

Lesson Plan Template

Date: _____

<p>Grade: 1</p> <p>Materials: Construction paper</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Subject: Science and Art</p> <p>Technology Needed: Projector, overhead camera.</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling				
<input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				
<p>Standard(s) 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p> <p>VA:Cr2.1 a. Explore uses of materials, tools, and everyday objects to create</p>	<p>Differentiation</p> <p>Below Proficiency: Students who are below proficiency will have support tracing and cutting as needed. Students will also receive prompting about what details they might include.</p> <p>Above Proficiency: Students will be encouraged to add more layers, more details, and to add a baby animal to their cover.</p> <p>Approaching/Emerging Proficiency: This lesson is created with approaching proficiency students in mind.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: creating a visual representation of an animal. • Auditory: verbal instructions and verbal explanation of what they students create • Kinesthetic: • Tactile : creating a visual representation through layers of shaped construction paper. 				
<p>Objective(s)</p> <ul style="list-style-type: none"> • By the end of the lesson students will demonstrate their awareness of animals and their features to create a cover page using Eric Carle art style. <p>Bloom’s Taxonomy Cognitive Level: Create</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to follow the rules and procedures of the classroom.</p> <ul style="list-style-type: none"> • At desks: students will sit at their desks, using their seating properly, following given instructions, and staying on task. • On rug: students will sit in their circle spot, crisscross, on their pockets. Their eyes will be on the speaker, and their voices will be off. Students will only be called on when their hand is raised. • While listening: students will be sitting up, on their pockets. Legs crisscrossed, and their arms in their own space. Students should have their eyes and bodies turned towards the speaker. • Questions: students will raise their hand and wait for the teacher to call on them when asking or answering a question. 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Attention getters: clap a rhythm and wait for students to repeat the rhythm. Repeat as needed. Begin talking when students have voices off and eyes on me. Use this for transitions and instructions. • Dismissal: after instructions are given the teacher signs G-O in ASL than points towards the area the students are moving to next. • Give students time warnings as they work to keep them on task and give them a heads up before a transition happens. • Students will only be called on if they raise their hand in advance. • When students need reminders, it will be done gently and consistently and any ongoing distractions will be minimized. • “Shift your bodies and transform!” Students will transform their bodies to be active learners towards the speaker or presentation. 	<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Attention getters: clap a rhythm and wait for students to repeat the rhythm. Repeat as needed. Begin talking when students have voices off and eyes on me. Use this for transitions and instructions. • Dismissal: after instructions are given the teacher signs G-O in ASL than points towards the area the students are moving to next. • Give students time warnings as they work to keep them on task and give them a heads up before a transition happens. • Students will only be called on if they raise their hand in advance. • When students need reminders, it will be done gently and consistently and any ongoing distractions will be minimized. • “Shift your bodies and transform!” Students will transform their bodies to be active learners towards the speaker or presentation. 				
Minutes	Procedures				
5	<p>Set-up/Prep: For the whole class: construction paper and pieces at different locations around the room to reduce traffic, information about Eric Carle, Eric Carle books for reference. Individual students should have at their work stations: Glue, scissors, reference picture (if needed), cleared work space.</p> <p>Eric Carle Video: https://www.youtube.com/watch?v=fvRcCKP5v6Q</p>				
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will sit in a circle around the rug. Read or show a few poems from “Animals, Animals” by Eric Carle. Talk about the shapes he used to create different animals. Point out the different layers and how he used them. Show artwork samples as a reference but be clear that students may put their own style, these are just if you need ideas.</p>				
15	<p>Explain: (concepts, procedures, vocabulary, etc.) The explain portion will be broken up into two different parts to take place before and during work time.</p> <ul style="list-style-type: none"> • Background and starting shapes (before students are given work time) <ul style="list-style-type: none"> ○ “you will be making a cover for your informative book. We are going to cut out shapes and glue them in layers to 				

