

Lego Lab Lesson – The Color Wheel (45 minutes)

Learning Goal: I will be able to describe color, position and size.

Learning Activity: Using a color wheel spinner, partners will select appropriate LEGO DUPLO bricks and create a model. After one model is built, the other partner must build a copy.

Don't forget that you can use the pre test prior to coming to the Lego lab as well as the post test when you go back to your classroom. We do encourage you to use these tools as a way to track learning in the lab. You will want to group students into pairs.

The story is on color and the book is Brown Bear Brown Bear by Eric Carle. You may find the book located in the Lego Lab. PLEASE DO NOT REMOVE THE BOOK FROM THE LAB AS IT IS CHECKED OUT TO ME OR SUSAN!! I don't want to pay for any lost books!

NOTE: This week's learning card has been modified – see below:

Suggested delivery of lesson: (gauge your time to allow most time for building)

- Go over learning goal (5min)
Read the story - depending on length of book (5min)
- Form partners and name them **Partner A** and **Partner B**.
Allow partners to take turns “spinning” the computer projected **virtual color wheel*** and then both partners each take a brick of the same color as shown on the wheel. There are two spaces for each color. The smaller number takes a small block, while the larger number takes a large block. (If the spinner lands on 4 blue, both **Partner A** and **Partner B**

take a small blue block. If it lands on 9 blue they would take a large blue block). Have each team spin six times (each child should get to spin 3 times). After each team has gone, have **Partner A** build a model using the bricks they have collected WITHOUT **Partner B** watching. They might choose to build an animal, a funny creature, a robot, etc. When the model is done, **Partner B** must use their bricks to make a copy of the model, again WITHOUT looking. **Partner A** will have to explain to him or her what it looks like. Encourage **Partner A** to be very careful to express themselves clearly when explaining the colors and sizes of bricks and their positions in the model. Once the new model is done partners came compare the two. What was the same? What was different? Next, have student take the bricks apart and it will be **Partner B's** turn to build a new model.

- ***The color wheel should already be set up on the LEGO LAB computer and listed under favorites as the following link:**
http://www.unpracticalmath.com/applets/virtual_spinner.html
- Clean up (5min)