**BYU-Idaho Preschool Lesson Plan**

**Lesson Plan #*1***

**Lab C: Mixing Colors**

**Date:** Thursday, May 31, 2018

**Supervisor:** Megan Pullicar

**Lead Teacher:** Dara McAllister

**Preassessment and Findings:**

This section should address:

* EXXX knows that when you put two colors together, they make a different color. She called it making colors. When she was mixing colors, she got VXXX and VXXX interested in mixing colors as well.
* JXXX noticed that you need two people to build a tower. One person to build a tower and one to get the pieces.
* GXXX does not like large groups of people. He was scared to go to gathering time.
* AXXX and Oliva like to take turns picking out books to read but struggled when other children came up to read as well.
* LXXX loves the gazebo area in the playground and would like to have a pillow, blankets, and books up there.
* There was a number of children who were interested in the gecko. I cannot remember all of their names, but LXXX and VXXX were two of them. However, they kept fighting over the best place to see the gecko.
* JXXX was really interested in the sensory bin during parent orientation.
* I noticed that GXXX was having difficulty holding scissors while he was watching me cut playdough with other children.

**Children Receiving Specific Focus Today:**

1. CXXX: CXXX has the goal of tracing letters and knowing letter names. CXXX likes painting. I have planned a letter stamp activity where she can work on spelling her name and discover the different letters.
2. RXXX: RXXX has the goal of working on learning his ABC’s and traces letters. RXXX has shown a lot of interest in the loft and the babies. I am planning to put a type writer in the loft with some paper. There will be little pieces of paper on the keys that spell his name so that those letters are easy for him to spot.
3. EXXX: EXXX has the goal of working more with other students and being more social. EXXX’s interest have been with paint and in the sensory bins. For EXXX, I have planned a sensory bin that will be filled with water beads. In the sensory bin, there will be ramps, funnels, and scoops. That way she can work with other children to scoop the beads and get them to go down the ramps.
4. GXXX: GXXX has the goal of learning how to use scissors. For him I have planned a slim cutting activity. Using a locker shelf the children will put the slime on the top and cut the strings that come down.

**Ideas to be Emphasized and Overall Goals**:

1. When two colors are mixed together, the colors work together to make a new color. For example, yellow and blue work together to make green.
2. Fine motor skills are needed to mix and to pick up small things.

