

LESSON PLAN**UNIT** Recognizing Color Words**GRADE** K-1 Grade**THEME** Primary Colors**EQUIPMENT** Computer w/Internet Access
Worksheet**LEARNING OUTCOMES:** Students will:

1. Be introduced to the primary colors of red, blue and yellow
2. Understand the creation of secondary colors
3. Be able to recognize color words

TIME	LESSON CONTENT – ACTIVITY
10 minutes	<p>Introductory Activities: Introduce lesson by having students take out their crayons. Tell them that there are 3 colors that are used to make every other color. Ask them if they can pick out the 3 crayons.</p> <p>Explain to students that they will be viewing a presentation on the 3 PRIMARY colors and will learn what colors you need to mix to get other colors.</p>
20 minutes	<p>Main Learning Activities:</p> <ol style="list-style-type: none"> 1. Go to http://www.k8websites.com, K-1 Grade Level 2. Click on “Primary Colors” link. 3. Direct students to listen and try to read along with the story. 4. Have student view presentation. 5. After viewing, pass out worksheet. 6. Have students color the worksheet with the appropriate colors.
	<p>National Curriculum Standards:</p> <p>Language Arts NCTE/IRA-10</p> <p>Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p> <p>NCTE/IRA-12</p> <p>Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>NCTE/IRA-2</p> <p>Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p> <p>NCTE/IRA-3</p> <p>Students adjust their use of spoken, written, and visual language (e.g., conventions, style,</p>

	<p>vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>NCTE/IRA-4</p> <p>Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>NCTE/IRA-5</p> <p>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>NCTE/IRA-6</p> <p>Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.</p> <p>NCTE/IRA-8</p> <p>Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p>Other standards:</p> <p>1 Read, View, Listen</p> <p>Read, view, and listen to complex information in the English language</p> <p>2 Write and Speak</p> <p>Write and speak effectively in the English language</p> <p>3 Language and the Arts</p> <p>Apply and interpret artistic expression</p>
	<p>Extensions and Resources:</p> <p>Have students visit the Artist Toolkit and do the activities at: http://www.artsconnected.org/toolkit/watch_color_primary.cfm</p>