

Lesson Plan Template

Date: _____

Rebekah Bittner

<p>Grade: 3rd</p> <p>Materials: scissors, glue, pencil, marker</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 type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <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 type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <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: Art</p> <p>Technology Needed: none</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<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
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<p>Standard</p> <p>VA: Pr5.3. a: Identify exhibit space and prepare works of art including artists' statements, for presentation.</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: Student's will follow directions and get help from an aide or teacher as necessary.</p> <p>Above Proficiency: Student's will complete the directions and help those as needed.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Student's will watch a teacher demonstrate. • Auditory: Student's will listen to direction. • Kinesthetic: Student's will get to join other classes as a group and then move back to their own class. • Tactile: Students will use scissors and different types of paper. 				
<p>Objective</p> <p>Students will follow directions for making a pilgrim with writing to go along with their pilgrim.</p> <p>Bloom's Taxonomy Cognitive Level:</p>	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - Whole group: <ul style="list-style-type: none"> o students will be sitting on the carpet gathering space. o Voices will be at a level 0 and will not need any materials with them - Partner talk/work: <ul style="list-style-type: none"> o voices should be no louder than a 1 and they should take on. o They will stay on task and not get distracted. o They voices should be at a level one when working with their partner. - Transitions: <ul style="list-style-type: none"> o students should walk and be respectful of other people's space. - Materials: <ul style="list-style-type: none"> o students will be respectful with materials and handle them with care. o They will walk to get materials and make sure to put them back properly. 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - Whole group: <ul style="list-style-type: none"> o students will be sitting on the carpet gathering space. o Voices will be at a level 0 and will not need any materials with them - Partner talk/work: <ul style="list-style-type: none"> o voices should be no louder than a 1 and they should take on. o They will stay on task and not get distracted. o They voices should be at a level one when working with their partner. - Transitions: <ul style="list-style-type: none"> o students should walk and be respectful of other people's space. - Materials: <ul style="list-style-type: none"> o students will be respectful with materials and handle them with care. o They will walk to get materials and make sure to put them back properly. 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - Whole group: <ul style="list-style-type: none"> o eyes should be on the teacher or whoever is talking o their voices should be off o they should be sitting and ready to listen. - Partner talk/ work: <ul style="list-style-type: none"> o respectful and kind language should be used toward partners. o They will be respectful of student's space and stay on task with their partner. o Students will remember to talk quietly so as not to disturb other groups. - Transitions: <ul style="list-style-type: none"> o students will have walking feet as they move around the room and not bump into others. - Materials: <ul style="list-style-type: none"> o students will respect materials and take care to not break them. 				
Minutes	Procedures				
30 min	<p>Set-up/Prep before lesson: Cut out pilgrim patterns Have the correct paper and sizes picked out for the students. Have 2 examples made and ready to display.</p>				
5 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Call all the students to the carpet and count down slowly so that the students have time to settle down <ul style="list-style-type: none"> o You can say something like, "voices off and seated at the carpet in 5, 4, 3, etc." - Tell the students, "there is a holiday coming up where you eat lots of food and give <u>Thanks</u> for what you have. Could someone tell me what it could be?" <ul style="list-style-type: none"> o Give the students time to think o Call on a student to give an answer 				

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	<ul style="list-style-type: none">- Respond with, "Yes Thanksgiving is next week!"- "Can anyone tell me who the people were that started Thanksgiving?"<ul style="list-style-type: none">o Give the students time to thinko Call on a couple of students- Respond with something like, "Very close" or "Great job! Yes, the people who started Thanksgiving were Wampanoag and Pilgrims, after the Pilgrims arrived in America (Plymouth Rock) in 1620. They were the earliest settlers."
10 min	Explain: (teacher-led) <ul style="list-style-type: none">- "Today we are going to be making a pilgrim and we will be going through the steps together and then I will have you all begin to make yours."- Go through the steps with the students and make an example as you go.- When you are done going through the steps, then go through the steps again while the students make their own.- These are the steps for making the pilgrim:<ul style="list-style-type: none">o First trace out all the parts of the pilgrim on the correct colored paper.o Second cut out all the different parts.o Then glue the pieces in this order: the shoulders/ shirt, then the blouse parts onto the shirt, then the face on top of the shoulders, and the hair and hat on the head.o Next, draw the eyes, nose, and mouth onto the head.o Finally, write/ finish the sentence prompt given to you on the white board.- Put your name on the back so we do not forget whose is whose.- "what questions do you have?"<ul style="list-style-type: none">o Allow the students time to thinko Call on anyone who might have a question.- When we break you are going to go grab your scissors and a pencil.
10 min (for them to trace) 10 min (for them to cut out) 10 min (for them to glue and write their short snip it on their pilgrim)	Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) <ul style="list-style-type: none">- "once you have your scissors and pencil and are sitting at your spot around a couple other people, I will know that you are ready."- "we will be starting all together in 5, 4, 3, etc."- "You are all going to need to share the tracers so once you have finished using a tracer find if someone else needs it."<ul style="list-style-type: none">o The first step is to trace out all your different objects.- "When you are done tracing please raise your hand and I will come look at them." - "When I have okayed your tracing, I will have you start cutting."<ul style="list-style-type: none">o "please be careful when you are cut because you do not want to have to re-trace something."o "once you have finished cutting raise your hand and I will come check it again." - try to wait for everyone to be done cutting to help them glue the parts on correctly.- Give the students a little notice<ul style="list-style-type: none">o "try to finish up cutting soon because we will start gluing soon."o "if you have finished cutting please come get a background color for your pilgrim."- Once most are done cutting begin giving them direction of which parts to glue on first.<ul style="list-style-type: none">o 1. Shoulders/shirto 2. White blouse partso 3. Heado 4. Hair and hat- Once you are finished gluing give your pilgrim a nice big smile and some beautiful eyes and nose.<ul style="list-style-type: none">o Please remind the students to put their name on the back of their finished pilgrim.- When you are all finished come to me and I will give the paper to write down your response to the prompt that is on the white board.
3 min	Closure (wrap up and transition to next activity): <ul style="list-style-type: none">- Not that you have finished your pilgrim and writing about your pilgrim find other ways in your drawings to put words with your drawings.- Maybe the next time you make a picture write a short sentence or two on what the picture means.- You can also take home what you learned about the pilgrims so that when your family asked you what you learned you can give them a bunch of facts.

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<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection)• The assessment is ultimately their final product of their artwork.• I will look at how well they followed directions with cutting out the parts of the pilgrim, but I will also be looking at their writing and what detail they included in their writing.	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>At the end of the lesson I will look at how the students followed directions and assess their writing.</p> <p>Assessment is not to look at how well they put together their artwork but rather to look at did they follow directions respectfully and write using complete sentences.</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>In this lesson I thought the students were focused and I had their attention. They followed directions thoroughly and were respectful of materials and each other. The students learned about pilgrims and the differences between a pilgrim's life and their own life. I know this because they were able to articulate it in their writing. The students submitted their artwork with wonderful writing but for next time I would give them time to brainstorm and write ideas down before writing their final sentence on their final artwork page. For next time I would also give the students more choice and freedom in their artwork. I would want the students to have more flexibility with their artwork by getting to choose some of the materials they use rather than following the same steps. I would want their artwork to be more unique to them!</p>	