**Special instructions for the day: None**

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| **SELF-SELECTED ACTIVITIES** **8:20 - 9:50 a.m.** | | | | | |
| **Literacy Activities/ Books:** Color Zoo by Lois Ehlert **E5**; *Colors Everywhere* by Tana Hoban **H17**; *Colors: How Do You Say It?* By Meredith Dunham **D13**; *My World of Color* by Margaret Wise Brown **Sister Olsen**; *Spikey, Slimy, Smooth* by Jane Brocket **Sister Olsen**; [Chicka Chicka, Boom Boom](http://www.amazon.com/Chicka-Boom-Book-CD/dp/1416927182/ref=sr_1_2?s=books&ie=UTF8&qid=1290542730&sr=1-2) by Bill Martin Jr **M10**; [Zinnia’s Flower Garden](http://www.amazon.com/Zinnias-Flower-Garden-Monica-Wellington/dp/0142407879/ref=sr_1_1?ie=UTF8&s=books&qid=1291936462&sr=1-1) by Monica Wellington **Z1**; [This Year’s Garden](http://www.amazon.com/This-Years-Garden-Cynthia-Rylant/dp/0689711220/ref=sr_1_1?s=books&ie=UTF8&qid=1291935500&sr=1-1) by Cynthia Rylant **W18**; [An Alphabet Salad: Fruits & Vegetables from A to Z](http://www.amazon.com/Alphabet-Salad-Fruits-Vegetables-Books/dp/0736816836)by Sarah L Schuette **S5**; [The Bird Alphabet Book](http://www.amazon.com/Bird-Alphabet-Jerry-Pallottas-Books/dp/0881064572/ref=sr_1_1?s=books&ie=UTF8&qid=1290542207&sr=1-1) by Jerry Pallotta **P1**; [Eating the Alphabet](http://www.amazon.com/Eating-Alphabet-Fruits-Vegetables-Harcourt/dp/0152009027/ref=sr_1_1?s=books&ie=UTF8&qid=1291915311&sr=1-1) by Lois Ehler **E6**; [Polar Bear, Polar Bear, What Do You Hear?](http://www.amazon.com/Polar-Bear-What-Henry-Books/dp/0805023461/ref=sr_1_1?s=books&ie=UTF8&qid=1291932981&sr=1-1)  by Bill Martin Jr **V2**; [Out and About in the Greenhouse](http://www.amazon.com/Out-About-Greenhouse-Field-Trips/dp/1404822798/ref=sr_1_1?s=books&ie=UTF8&qid=1291932802&sr=1-1) by Bitsy Kemper **K16**; [Pete’s a Pizza](http://www.amazon.com/Petes-Pizza-William-Steig/dp/1591127408/ref=sr_1_1?s=books&ie=UTF8&qid=1291932908&sr=1-1) by William Steig **B22** | | | | | |
| **Activity Name** | **Description/Activity Objective** | | | | **Materials, Special Set-up** |
| **Creative Art:** Letter Stamping (#6) (IELG D3 G37 CI Expresses delight with mastery of a skill) | **Activity Description:** Butcher paper will be placed on a table with some paint. On the table there will also be markers and letter stamps. That way the children and stamp their names and other letters, or write their names. **Set-up:** Line table with paper. Fill paint trays with different colors of paint. Place the letter stamps around the table. Place markers in a basket and set that on the table as well.  **Child Objective:** This activity is to help students to recognize letters and work on spelling their names.  **Intentional Teaching:** Point out the names of the letters that they are using. Help them spell their names and write their names. | | | | Butcher Paper (WR)  Letter Stamps (RR1 Cabinet 23 Drawer 1)  Paint (RR1 Shelf)  Paint trays (RR1 18)  Markers (Classroom)  Basket for markers (Sister Olsen Office)  Tape (Classroom) |
| **Manipulatives/Math:**  Playdough Color Mix\* (#6) | **Activity Description:** There will be a table with blue and yellow playdough at it. There will also be rolling pins, cookie cutters, and little mallets for the children to manipulate the playdough with.  **Child Objective:** The children will mix the different colored playdough together to see how it changes colors.  **Set-up:** Place the playdough and playdough toys on two tables that are pushed together. Make sure that there is a drop cloth under the table.  **Intentional Teaching:** Help the children to mix the different colors together and point out how the colors change. | | | | Yellow and Blue Playdough  Playdough toys (RR2 125)  Scissors (RR1 16)  Drop Cloth (classroom) |
| **Math:** Busy Bugs with Cards (#6) | **Activity Description:** There are pattern sheets and plastic bugs. The mugs match up with the pattern sheets.  **Child Objective:** Children will place bugs onto laminated sheets to create patterns.  **Set-up:**  Place the cards and the bugs on the table with the playdough.  **Intentional Teaching:** Help children to created patterns and notice what a pattern is. | | | | Busy Bugs with Cards (RR2 154) |
| **Science/Sensory:** Slime Changing Slime\* (#6)(IELG D2 G18 CI Opens and closes scissors with one hand.) | **Activity Description:** Two different colors of slim will be placed in the sensory bin. One color on each side. As the children play in the slime, the change. Scissors, funnels, shovels, and a locker shelf will be placed in the bin as well.  **Child Objective:** They will mix the colors together to make a new color. They will also work on their fine motor skills by cutting the slime that falls down off the locker rack.  **Set-up:** On one side of the bin, pour in the yellow slime. At the same time, pour in the red slime. That way the two colors meet in the middle, but they do not mix until the children mix them. **Do not play with the slime until the children come.** Then also place the rest of the tools in the bin as well.  **Intentional Teaching:** | | | | Red and Yellow Slime (IWB)  Shovels (RR2 121)  Funnels (RR2 120)  Locker Shelf (Sister Olsen Office)  Scissors (RR1 16) |
| **Science:** Color Theory\* (#4)(IELG D1 G5 CI Adapts plans as new knowledge is gained through exploration.) | **Activity Description:** There will be three bins of colored water in the center of the table. One will be red, another will be yellow, and the last blue. Eye droppers will be placed around the table as well as empty ice cube trays.  **Child Objective:** Children will work on their fine motor skills by using the eye drops to pick up the water in the center of the table and put into the ice cube trays. They will also experiment with how adding different colors make different colors.  **Set-up:** Line the table in butcher paper. Place the three bins of water in the center of the table. Then add the liquid water color to make the water blue, red, and yellow. Place the four ice cube trays on the outside of the table. Also place the eye droppers on the table.  **Intentional Teaching:** Help children to know that they should mix the colors in the ice cube trays and not in the big bins. Also encourage them to use the eye droppers to mix the colors. | | | | Butcher Paper (WR)  Eye droppers (RR1 7)  Blue, Red, and Yellow water color (RR1 Shelf)  Ice cube trays (RR1 31) |
| **Sensory Table:** Water beads and ramps (#4) | **Activity Description:** This will be a bin full of water beads that will also contain ramps, shovels, and different size containers.  **Child Objective:** Children will work together to get the beads to go down the ramps and fill up the different containers.  **Set-up:** We will be using pool noodles for the ramps. They may need to be cut if they are too long for the table. Place the water beads, ramps, and container in the bin with a couple shovels. This goes in the small bin.  **Intentional Teaching:** Focus on the teamwork and working together to accomplish a goal. | | | | Water Beads (RR2 126)  Shovels (RR2 121)  Pool noodles (RR2 Beautiful Junk)  Different size containers (RR2 121) |
