

Lesson Plan Template

Date: April 1, 2019

Lauren Rotunda

Grade: 4th		Subject: Art (integrated with Language Arts)	
Materials: Crayons, watercolor, art paper, Dr. Seuss book		Technology Needed: Smart Board	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input 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		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 4.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Creating Anchor Standard #1: Generate and conceptualize artistic ideas and work. Creating Anchor Standard #3: Refine and complete artistic work. Responding Anchor Standard #7: Perceive and analyze artistic work.		Differentiation Below Proficiency: Students below proficiency will be encouraged to create their artwork to the best of their abilities. When writing a narrative, they will be challenged to include 3 good sensory details. I will ask them questions to generate ideas. Above Proficiency: Students above proficiency will be challenged to create neat and detailed pieces of art. For their narrative, they will be challenged to include at least four good sensory details. Approaching/Emerging Proficiency: Students approaching proficiency will be challenged to create a neat and detailed piece of art. When creating a narrative, they will be challenged to come up with 3-4 good sensory details. Modalities/Learning Preferences: <ul style="list-style-type: none"> Visual: Examples of expectations will be written on board. Auditory: I will discuss out loud my thought process for coming up with sensory details. Kinesthetic: Students will move to grab supplies. Music will also be played during art time. Tactile: Water colors are a soothing method of art. 	
Objective(s) By the end of the lesson, students will be able to successfully create a detailed piece of artwork by using the skill of crayon resist. By the end of the lesson, students will be able to create a narrative with sensory details based on what they see in their crayon resist artwork. Bloom's Taxonomy Cognitive Level: Knowledge: recall, outline Comprehension: describe Application: illustrate, produce Synthesis: write			
Classroom Management- (grouping(s), movement/transitions, etc.) -Students will keep their voices at level 1. If they do a good job at this, music can be played. -Students will remain seated in their desks. -Students will share watercolors/cup of water with partner at their pod. -When it is time to grab materials, partners will split the tasks (one will get water/water colors, one will grab crayons). -When it is time to clean up, one student will put all the materials away, and one student will grab paper towels to clean desks.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will remain at their desks throughout the lesson unless materials are needed. -Students will be careful not to make a mess when working on their projects. -Students are expected to work productively and stay on task. -Students are expected to give full effort into creating a solid art project and narrative.	
Minutes	Procedures		
2	Set-up/Prep: -Have example for students ready on Smart Board. -Have watercolors, crayons, and watercolor paper ready. -Have Dr. Seuss book ready to reference.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Begin by asking students what they remember about writing narratives from the lesson on Tuesday (focused mainly on dialogue, but also included adding sensory details). -Pull up examples of narratives they revised on the board, calling their attention specifically to the sensory/descriptive details they		

<p>6</p>	<p>added. -Ask them why these details were important and if they think it helped make the narrative better to visualize and more entertaining to read.</p>
<p>9</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) -Explain to students that adding sensory details helps the reader better imagine what the narrative is about by thinking about it through their sentences. -Discuss what it is included in sensory details and how it relates to the five senses. Give the students an example of each sense. -Reference Dr. Seuss, who is an author and illustrator that incorporate descriptive details in his books along with illustrations of what he is describing. Show the students that although he did not use crayon resist, his sensory details included match up with his illustrations in his books (Use this as example during when students are actually creating their pictures and narratives. Show them what sensory details Dr. Seuss uses and how they can be seen in the pictures he created.) -Next, provide them with a brief example of a simple piece of art you created. Make a short list on the board of descriptive words you would use when creating your narrative. Explain to them how you would then use this list to create a narrative about the picture. -Tell students you want them to visualize a scene that they would like to create. It can involve anything (animals, people, sports, school, nature, etc.) -Encourage them to think of the important objects to include to make the artwork to make it more detailed. -Next, tell the students they will be creating the scene they want to create by using crayon resist. -Describe to the students what crayon resist. (The wax of the crayon actually resists the watercolors, the helps the objects colored in crayon pop out, there is a balance between a smooth background and waxy objects).</p>
<p>40</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -The specific objects (trees, people, animals) will be colored in crayons, while the background (sky, grass) will be painted in watercolor. -First, color the objects with crayon. Make sure they understand to COMPLETELY color in their objects with crayon. -Then, go over the whole picture with water color. Make sure they do not use too much water. -If they finish and have time, have the students begin their narrative writing (otherwise it can be completed during L.A.). -Their narrative is focused on sensory details. -Encourage them to first think about which parts of their artwork they want to write about. Then, think about good sensory details they can use to describe those parts. Finally, they decide how to want to piece all the parts together to flow into a good narrative (their narrative should NOT be focused on dialogue. It should be focused on sensory details). -Write the actual steps of the process on the board for the students to refer to.</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): -Students will be partnered up with a peer and read their narrative/show their artwork to the partner. -Students are to briefly discuss their choice of sensory details.</p> <p>Extension: have students partner up and read narrative to partner. As they read the sensory details, partners will sketch the descriptions to test if the sensory details are descriptive enough.</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>-Outline shows if students are able to generate ideas based on what they see in their artwork. -Narrative about artwork shows if students are able to use the outline to form an easy-to-read narrative. -Piece of artwork created shows if students understand how to properly create a crayon resist piece of art.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>-Could have students build on to their narrative, creating a longer version that still links with their artwork.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>In regards to the lesson as a whole, I enjoy this art project for kids. It challenges them to create a more detailed piece of art to ensure they can use sensory details to describe their objects. Looking back, I should have considered placing restrictions on what the students could draw. Although I am an advocate for giving students choice in the classroom, I think limitations were needed in order to save time. In addition, I should have had a more detailed list of instructions on the board laying it out step-by-step, which I have now included. Also, I noticed some students struggled with understanding what a sensory detail entails. For next time, I will talk more in depth about how it relates to the five senses, giving examples of each. Also, I need to place more of an emphasis on the importance of completing coloring in the objects with crayon. If you don't, it will not resist! In conclusion, I enjoyed this lesson because it makes creating a narrative more personable and fun for the students, and it is definitely a project that can be altered to fit in with standards in other grade levels.</p>	

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