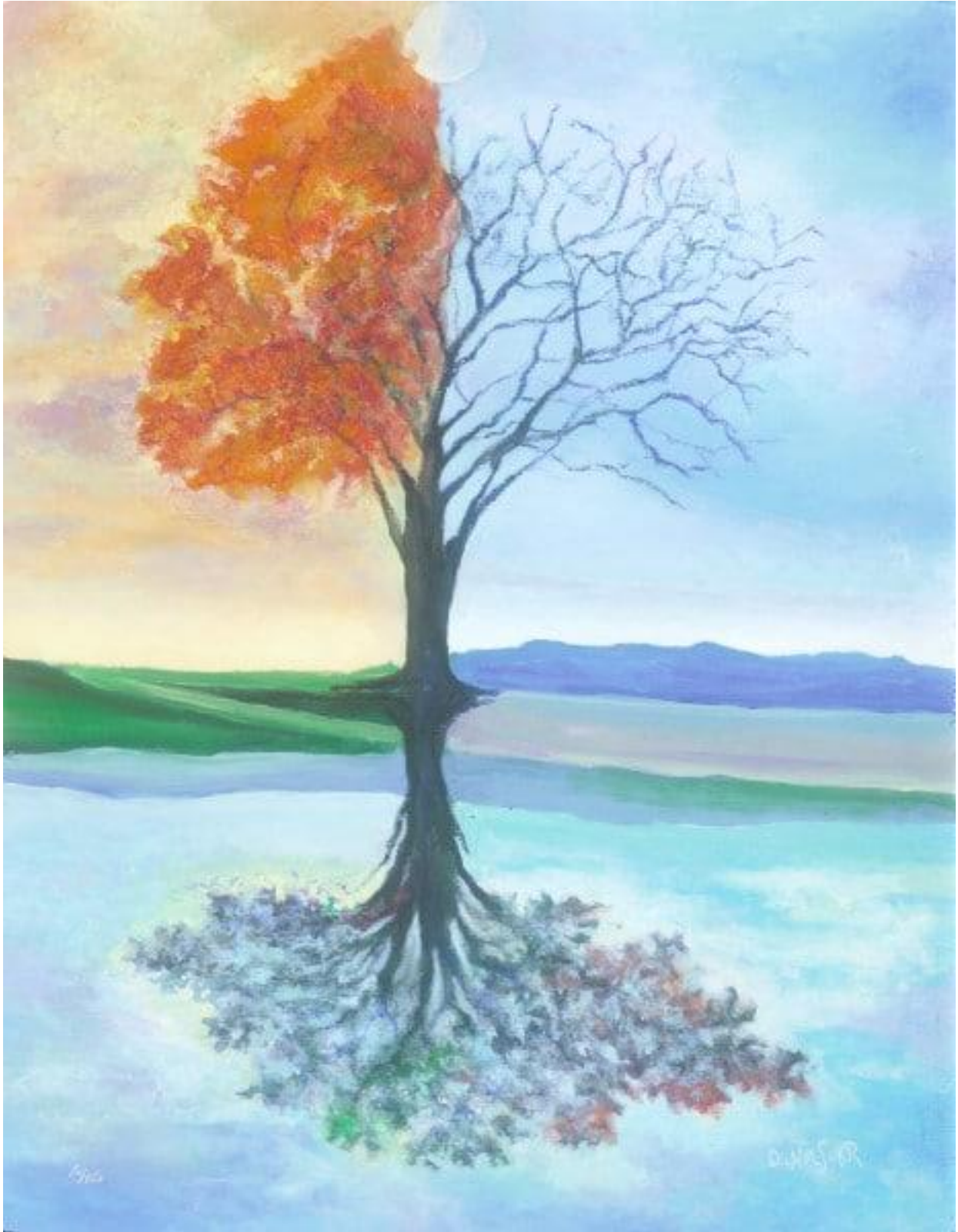


Lesson Plan Template

Grade: 2nd		Subject: Art	
Materials: Book, "Fall Is Not Easy", stamp packets, tissue paper, glue, scissors, construction paper, cotton balls, tree printout		Technology Needed: Projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input 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)		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) VA:Cr2.2.a Experiment with various materials, tools and/or repurpose objects to explore personal interests in a work of art or design.		Differentiation Below Proficiency: Learners can ask for help from their table partners or clarification from the teacher if they are having difficulty figuring out how to display their favorite season. Above Proficiency: Learners can write a short sentence about why they love that season on their paper. Approaching/Emerging Proficiency: No change. Modalities/Learning Preferences: Visual: I will provide a visual example of a completed tree. Auditory: I will go over the instructions verbally. Kinesthetic: Learners can pull apart cotton balls to make snow or rip up papers to create shapes. Tactile: Learners can cut out their own leaves and shapes for their project.	
Objective(s) By the end of the lesson learners will be able to represent their favorite season on paper using a variety of art mediums. Bloom's Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Learners will share with their table partner for this activity. They are expected to use their own glue and scissors, and if they want to use writing utensils they all have markers, pencils, and crayons in their desks.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Learners will sit at their desks and use the materials provided safely and kindly. They will share the materials with their table partners. They will clean up all of their materials at the end.	
Minutes	Procedures		
	Set-up/Prep: Print off 25 copies of the blank tree printout (linked at end of lesson plan) Prepare an adequate amount of materials for each student Create an example sheet with completed tree.		
3-5 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Read the book "Fall Is Not Easy" to start off. "What are the four seasons? What is your favorite season? How can you tell what season it is based on the trees around us? How can we represent the changing seasons in art?"		

Lesson Plan Template

Show painting by David Najar



“Seasons Change” by David Najar (2014)

3-5 mins

Explain: (concepts, procedures, vocabulary, etc.)

“Today we are going to create our very own representation of our favorite season. A **representation** is something that shows us something. Here is my representation of my favorite season. (Show learners the completed tree). We have lots of materials for you to work with today. I want you to create your own tree and show me what your favorite season is with your tree. I have a few procedures I need you to follow so that we can all have fun with the materials. First off, glue stays on the page, your page stays on your desk. Repeat that back to me. Glue stays on the page, your page stays on your desk. Scissors are for paper. There are enough materials for everyone, please share with your neighbor.”

Lesson Plan Template

	<p>“Here are the materials and here’s a few ways to use them! We have construction paper which you can cut up into leaves and glue onto your tree. We have tissue paper which you can rip into pieces and crumple and glue down. We have cotton balls which you can pull apart or glue down as they are. We have stamp pads that you can stick your fingers in and make leaves from your fingerprints. We have (insert assorted materials here along with procedure).”</p> <p>“Make sure you write your name on the top of the page so that you can take credit for your artwork.”</p>	
<p>10-15 mins</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> <p>Set learners on their art journey! Walk around and ask them questions about their vision. What season is their favorite? How are they choosing to represent that?</p>	
	<p>Review (wrap up and transition to next activity):</p> <p>When you are finished put your completed art project in your take home folder and place your folder in your backpack. When you are finished with that I want you to wait quietly until you are given further instructions. When I call your row line up and get ready for the bus.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>What materials are you using? How is that representing your favorite season? What do you know about the seasons? Are they utilizing multiple different materials or just using one?</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Take pictures of learner’s work. (Maybe we can hang them up somewhere in the classroom until they dry?) Did they represent the season in a way that is recognizable? Did they utilize multiple different artistic materials?</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Lesson Plan Template