| **Blocks:** How Tall, How Wide (#8)(IELG D4 G40 CI Uses measuring tools in play activities. | **Activity Description:** There will be different types of blocks that the children can play with. They can build tall towers or short towers. Trucks and cars will also be placed here for children to drive under or around the towers.  **Child Objective:** Children will build different size towers and measure how tall they are.  **Set-up:** Build two towers one that is tall and one that is wide. Place the tape measure by the towers and scatter the cars around.  **Intentional Teaching:** Ask the children if they know how tall or wide their tower is. Also help them use the tape measures. | | | | Big Colored Blocks (RR2 215)  Tape measures (RR2 159)  Trucks and Cars (RR1 44) |
| **Dramatic Play:** Be Our Guest (Restaurant) (#8)(IELD D3 G28 CI 1 Interacts with peers in play, sometimes with cooperative play themes where materials and activities are shared. | **Activity Description:** There will be a restaurant set out for the children to play with. There will be all sorts of different foods from pizza to cupcakes. There will be an assortment of cooking supplies that the children can explore and cook with.  **Child Objective:** Children will build different size towers and measure how tall they are.  **Set-up:** Set it up to look like a restaurant. Set the table, and put pots and pans on the stove. Put the type writer in the loft.  **Intentional Teaching:** Help them to read a menu. Also pint out the register and help them to understand what it is for. | | | | Dolls (RR1 Dramatic Play)  Doll clothes (RR1 Dramatic Play)  Strollers (RR1 Dramatic Play)  Type writer (RR1 Dramatic Play)  Blankets (RR1 Dramatic Play)  Register (RR1 Dramatic Play)  Kitchen supplies (RR1 Dramatic Play)  Food (RR1 Dramatic Play)  Money (RR1 Dramatic Play) |
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| **Alternatives:** | | | | | |
| **Table:** Bright Light | **Description:** This is a toy that children can use to practice and use power tools. The can use a drill to drill plastic screws into a plastic board. This helps the children work on their coordination. | | | | Bright light (RR1) |
| **Floor:** Marble Works | **Description:** Marble works improves fine motor skills as the children work to build and create different ways that marbles can roll down. It also works on their problem solving skills. | | | | Marble works (RR1 38) |
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| **ROTATING SNACK** **9:00-9:50 a.m**.  Mini Pumpkin Muffins and 4oz of Milk | | | | | |
|  | | | | | |
| **OUTDOOR PLAY** **9:10-9:50 a.m.** **Location:** North | | | | | |
| **Gross Motor:** Stepping Stones | **Activity Description:** Stepping stone will be placed outside so that the children can jump from stone to stone.  **Set-up:** Place the stepping stones outside with enough room for the children to jump, but not so far that it will be out of their reach.  **Objective:** Children will practice their gross motor skills by jumping on the different stones.  **Intentional Teaching:** The children will jump form stone to stone. Watch them so that you can help them to understand them. | | | | Stepping Stones (GG) |
| **2nd:** Outdoor restaurant | **Activity Description:** This is the same as the dramatic play inside. There will be a restaurant outside with a serving area in the gazebo.  **Set-up:** Put the outdoor kitchen in the gazebo with room for the children to sit down and enjoy the food that they make.  **Objective:** Children will work together to cook for each other and serve one another.  **Intentional Teaching:** | | | | Outdoor kitchen (Small shed)  Small table (classroom) |
| **3rd:** Hand Paint Collage \* | **Activity Description:** There will be butcher paper on the side of the building. The primary colors of paint will be set out. Then the children will place their hands in the paint and make a mural with their hands while they mix colors.  **Set-up:** Place butcher paper on the wall. Then set out three trays of paint one with each color on it.  **Objective:** Children will explore painting with their hands and mix colors with their hands.  **Intentional Teaching:** Point out that the colors mix together. Also beware that they might paint on the building. Encourage the children to wash the paint off with the bucket of water outside. | | | | Butcher Paper (WR)  Hand Paint (RR1 Shelf)  Bucket (kitchen)  Water (classroom)  Towels (kitchen)  Tape (classroom)  Trays (RR1 18) |
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| **CLEAN UP** **9:50-9:55 a.m.**  No Song | | | | | |
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| **GATHERING TIME** **9:55-10:10 a.m.** | | | | | |
| **Transition**  Into gathering time: We are the dinosaurs.  Into sitting: Put the baby to bed | | | | | |
| **Activity Name** | **Description** | | | | **Materials** |
| **1.** **Color Eruption** | In this activity, you have two clear containers with baking soda in them inside a bigger container. Then you have wo different colors of vinegar. Then you pour one of the colors of vinegar into one container of baking soda. Then you poor the second color into the second container of baking soda. As the mixture bubbles over, the foam mixes together to create a new color. I will do this twice. Once with blue and red, then again with yellow and red. | | | | Two medium size containers or class jars (RR2 270)  One large container (RR2 261)  Food coloring (Kitchen)  Vinegar (kitchen)  Baking Soda (kitchen) |
| **2.** **Brown Bear Brown Berar Felt Story** | This is a different way of telling a story to the children. I will tell it using a felt board and asking them what animal is seen next. | | | | Brown Bear Felt story ( Sister Olsen) |
| **3.** |  | | | |  |
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| **SMALL FOCUS GROUPS 10:10-10:25 a.m.**  **Transition**  Bubble Gum Song | | | | | |
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| **Your Activity** | | **Description & Objective** | | | **Materials** |
| Shave Cream Color Mix  Lab C | | **Activity Description:** Book, “White Rabbit’s Color Book” by Anan Baker B4 and BB1. Then the children will get to experience mixing colors for themselves by choosing their own colors and mixing them together in a bag.  **Objective:** Children will see how two colors make different colors. They will also develop fine motor skills by mixing the paint by hand.  **Intentional Teaching:** Point out that red and yellow make orange, red and blue make purple, and yellow and blue make green. The color that we see is the only color not reflecting in that object. | | | 1. Zip Lock Bags (Kitchen) 2. Tape (Classroom) 3. Paint (RR1 Shelf) 4. Shaving Cream (RR1 14) 5. *White Rabbit’s Color Book* by Alan baker **B4 and BB1** 6. *Colors: How do You Say It* by Meredith Dunham **D13** 7. *Color Zoo* by Lois Ehlert **E5** |
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**WORDS TO SONGS & FINGERPLAY:**

