



Lesson Plan: DLee's Color Hunt

(Recommended Group Size: 3-5 however you may play with less)

Lesson Rationale and Context:

The purpose of this lesson is to reinforce color identification.

Goal Statement:

The Learner Will Be Able To (TLWBAT) follow the directions of the game along with identifying colors and using a magnifying glass to find one object around the room that matches with the color card chosen. If the learner chooses the DLee Card, then the he or she will identify and choose a color of their choice and search the room for the color chosen.

Objectives:

TLWBAT understand and follow oral directions.

TLWBAT take turns.

TLWBAT classify and match objects by colors.

Related Standards:

Social-Emotional:

- Participates cooperatively and constructively in group situations.

Language:

- Follows oral directions that involve several actions.



Mathematics:

- Sorts, matches and classifies objects.

Science and Technology:

- Uses tools and other technology to perform tasks.

Materials:

- DLee's Color Hunt Cards
- Magnifying Glasses

Anticipatory Set:

First have the children sit in a circle. Read the book DLee's Color Hunt. After reading, tell children that just like in DLee's bedroom there are colors all around the classroom. Then advise the learners that they will be playing a game involving finding color around the room and provide them with the game instructions.

(Provide each student with a magnifying glass. Afterwards, each child will take turns choosing a DLee Color Hunt Card, identifying the color on the card and using the magnifying glass to search the room for an object of the same color.) Following the instructions, begin the lesson.

Lesson Procedure:

1. Read the book DLee's Color Hunt.
2. Provide students with oral directions of how to play the game in addition to modeling the directions of the game.



3. If a child is unable to name a color, allow another peer to assist them or assist the child yourself.

Assessment:

The assessment for this lesson is a checklist with each child's name, along with individual columns that say: follows directions, takes turns, and matches objects. Color identification will be addressed underneath having separate columns for child names and colors. For the top portion, the child can be scored either 1,2,3: (1) Not Yet, (2) With Assistance (3) On Own. The teacher will then mark accordingly. For the bottom portion, the teacher will place a check to show if the child recognized the color chosen.

Adaptions/Modification Examples:

- For more advanced learners, have the child identify the color and find multiple objects around the classroom that match the card they drew.
- For learners with difficulties following multistep directions, have a basket of colored objects that the children can choose from rather than using the magnifying glass to hunt around the room. Assist the children with identification if needed.
- For children with visual impairments or who benefit from kinesthetic input, use glue, tape, or glitter to raise and add texture to the words on the cards.



Extension:

- Have students classify all objects found into groups by color. Then have them count each and compare which group has more, less, or the same amounts.