Lesson Plan Template

Date: _____

	<p>make a picture just like Eric Carle did in ‘a very hungry caterpillar’”</p> <ul style="list-style-type: none"> ○ “My book is about narwhals, so I am going to make a narwhal cover. The first thing I need to do is pick a background piece and get the colors that I need. Since narwhals live in the ocean I am going to use a blue background. But since narwhals are grey and I don’t have a grey paper I am going to use black for my background and light and dark blue for my narwhals.” ○ “Your first job is to pick out a background piece and chose no more than two pieces of paper to start with.” Dismiss students in groups of two or three, directing them to the different piles of construction paper to reduce traffic. “when you get to your desk and are ready for the next instruction, put your hands on your hips to show you are ready.” ○ Project a picture of a narwhal on the board “I have my picture of a narwhal here. I want to look at what shapes I see.” Ask for student participation, outline the shapes as suggestions are made. Examples: tube body, round head, pointy, triangle horn, triangle fluke and fins. Have students pull up their reference photos on their computer or printed out and give them a moment to decide what shapes they see. ○ While they are decided switch to the overhead camera. Walk around as needed and then bring students back together. “I am first going to trace the shapes I saw in pencil” trace shapes, probably getting the proportions wrong. “if I make a mistake, this is the time to erase and try again. When in doubt, make it a little bigger so you can trim it down.” Cut out narwhal body and show the class. ○ Say glue will be the last thing we do. Move to explore phase 1. ● Adding details (in the middle of student work time) <ul style="list-style-type: none"> ○ “now we are going to talk about adding detail. I have my narwhal here and he has a horn, but I want to do a bit more.” Display the art project as is, toggle back to the real-life picture, ask what details I can add. ○ Take the dark blue paper and add a concentration of spots to the narwhal’s back. Add texture to the horn. Give fins and add layers to the tail. Add eyes and a mouth. (have these elements prepared beforehand) ○ Inform students that they may add detail however they want and they if they have time they may make a baby of their animal for the cover as well. If they need more construction paper they may only grab two pieces of paper at a time. ○ Move to explore phase 2.
30	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. Have students draw the outline of their animal’s body onto their paper and cut it out. Work with students who are perfectionists that this is just their first try. When student signal they are ready move to the second explain phase. 2. Allow students to explore with color, shapes, and texture to add details to their animals.
10	<p>Review (wrap up and transition to next activity): Staple the covers onto the books. Gallery walk Bring students together and talk about some things they noticed or liked. Have students get into their small groups and have them each display and read their finished book to their peers.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> ● Progress monitoring throughout lesson (how can you document your student’s learning?) <p>Progress will be monitored throughout the lesson using verbal and visual methods.</p> <ul style="list-style-type: none"> ● Throughout Engage and Explain portions of the lesson, there will be verbal checks as the teacher asks WH questions (who, what, when, where, why, and how) to check for student understanding. Questions include “why did you chose this shape?” “What detail have you added?” ● Throughout the lesson, thumbs up to show how much the student is confident they understand the material and how much time they feel they need. ● During the Explore part of the lesson, the teacher will be walking around to visually monitors student progress, their level of on-taskness, and to ask WH questions. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will complete the art checklist to demonstrate their understanding of the elements they included in their art piece. Students will demonstrate their knowledge by presenting their finished book and all its contents to a peer small group.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>All of the students in the classroom met the art, science, and writing, standards that their informative books were set to meet. All but three of the students demonstrated a proficiency level of understanding or higher in the math standard about data collection in the previous lesson that week. Less than half of the students completed their art project in the 40 minutes that of work time was set aside for this activity. By the end of the limits of work time, About 80% of the class, or about 15 of the 19 students finished their art project and had it stapled by the end of the 20 minutes their 4th grade buddies were in the room and were able to help them. All students met the objective at the end of the day, although some REALLY pushed the</p>	

Lesson Plan Template

Date: _____

time limit, by creating a cover for their informative book that connection to their chosen animal and was made in collage art style.

This was a lesson that wrapped up my favorite set of lesson that I have ever taught in a practicum, possibly ever. I themed the entire week after Eric Carle and his art style and his books, starting with the first day with a read aloud right into a reading lesson about comparing and contrasting. We talked about animals and that transitioned right into the informative book project where I covered data and graphs in math, informative writing, and animals and their offspring in science. Each lesson throughout the week was a page in their book and every day we read a different Eric Carle book to keep with the theme. At the end of the week the students were familiar with the author and his writing and art style and some checked out more of his books for their choice library time.

This art lesson in particular went was a success in my opinion. There was an hour set aside for art on Friday afternoon and the students were fairly knowledgeable about their chosen animals that they could find a reference picture and choose their colors fairly reasonably. The students loved the video and were really excited to see what the author looked like, it was also neat for them to see him create some of the artwork himself. I used a lot of scaffolding in the beginning while I was giving instruction and it kept basically all of the students on task. I got grumbles from one student about all the moving around but he was having a bad day. Using scaffolding, getting materials and a reference picture out, choosing a background and a main color, and cutting out the basic body shapes were on pace and stayed organized. There were a few students who worked fast and ahead, two students who were going at a snail's pace (one because he did not want to participate and the other because she simply goes at her own pace), and two students who got upset because their first cut did not look EXACTLY like they visioned it in their head. It took a bit of soothing to calm them down.

By this time we were over half way finished with our time block and I told students to begin to add details as they saw fit. I walked around the room and prompted, guided, or encouraged students as needed and I had figured that all students would be ready to put their books together by the time their fourth grade buddies came for their once a week reading time. My cooperating teacher had even brought in a real book binder. Most students were finishing up when the buddies came and I had the fourth grade buddies help their first grader with he gluing and the cutting. I assigned a fourth grader to help me staple books together and then had everyone who was finished with their books to go through the whole thing with their buddy. Buddies went a bit over time and we had about 5 minutes left until the students needed to start packing up.

I could not use my exit tickets but I did have students do a gallery walk and popcorn around about something they liked or noticed about their classmates' work. I had honestly though that we would have gotten down in all the work time allotted and I am sad that I did not do the full reflection that I had planned. I am glad that I did some of the reflection.

Art checklist Name:

Did I use at least two different pieces to make my animal?

Did I add at least three details?

Can I point to two different shapes I used?

Art checklist Name:

Did I use at least two different pieces to make my animal?

Did I add at least three details?

Can I point to two different shapes I used?

Art checklist Name:

Did I use at least two different pieces to make my animal?

Did I add at least three details?

Can I point to two different shapes I used?