language Arts & Visual Arts**

**Planning Statement**

<b>Lesson Title:</b> My Many Colored Days- Presentation of Knowledge and Ideas, Comprehension and Collaboration	
<b>Grade:</b> 1 <sup>st</sup> Grade	<b>Content Area:</b> Reading & Language Arts, Art
<b>Time Allotted:</b> 40 minutes	<b>Classroom organization:</b> Read story to class on carpet, class discussion, independent work at tables
<b>Resources and materials:</b> <i>My Many Colored Days</i> , by Dr. Seuss, anchor chart, “our many colored days,” crayons, markers, colored pencils, scissors and construction paper with an outlined body (I free handed the image from the front of the book)	

<b>Central Focus or “Big Idea” of Learning Segment:</b> Students will participate in collaborative conversations with diverse partners about how colors are connected to emotions with peers during group discussion.
<b>California Common Core Standard:</b> <b>Presentation of Knowledge and Ideas:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <b>Comprehension and Collaboration:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b>Vapa Standard 2.1:</b> Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
<b>Specific Learning Objectives:</b> <ul style="list-style-type: none"> <li>• What (exactly, specifically, just in this lesson) do you want students to learn? <i>Students will learn how that emotions/feelings can be expressed using colors and participate in collaborative group discussion.</i></li> <li>• What should students be able to do after the lesson? <i>Students will be able to connect colors and emotions when creating an, “Our Many Colored Days,” anchor chart as a class and then express what color they feel and why when completing a sentence and coloring an outlined body.</i></li> </ul>
<b>Prerequisites:</b> <ul style="list-style-type: none"> <li>• What skills, knowledge, and prior experience do students need for this lesson? <i>Students need to know colors, different feelings, and understand that emotion means feeling. Students need and have prior experience participating in collaborative group discussion.</i></li> <li>• What are students’ interests, backgrounds, strengths, and needs that you should keep in mind for this lesson? <i>Students’ strengths include sharing their ideas and talking with peers. Students enjoy participating in art and listening to stories. Two students are beginning EL learners and have a limited vocabulary.</i></li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• What evidence of student learning will you collect? Informal assessment includes participation in collaborative group discussion connecting feelings and colors; an anchor chart will be created as a class using all student responses. I will monitor independent student work to informally assess understanding. Formal evidence includes accurate completion of creating a sentence (using a template written on the board) connecting color and feeling. Students will color the person to match the colors they are feeling, cut it out and turn it in.</li> <li>• Evidence will be used to determine whether students are able to connect color with emotions and participate in cooperative group discussion. Evidence will also be used to determine students ability to follow directions, i.e. write “ I feel _____ because/when _____ .”</li> </ul>

<b>Challenging Academic Language and Concepts:</b> <ul style="list-style-type: none"> <li>• What about the text or writing assignment might be hard for your particular students? Please be specific.  <i>Challenging academic language and concepts includes: understanding how to express feeling using color and</i></li> </ul>
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*verbalizing feelings such as angry, happy, sad, emotion.*

**Access to the curriculum / modifications:**

- How will you make the lesson accessible to English learners? Use SDAIE strategies: create an anchor chart of color and emotions, read, *My Many Color Days,*” by Dr. Seuss, which is a story with vivid illustrations, color and basic vocabulary, and while reading the story I will use a variety of voices and tones (i.e. loooow, loooow, down—read in a deep slow voice).

**Instructional Sequence**

1. Introduce Read aloud
2. Read, *My Many Colored Days*
3. Whole group discussion- using anchor chart
4. Explain project using pre-made model
5. Guided practice
6. Independent work
7. Share out

**Set or introduction:**

How will you begin the lesson? How will you engage and motivate learners, connect to prior experience, and/or share learning outcomes?

- Bring students to the carpet
- Introduce, *My Many Color Days,* by Dr. Seuss.
- Ask, “What does emotion mean? Who can tell us what it means?”
- Read Story
- Class discussion to Create Color/Feelings anchor chart as a class
- Can you feel more than one color in a day?
- Practice sentences: I feel **(color)** when \_\_\_\_\_
- Introduce art project
- Show person framework
- Show my model
- Ask/answer questions
- Assess understanding
- Independent work
- Closure

**Teacher Modeling or Demonstration**

How will you develop new concepts, skills, or strategies through modeling or demonstration? I will develop the new concept of expressing feelings using color by creating an anchor chart of colors and feelings with the class. I will show a sentence frame for students to fill in. A finished model will be hanging on the front white boards for students to reference as needed.

**Collaborative/ Independent Practice:**

A collaborative anchor chart will be created by the class, where no answer is wrong and it is okay for colors to mean different feelings to people. I will only call on quiet hands.

**Checks for Understanding / On-going informal assessment:**

*During the lesson, how will you know what students are learning? How will you know what unforeseen challenges they might encounter? On-going informal assessment by walking around the classroom during independent work and tracking participation during group discussion on colors and feelings. Prior to reading the story, students will be asked about what feelings are and what they mean.*

**Closure:**

How will students summarize or reflect on what they learned? *Students will summarize what they have learned when designing their “person,” based off of the feelings expressed in their “I feel...” sentence. Students will cut out their person and share with other students. Work will be displayed in the classroom on front wall.*

