

<p>Grade: 2nd</p>	<p>Subject: art (integrated with ELA)</p>
<p>Materials:</p> <p>Watercolor paper</p> <p>Watercolor paint brushes</p> <p>Watercolor paints</p> <p>Cups</p> <p>Towels</p> <p>Sharpie</p> <p>Salt</p> <p>Shel Silverstein book</p>	<p>Technology Needed:</p> <p>Computer and printer for integration method.</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" 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"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input 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) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain:</p>
<p>Standard(s)</p> <p>4.2.1 Structures and elements of design</p> <p>RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>I will be able to observe if the students are below proficiency in the art standard by how they are creating their hues of the colors. If they are struggling to make the correct hues, I will assume they are below proficiency. I will be able to observe if the students are below proficiency in the ELA standard by how they are writing their poem. If the student is struggling to write a understandable and flowing poem, I will assume they are below proficiency. I will be able to observe if the student is below proficiency in relating the two by if the student is struggling to be able to draw an illustration on the artwork that directly relates to their poem.</p> <p>Above Proficiency:</p>
<p>Objective(s)</p> <p>Students will be able to express how their art relates to their poem by the end of the unit.</p> <p>Students will be able to differentiate between various hues of colors.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <p>Apply</p>	

I will be able to observe if the students are above proficiency in the art standard by how they are creating their hues of the colors. If they are making the correct hues with their color, I will assume that the student is above proficiency. I will be able to observe if the students are above proficiency in the ELA standard by how they are writing their poem. If the student is able to easily write a understandable and flowing poem, I will assume they are above proficiency. I will be able to observe if the student is above proficiency in relating the two by the student being able to draw an illustration on the artwork that directly relates to their poem.

Approaching/Emerging Proficiency:

I will be able to observe if the students are approaching proficiency in the art standard by how they are creating their hues of the colors. If they are being challenged with making hues, but still creating the correct hues for their color, I will assume that the student is above proficiency. I will be able to observe if the students are approaching proficiency in the ELA standard by how they are writing their poem. If the student is challenged by writing an understandable and flowing poem, I will assume they are approaching proficiency. I will be able to observe if the student is approaching proficiency in relating the two by the student being able to draw an illustration on the artwork that directly relates to their poem, with some challenge.

Modalities/Learning Preferences:

- **Visual:** For the students who are visual learners, I will be creating my artwork alongside of them at the board while I am instructing them on how to create their artwork.
- **Auditory:** For the students who are auditory learners, I will be explaining each step in depth as the students create their art work. I will also be open to questions and deeper explanations of the process if needed.
- **Kinesthetic:** For the students who are kinesthetic learners, I will offer them flexible seating and space so that they are able to move around and be comfortable while also working on their art work.
- **Tactile:** For the students who are tactile learners, they will learn best during this

Lesson Plan Template

Date: 20 March 2019

	<p>lesson. The students will be participating in a hands-on art project and will be completing tactile acts throughout the duration of the lesson.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The students will be seated at their seat spots during the explanation of the activity. They will then transition to their desks, having each person in their desk pod in charge of grabbing one type of supply for each person in their pod.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>The students will be expected to handle the water colors with care. The students will be expected to listen and follow directions as they are given. The students will also be expected to keep their voice levels at a 0 or a 1 so that they are able to listen to directions throughout the duration of the art project.</p>
Minutes	Procedures
<p>10</p>	<p>Set-up/Prep:</p> <p>I will need to set out all of the materials for the activity and prepare my working space at the front of the room. I will need to make sure to have a Shel Silverstein book ready to show the students.</p>
<p>3-5</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>I will begin the lesson by asking the students if they have ever heard of Shel Silverstein. I will then ask them what they know about Shel Silverstein’s work. I will ask the students if they know what the hues of colors are.</p>
<p>20</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will explain to the students that Shel Silverstein uses a different type of poetry that is illustrated. I will then explain to the students that we will be recreating our own versions of a Shel Silverstein poem.</p> <p>I will begin the lesson by explaining to the students that the hue is the different shades and tints of a color. We will talk about texture and how it enhances the artwork we do. I will explain and demonstrate for the students how they will be able to make the different shades and hues of the color that they choose. I will start by showing them that they should fill their chosen color spot with water and also place water in the lid of their container, as this acts as a mixing plate. I will explain to the students that from the top to the bottom we will make our picture darker to lighter.</p> <p>I will begin by mixing the water and the color in the color spot and then brushing it across my paper (in one line across the paper), creating a dark color. I will explain in depth how we create the light and dark hues, instructing the students to follow along by creating their color hues. I will then bring the color/water mix out into the plate and create a little bit of a lighter color by adding water. When the color is lighter, I will then brush the color in one line across my paper. I will then add a little more water to my mixture and brush it in one line across my paper. I will repeat these steps until the whole paper is covered.</p> <p>Once the paper is covered, I will take some salt and sprinkle it across the top. The salt will create a texturization.</p>

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	I will explain to the students that they will be writing poems during their ELA time to glue onto their artwork, to match a Shel Silverstein poem. I will explain that the students will also be drawing with sharpie on their art work, to match their poem, once the poem is written.
30	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will create their artwork.
5	Review (wrap up and transition to next activity): To review the activity, I will ask the students what kind of art work we were working on (hues and textures). I will also ask the students what their ideas are for their future poems.
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none">Progress monitoring throughout lesson (how can you document your student's learning?) I will be formally assessing the students throughout the lesson by watching how they are painting and executing their hues. I will be able to assess if a student is within their ZPD based on how they are able to execute their various hues that they are working on.	Summative Assessment (linked back to objectives, END of learning) The summative assessment will be a short quiz asking the students about hues and the importance of texture within artwork.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan. I think the art lesson went fairly well, but I think there were some things that we could have improved upon within the art lesson. I taught the students about hues of colors while they are painting. The students understood the techniques of having different hues of colors, but they did not understand the way I was asking them to create their hues of colors on their art projects. I don't think I explained it as much as I could have. The students and I completed the art project together. The students worked on their projects at their desks, while I worked on the project at the board. We talked through each brush stroke, as well as how to make each color before we began to brush the color onto the paper. I believe that I did not look into the technique of this enough, as the dark colors were not as dark as I had hoped they would be. I was visualizing this project as one where there would be a defined color between the top and the bottom of the paper. Where the darkest color would be on top, and the lightest would therefore be on the bottom. The students worked on their hues and painted them differently than I had envisioned they would be painted. Part of the problem with this portion of the lesson, is in the beginning, the darkest hue didn't get as dark as I had hoped it would. Due to this, the color began to fade fast and we didn't have the whole page painted. We began to paint dark colors at the bottom as well to be able to fix this problem and create a full page of hues. The students then created texture on their art projects by flat washing them with water and then sprinkling salt on top. Although the	

project itself did not turn out the way I had envisioned it, it still showed the hues and texture that I was hoping it would.

The art lesson then was followed up the next day when the students began to draw the thing that went with their poems. The students created poems to put on their art projects. The students wrote these poems about someone who is their hero. This ties into the hero unit we are currently working on within our class. The students drew in black sharpie something that represented the hero that they wrote about. I thought this was a great way to integrate the things that we have been discussing within our classroom.

