

Name Kristen Laky

**Lesson Plan**

**Learning Segment Focus** Art Outside **Lesson** 3 **of** 5

**Course & topic addressed** Science & Art **Date** 04/15/2020 **Grade** 3<sup>rd</sup>

**Student Outcomes**

Specific learning objectives for this lesson.	Students will apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art within the environment of nature.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Student have previously learned about what nature was and the environments that involves nature. Students have also previously learned about how art can take many different forms and what art consists of.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	The class population is approximately 93% made up of Caucasians while the other 7% is represented by African Americans and Hispanics. Most of the students live in poverty with many of them living with grandparents/one parent, stepfamilies, foster families or unmarried cohabiting adults.

**State Academic Content Standards**

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p><b>3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</b></p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> <li>When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.</li> </ul> <p><b>CR.2.3.1 Create personally meaningful artwork through various media using grade-level appropriate elements of art and principles of design</b></p>
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<p><b>Nature</b></p> <p><b>Conserve</b></p>	<p><b>Environment</b></p> <p><b>Vandalize</b></p>	<p><b>Texture</b></p> <p><b>Attached</b></p>
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**Academic Language Support**

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels</p>	<p>The teacher will have detailed discussions involving new academic words as the class comes across them. These words will be defined and explained in life-related situations so the students can better relate and understand the meanings behind the language.</p>
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<p>of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>Within the class, the teacher will have a place for a word wall where words will be added along with the definitions that the class comes up with together.</p>
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**Materials**

<p>Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<ul style="list-style-type: none"> <li>• school yard with trees and fallen leaves</li> <li>• construction or plain paper</li> <li>• scissors (optional)</li> <li>• glue</li> </ul>
<p>Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)</p>	<ul style="list-style-type: none"> <li>• All materials will be provided by the teacher</li> </ul>

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<p><b>Amount of Time</b></p>	<p><b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b></p>	<p><b>Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)</b></p>
<p><b>(10 Minutes)</b></p>	<p><u><b>Introduction:</b></u></p> <p>Discussion (10 Minutes)</p>	<ul style="list-style-type: none"> <li>• The teacher will lead a discussion with students about how nature makes its own art and how it effects the environment.</li> <li>• Talk about the beautiful colors in the fall, the unique shapes of leaves from different trees, the different textures of rocks, dirt and sand, etc... be specific to your area.</li> <li>• Ask students to name some works of art that they see every day outside.</li> </ul>
	<p><u><b>Instruction:</b></u></p> <p>Discussing Directions (5 Minutes)</p>	<ul style="list-style-type: none"> <li>• Talk with students about what they know about preserving the environment. (Don't litter, don't vandalize or break anything in nature)</li> <li>• Ask students what colors are found in the plants around the school yard/garden at school.</li> </ul>



Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		<ul style="list-style-type: none"> <li>This is a great way for students to better understand objects within their environment.</li> </ul>
<b>(15 Minutes)</b>	<p><u>Closure:</u></p> <p>Discussion (15 minutes)</p>	<ul style="list-style-type: none"> <li>Let students share and describe their art that they made with their partner, and then with the class. Once they dry, you can post the pictures in the classroom.</li> </ul>

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> <li><b><u>Remediation:</u></b> I will check their specific remediation and try to incorporate it into the lesson without making it obvious what I am doing so I do not single them out. If their remediation is to be worked with one on one, I will do that as well.</li> <li><b><u>Intervention:</u></b> If a child needs to read out loud, reread their text or needs dictation I will accommodate all of those needs to the best of my ability.</li> <li><b><u>IEP/504:</u></b> I would follow the IEP and 504 to help the child however I could with the lesson.</li> <li><b><u>LEP/ESL:</u></b> I would do my best to find an interpreter or send messages home through google translate to help me. I would do my best to still teach the child the English alphabet as he/she would need to know that for so many things here in the US.</li> <li><b><u>Gifted Students:</u></b> I might have to speed the lesson up for them or let them work ahead. I also could let them work with other students who might not have caught on as quickly.</li> </ul>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to <b>ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>Different lesson will be assigned on the app to meet the needs of the student's abilities. This could be at their level of learning or even more advance to provide a balance approach to the zone or proximity. One-on-one help will be available to students during the time with the application use.</b></p>
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students'	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>?          What <b>changes</b> should be made?          How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from:

[http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/Student Teachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us;](http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/Student+Teachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us;)  
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