

Name: Molly James

Lesson Plan Template

Lesson Segment Focus Connection in Fine Arts

Lesson 1 of 1

Course & topic addressed Personal Experiments in Art

Date 4-22-19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	For students to synthesize and relate knowledge and personal experiments to make art.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have not had a lesson like this before, but we can base it off of what students see in nature or at home.
Knowledge of student's background (personal, cultural, or community assets)	Some students may not have the same resources as others in this situation. So, depending on community assets, they might not be available to the same resources.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	CN.10.3.1 AR Create art based on personal observations of surroundings, using art vocabulary.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	To assist students to understand key academic language to express and develop their content learning, I will make sure to individually work with the students to make sure that they are understanding and learning the content. For students at different levels of academic language development, I can also individually work one on one with them to go over the vocabulary words and work on the grammar.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Primary Colors, Secondary Colors, Tertiary Colors, Variety, Aesthetic, Exaggerated, Expression, Features.
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Materials

Materials needed by teacher for this lesson.	Video example, Padlet board 2 example, computer, screen, and projector
Materials needed by students for this lesson.	Pencil and paper.

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
2 min	Introduction: Get prepared for the lesson	For the introduction, I will ask the students to pull out a sheet of paper and a pencil and I will get the Padlet board and video popped up.
20-25 min	Instruction: I will play the video and go over the Padlet board.	For the instruction, I will start off by talking about the main vocabulary for this lesson that is listen above. We would have recently gone over these terms, so this would be a review of them. I will call on my students and let them have partner talk. After this, I will explain the lesson and the project for the day. We will then watch a video over the art vocabulary and how you can use your surroundings to make art. After this, I will pull up the Padlet presentation that goes over the steps on how we will implement this art experiment.
5-10 min	Closure: I will explain the project	For the closure, I will talk about the assignment I want my students to do with their families. This will be that they will go home and either look outside, the grocery store, their house, surroundings, etc. and observe to find different art elements. On Friday, they will bring back a sheet of paper that shows what they saw and what vocabulary term they can put with the observation.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504?	I will modify instruction for Remediation students by providing them with the Padlet board printed out on paper for them to use and take with them. For intervention students I will individually help them with this project on some one on one time. For IEP/504 students, I will make sure that this information and lesson follows their plans. For LEP/ESL students, I will do the same as I would for the remediation students by providing them with a printed version of the Padlet board.
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LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	With my lesson, I will have a video example that the visual learners can watch as well as the Padlet board. I am also available to work one on one with the students at the table in the back of my classrooms. I can also print off worksheets of the Padlet board for those students that need a paper in front of them.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>