

3rd Grade Enrichment
Light and Color Unit
Lesson #1: Introduction; Let the Fun Begin!

Overarching Essential Question: How does light and color affect my everyday life?

Instructional Objectives:

Students will be able to:

1. Create an artistic expression of various forms of color and light that infiltrate daily life.
2. Interpret the meaning of enrichment.

Materials:

- Large easel board with lined paper
- Large dry erase board with markers
- Folder for each student
- Blank paper and markers for name tags
- Notebook for each student
- Large oak tag
- Mirror ball

Anticipatory Set:

The teacher will turn on a mirror ball that slowly rotates and reflects light around the classroom.

Procedure:

1. The teacher will introduce herself and provide students with a brief open forum to ask questions.
2. Students will be asked to create name tags using blank paper and folding it in half.
3. The teacher will ask students if they are familiar with the term 'enrichment' and ask the students what the word means to them. The word 'enrichment' will be written on dry erase board and based upon student responses, the teacher will create a semantic web. (Agreed upon definition should include: supply with knowledge in abundance, make better in quality, etc.)

4. The teacher will ask students to make observations about the mirror ball and ask them what they think they might be studying that relates to the mirror ball.
5. The teacher will distribute "fun folders" and discuss with students that the topic that they will be exploring is light and color. The students will be asked to decorate the front of their folders to express themselves in color. *Please note that the back of the folder should remain blank. (Brief class discussion might be held with regard to examples of what one might have on the folder, though the teacher will strive to let the students create original illustration ideas.)
6. The teacher will share a folder that she created with the students and discuss her choice of illustrations.
7. The students will have time to present their folder to the class.

Closure:

"Two minute time"- students will take approximately two minutes to record the date, topic and their response to the lesson in notebook. The teacher will tell students that this is an activity which will conclude each weekly lesson and reinforce the fact that their response should indicate what they learned, and may also include aspects of the lesson which they enjoyed and would like to (or plan to) explore further.

Extension:

The teacher will show large blank oak tag to students and explain the long term "Light and Color Collage Challenge" which asks students to bring in pictures (cut out from magazine, clip art, etc) that represent light and color. Throughout the unit, students will be rewarded for contributing to the collage and the blank oak tag will be displayed. The teacher will show the class that she is contributing to the collage as well by pasting on the first picture.

On the last page of student journals, students will write "Wonderful Word Wall" and the teacher will explain that throughout the unit as students enhance their vocabulary, newly learned words along with their definitions will be recorded on this page.

Assessment:*Diagnostic Assessment:*

Students will be assessed based upon contributions to class discussion about the term 'enrichment'.

Formative Assessment:

In terms of social skills, students are assessed based upon their following of directions. Students are also assessed based upon their observations about the mirror ball, and how they are able to express their knowledge of color and light through artistic creation.

Summative Assessment:

Students are assessed based upon their response to the lesson in their notebook in addition to the accuracy of their folder illustrations depicting objects of color and light.