

Lesson Plan Template

Grade: 1st		Subject: Art	
Materials: 12X12 white paper, variety of colors of water color paint, black marker or sharpie, pencil, anchor chart of lines, the book <i>The Wild Christmas Reindeer</i> by Jan Brett		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input 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)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4.1.2 Know the different techniques* used to create* visual art.		Differentiation Below Proficiency: Students can get help from classmates if they need help. The students can choose how they want to do it. If they want to leave the scarf off and not put details in the scarf they don't have to. Above Proficiency: Students can get the directions printed out and complete it on their own and teach the below proficient students how to create the drawing. Approaching/Emerging Proficiency: Students will complete the project as planned. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Kinesthetic: The students are creating a project and learning about lines as they create it. The students are creating lines. • Visual: Students will have a visual step by step on how to create the reindeer • Auditory Students will have be told step by step how to create the reindeer. 	
Objective(s) By the end of the lesson, the students will be able to demonstrate different types of lines by completing a project using lines. Bloom's Taxonomy Cognitive Level: Understanding			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be seated at their tables during the lesson. When students get their materials they will come up one at a time and do it quietly.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • All materials need to be used appropriately • Students should be quiet so everyone can hear directions. • When students receive their paper, they should place their name on the back first 	
Minutes	Procedures		
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Have all materials at the back table so students can get them fast and easily. • Have anchor chart up • Have the book <i>The Wild Christmas Reindeer</i> by Jan Brett ready to read 		
7 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Read the book <i>The Wild Christmas Reindeer</i> by Jan Brett • What do reindeers look like? What characteristics do they have? (antlers, maybe a red nose, brown) • We are going to draw reindeers today. • We use different lines when we draw (refer to anchor chart of the different types of lines) • When we are drawing the reindeer think of the different lines that we are using • (Put picture of completed project on the board so the students can see what it will look like when done. 		
12 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Students will receive all material. Make sure the students put their names on the back of the paper first. • Place a two or three fingers at the bottom of the paper and trace both sides to make the neck. • Using your opposite had as a guide for size, draw an oval around your hand. Make sure not to trace your hand. It should be taller and wider than your hand. • Antlers-Draw a line from the top of the head towards each of the top corners of your paper • Draw ears at the top of the head pointing to the sides of the paper 		

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	<ul style="list-style-type: none"> • Draw a large horizontal oval at the bottom of the face for the nose • Draw 2 vertical ovals at the top of the face for eyes • Add dots for the eyes. • Finish the antlers by putting smaller lines on the big lines • Draw a rounded square around the neck- erase the lines in the neck so you cannot see them • Finish the scarf • Use the black marker to outline the reindeer
<p style="text-align: center;">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"> • Students will paint or color their reindeer. • They will be able to add designs to their scarves that are on the reindeer • Students should think of real reindeers when painting or coloring their reindeer. • If the students need to touch up the black marker outline they should do it now.
<p style="text-align: center;">2 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • What kind of lines did you use in your reindeer project? (everyone might have used a little bit different lines depending on what they chose to draw in their scarf.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</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> <p>This lesson went really well. The kids really liked creating the reindeer art. Even though it was a directed draw everyone's reindeer looked a little different. Reading the book about reindeer first was a good way to start the lesson. Since we read the book first we were able to talk about the different characteristics that make up a reindeer. The book helped the students come up with different characteristics to talk about. The students followed along step by step just as they were instructed to. They raised their hands if they needed help instead of hollering out for help. Most of the students understood the step we were on. I didn't have to repeat any of the steps which means that they were paying attention and listening. We were a little worried the students would rush through the project since they usually do during their art projects. Most of the students took their time on the projects and they all turned out nice. Talking about how lines makeup a picture was a good way to incorporate an art standard. If I would reteach this lesson I would talk a little bit more about the different lines and we would come up with some more ideas that the students could put on their scarfs to incorporate the different lines they could use to make a design. I would have them color the scarf and then choose another color to draw the design in their scarf so you can see the designs that they chose to put on their scarf. I would also teach this lesson in two separate class periods. In our first class period we would read the story and do the drawing of the reindeer. In our second class period we would talk about lines and put a design in our scarfs. After we talked about that we would color and paint the pictures. The lesson took longer than I thought it would so splitting the lesson up would help with time management. My classroom management was a lot better during this lesson. I used some of Mrs. Uhler's classroom management tricks and it worked for the most part with the kids. They would stop talking for a while and start up a bit but I could get them quieted back down fairly quick. I really enjoyed teaching this lesson to the students and would definitely teach it again. The students loved the lesson as well. Next time I could talk about the use of different colors. I could also talk about warm and cool colors.</p>	