**Baby Song:**

Now it’s time to go to bed

Put the Baby in the bed

Cover the baby in the bed

Give the baby a kiss

Wah Wah

O No! It woke up

What else can we give the baby to help it go to bed?

Repeat as children direct

**Bubble Gum:**

I can blow a bubble

It isn’t any trouble

Then I let if float up high

And watch it pop

**We are the Dinosaurs:**

We are the dinosaurs, marching, marching  
We are the dinosaurs  
Whaddaya think of that?  
We are the dinosaurs, marching, marching  
We are the dinosaurs, we make the earth flat  
We make the earth flat

We stop and eat our food, when we're in the mood  
We stop and eat our food on the ground  
We stop and eat our food, when we're in the mood  
We stop and eat our food and then we march around

'Cause we are the dinosaurs, marching, marching  
We are the dinosaurs  
Whaddaya think of that?  
We are the dinosaurs, marching, marching  
We are the dinosaurs, we make the earth flat  
We make the earth flat

We stop and take a rest, over in our nest  
We stop and take a rest at the end of the day  
We stop and take a rest, over in our nest  
We stop and take a rest and then you'll hear us say

That we are the dinosaurs, marching, marching  
We are the dinosaurs  
Whaddaya think of that?  
We are the dinosaurs, marching, marching  
We are the dinosaurs, we make the earth flat  
We make the earth flat

And then we roar!  
'Cause we are the dinosaurs!  
(Roar!

**RESOURCES:**

Busy Bugs with Cards: Aubri Ralphs

Marble Works: Sister Olsen

Color Changing Slime: Dara McAllister

Water Marbles: Lab A

Shaving Cream Color Mix; Color Eruption; Color Therory: <https://www.pinterest.com/marie32569/preschool/>

How tall How Wide: Megan Pullicar

**Materials**