

# SAY AND LAY COLORED TILES

**Age Level: Toddlers (2 years)**

**Subject(s) Area: Motor Development –Fine Motor, Cognitive Development- Math**

**Materials Needed: Light Table, Colored Magnet Tiles, Color coded paper**

## Standards:

**Cognitive Development- Exploration and Discovery: Attends to colors, shapes patterns or pictures.**

**Cognitive Development: Memory: Searches for missing or hidden objects.**

**Motor Development-Fine Motor: Controls small muscles in hands when doing simple tasks.**

## Objectives:

**Students will apply the knowledge of color recognition to identify the correct color of the shapes.**

**Students will explore and discover the tiles and the effect they have when put on the light table.**

## Learning Activities:

**Opening Element: Students will be encouraged to gather around the light table. The light table will remain off until students are sitting and prepared. I will then say, "I am going to turn the lights off and show you a surprise, are you ready?" The room will not be too dark with the windows but dark enough for the table to be bright. I will then turn the lights off and plug the light table in. I will allow the children to look at the table and become excited. When they are calm I will ask, "What happened?" "What is in there?" Children will respond and say things like "light up", or "lights in there!"**

**Technology: variety of technology used in the lesson: I will be using a DIY light table.**

**Required Vocabulary:**

**Lights: things we turn on to help us see.**

**Colors: Red, Orange, Yellow, Green, Blue and Purple.**

**Sort: Put all the same things into a pile.**

### **Instructional Methods:**

After the table is on and the children are ready for the next step, (they have calmed down and are ready to move on). I will then lay the magnet tiles on the floor, to avoid aggression or fights; I will spread the tiles out between all the children. Next I will put the first colored paper on the light table so it “glows” I will then ask them if they know the color and if not I will tell the children the name of the color, “This is red, say red, whisper red, shout red”,(wait for their responses in between each command). I will ask them, “Can you help me and your friends find ALL the red pieces and put them on the table to see them glow?” The children may need guidance along the way for this task. As I am helping and guiding them I will encourage them to say the color each time they lay a tile. When they have finished laying the tiles I will say the color and shape of each tile. I will continue this process with each different color or until children lose interest in the activity.

**Independent Concrete Practice/Application:** The children will enjoy repeating the words of the colors. They will also use their pincher grasp to pick the tiles up, put them on the light table and connect them if they desire.

**Differentiation:** For children that cannot yet identify colors on their own, they will be given a pile of the correct colored tiles to put on the table each round. The child will be encouraged to say the color as they lay them.

For a more advanced child they will be asked to identify the color for their friends and maybe be encouraged to lay only a certain shape.

**Wrap-Up:** After the children have laid the tiles and completed the activity, I will go over color recognition one more time. I will then ask them if they can hold up their favorite color and ask them to identify it. The children can be given an opportunity to continue to play with the tiles and lights.

We will end by helping our friends clean up and turning the lights back on to show that the activity is over.

## Assessment:

As students lay the tiles, I will encourage them to identify the color to check for understanding individually.

## Reflection:

This lesson had a lot of new and exciting elements for the children. The lights in the table were magical for them and they enjoyed adding a new element to the tiles that they were already familiar with. After we went through the colors the students were given time to play with the tiles and the light table. Although, I don't think I gave them enough time at the beginning or the end to play and explore the materials. At first I used colored papers to introduce the colors, but later removed that piece because it was just too much and too many extra materials. The papers also weren't transparent enough. Watch for students making different connections to allow opportunities to build on those experiences.