

Lesson Plan Template

Date: _____

Grade: 2nd	Subject: Art, Math
Materials: black, brown, red, and orange construction paper, shape stickers, googly eyes, glue, scissors	Technology Needed:
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) Art 4.2.1 Know the differences among visual art structures and functions. 4.6.2 Know connections between the visual arts* and other disciplines in the curriculum. Math 2.G.1 Identify trapezoids, rhombuses, pentagons, hexagons, octagons, parallelograms, quadrilaterals, cubes, spheres, cylinders, cones, triangular prisms, rectangular prisms.	Differentiation Below Proficiency: Students may need help cutting out the turkey body or other parts. Above Proficiency: Students will incorporate symmetry into their art project. Approaching/Emerging Proficiency: Students will add a variety of shapes and colors to their art project. Modalities/Learning Preferences: Some students may need assistance cutting or gluing their artwork.
Objective(s) Students will be able to apply their knowledge of shapes and colors to create a pattern block turkey.	
Bloom’s Taxonomy Cognitive Level: Apply, Create	
Classroom Management- (grouping(s), movement/transitions, etc.) -Students will stay seated while I am explaining and will come up to the table to while I model what they will be doing. - I will use “mac n cheese freeze” if I need to get students attention during work time.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students are expected to listen actively during instruction -Students will be allowed to talk with their friends during work time
Minutes	Procedures
5 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Set out shape stickers • Set out construction paper • Cut red and orange construction paper into smaller pieces • Set out googly eyes • Have a scissors and glue handy for demonstration
2 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “Can you name me some shapes you have learned about?” • “We are going to be using all kinds of shapes to create our art project today.” • “Also, what holiday is coming up next?” <ul style="list-style-type: none"> ○ “Can anyone guess what we might be creating for art?”
3 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • “We are going to be creating pattern block turkeys.” <ul style="list-style-type: none"> ○ Show students the example

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	<ul style="list-style-type: none"> ○ “You will want to make sure to use a variety of shapes and colors when you create your turkey.” ○ “Try to incorporate symmetry so that each side looks the same.” ● “You will want to start with a hexagon in about the middle of your paper and then begin building around your hexagon.” ● “We will create the turkey’s feather’s out of shape stickers.” ● “Then we will add the turkey’s body once we have that done.” ● Take down the example ● “I will have you all gather around the table as I show you the first step and then I will have you come back so I can show you how to create the body and finish your turkey craft.”
<p>15 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Have students gather around the table to show them the first step ● Show students how to start the feather design by placing a hexagon in the middle of the paper and then adding various shapes of different colors around the hexagon in a symmetrical way. ● Have students grab a black sheet of construction paper and shape stickers. ● Have students return to their seats to design their turkey feathers. ● Have students gather around the table to show them how to cut out the turkey’s body, the orange beak, and the red waddle and glue it to the pattern design along with the googly eyes. ● Hand students grab brown construction paper, a little piece of orange and red construction paper, and googly eyes. ● Have students return to their seats to finish their pattern block turkey art project.
<p>1 minute</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Have students clean up their tables and put everything away. ● Ask students why it was important to use many shapes and colors while creating their turkey ● Ask students if they used symmetry for their pattern block turkey art project
<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>I will assess students by analyzing how they used shape and color in their art project.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>I could assess student’s knowledge of the shapes by having them take a test identifying the different shapes.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>When I wrote my lesson plan I said that the students will be creating pattern block turkeys. However, I decided to change the name to geometric turkeys when I taught the lesson since they would be using geometric shapes to create the turkey. I engaged the students by having them name me some shapes they have learned about to stimulate prior knowledge. I should have also talked about the relevance to Thanksgiving. I told them they were going to be using all kinds of shapes to create their geometric turkeys. I think it is important to tie art to another subject when possible, and it worked great to incorporate math into this art lesson. I also challenged students to use symmetry when creating their geometric turkeys and a lot of them did which was great to see. This showed me that students understood what symmetry was when they incorporated it in their geometric turkeys. I showed students an example of a geometric turkey art project before we began, but then took down the example so students could not copy it which I know students will do from experience. I modeled how to do the first part of the art project for the students and then let students go back to their seats and do the first part. Then I modeled the second part of the art project and let students finish their geometric turkeys. This process seemed to work well to teach art. I had students use geometric shape stickers, which was much easier than cutting out shapes and having students glue them on. I had thought about adding googly eyes, an orange beak, and a red waddle to the turkey, but I forgot about the feet when I wrote the lesson plan which I made sure to add. I was expecting students to be able to draw and cut out a triangle beak, a waddle, and the feet, so I wasn’t anticipating students needing help. If students tried to draw and still needed help, I allowed them to trace mine onto their construction paper and then cut it out. Next time, I would have a better process for giving students the materials instead of handing them out which was time consuming. I could</p>	

have had everything on the table and called students to come get their own materials. I do not consider myself artistic, so I felt like I was learning along with the students, but the geometric turkeys turned out really cute and I thought the lesson went well.

