

Lesson Plan Template

Grade: 1		Subject: Art	
Materials: black construction paper, black paint, oil pastels, paint brushes		Technology Needed: Northern Lights video	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input 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 type="checkbox"/> Hands-on <input 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) Standard 1: VISUAL ART MEDIA*, TECHNIQUES*, AND PROCESSES*- 4.1.2- drawing techniques (e.g., gesture*, contour, cross hatch, value* shading, line and line variation, perspective, composition) Standard 2- Structure and Function- 4.2.1 structures: elements of design (e.g., line, shape, form, color, texture, value*, space)		Differentiation Below Proficiency: Demonstrating how to swish the lines. Above Proficiency: Using the gray pastel to add a different shade of the color Approaching/Emerging Proficiency: Using the different colored pastels to create the Northern Lights Modalities/Learning Preferences: Visual- Watching the videos about the Northern Lights to see what they look like. Kinesthetic/ Tactile- Drawing what their own Northern Lights are going to look like. Auditory- Listening to the explanations of what they are and how to draw them	
Objective(s) By the end of the lesson the students will understand what the Northern Lights are and what they look like by creating their own version of them. Bloom's Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be dismissed by certain ways to their desks and will follow clean up procedures of the oil pastels and paint brushes.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) If a student is messing around during the lesson, they will be the last to get their paper and pick their colors.	
Minutes	Procedures		
2	Set-up/Prep: Have enough pieces of black construction paper prepared to give to each student, have oil pastels ready at the circle table. Black paint will be needed later.		
6-7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Watch videos of Northern Lights. Vinemo- after watching ask them- what did they notice about the colors? The lines? Were they straight? National Geographic- start at about a minute- what do you notice about how wide the lines are? -skip to 2:45- notice the different colors Hour video- watch about 3 minutes so they can see the different colors		
5-6	Explain: (concepts, procedures, vocabulary, etc.) Start by asking the students if any of them have seen the Northern Lights before? If so what did they look like? If not what did they look like in the videos? The Northern Lights can be seen really well in the night sky in places north of us. One of them happens to be Alaska. They look like squiggly lines of bright colors in the sky. People sometimes believe the cold temperatures of the north have an impact on the light show, however it is quite the opposite. Another name for them is 'Aurora borealis'. That is kind of a funny name and I want all of us to say it together. Would you ever travel that far just to see them? Even though not all of us have seen the Northern Lights each of you are going to make your own picture of them! This is going to be done in 2 steps and I need you to pay attention to the directions. Give me a thumbs up if you think you can do that. Dismiss the students back to their desks by shirt color and hand out a piece of black paper to them as they go back to their desk. Since the oil pastels are sitting on the circle table have them pick three different colors, remind them that the brighter colors are going to stick out more. Have the students take their materials to their desks and then come back to their carpet spot.		
45	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Part 1: When they have all returned to their carpet spot, demonstrate how to draw the lines with the pastels. When I am drawing my lines on my paper I need to go over the same lines a few times so they are thicker and I have a lot of color. I also don't want to draw them too close together because there won't be enough room for the next step. Dismiss the students back to their desks to draw their lines. When you get back to your desks, use one color at a time. Remind them not to color all over it because it won't turn out		

Lesson Plan Template

40	<p>the way it is supposed to. They need to draw one line with each of their colors. Remind them not to draw them too close together or it won't turn out right. After they have drawn their lines they need to bring up their oil pastels to the circle table and put them back into the correct color bin and then come to their carpet spots. I'm going to make sure they are in the right spots and if they aren't you will have to come back and do it again. The teacher will attach their paper to the board to show them how to swish the lines. I use my finger to move the colors and that helps them to look like the Northern Lights. To add some different colors of the same color, the teacher will demonstrate how drawing next to the line with gray can make them look a little different. Then by using one finger they are going to swipe up –Point out they can only swipe one direction with each color otherwise it won't turn out as well. You have to press kind of hard to get the colors to spread. If the colors start to blend together they need to use a different finger because it will help the next color stay the right color. Before dismissing them back to their desk remind them that they can take a gray back with them but don't have to if they don't want to. Dismiss the boys to head back and then the girls. When they have finished swiping their colors, have them bring their papers up to the counter to save to finish later. Have wipes available for them to wipe their fingers on so there isn't a long line for the bathroom.</p> <p>Part 2: This part will be done in a small group of about 4 students. Explain to the students they will be finishing their picture by adding a landform at the bottom of the page. So the first thing they need to do is pick between a hill and a valley. They will then paint their landform on the bottom of their page. Remind them not to go up too high or they'll cover up their Northern Lights. After they have finished painting their landform, they can also add a couple trees on the sides, the teacher will demonstrate how to paint them. Once they have finished they need to take their paint brush to the sink to rinse it out and set it on a paper towel by the sink. Then they need to take their papers back to the counter to let them dry.</p>		
4	<p>Review (wrap up and transition to next activity): Would you ever travel that far to see the Northern Lights? What were 2 things you learned about them? While they are painting ask them- why did you choose those colors? What do you notice about how they represent how the Northern Lights look? How do the different lines you use make it look different? How does the landform added to it change the way it looks?</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Walk around classroom to see if students are able to use the pastels and use their fingers to move the color. Monitor discussions at the carpet Check their understanding of landform formation by how they paint it on their paper</p> <p>Consideration for Back-up Plan:</p> </td> <td style="width: 50%; padding: 5px;"> <p>Summative Assessment (linked back to objectives) End of lesson: Picture test of land forms</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Walk around classroom to see if students are able to use the pastels and use their fingers to move the color. Monitor discussions at the carpet Check their understanding of landform formation by how they paint it on their paper</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Picture test of land forms</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): When my teacher showed me this project I was really excited about it because it looked really neat and I thought the kids would enjoy it as well. I started by showing the students the different videos of the Northern Lights and asked if they had ever seen them before and only a few had, but they thought the videos were really cool. While they were watching them they pointed out the different colors before I did and when I asked them what they noticed about the lines they were able to tell me they were different than each other and were squiggly. I told them they were going to make their own Northern Lights picture and showed them an example of a finished copy and they were really excited about it. I explained that their first step was to get their piece of paper and pick out 3 different colors. I told them a couple times before they had picked their colors that they lighter ones would work better because they would show up on the paper better. A few students did pick the darker colors and did notice at the end they didn't show up as nice. When they got back to their desk their job was to draw lines on their paper in any pattern they wanted. I should've demonstrated how to do this before I sent them off because I had a few come up to me and ask how to draw them and had to have a couple start over because they drew something different. If I would've taken three colors and drew on a piece of paper an example of what they were supposed to do, I feel there would've been a lot less confusion and they wouldn't have had to start over. I think showing them the finished copy helped a little but didn't exactly show them what they needed to do first. After they drew their lines, I brought them back to the carpet and explained their next step was to swish the lines. This was a little tricky for them because a few didn't quite understand that they needed to push really hard for their lines to get the swish look. At the beginning I had told them not to draw them too close together because I wanted them to be able to see the different colors. If I could change that I would tell them to leave a little space between them but not a lot because they would be able to see how the different colors blend together. Some of the students didn't have enough color to their lines and while they were trying to swish them, had to add more color so it stuck out more. They did well with putting the oil pastels back onto the correct bin, but then when they were done they went over to the sink to wash their hands and there ended up being a long line. While I was writing the lesson plan I hadn't thought of that and if I could make a change I would have a procedure for that because the longer they stand there the more they will mess around. Overall, they did turn out but it was a little of a struggle to get them there. My practicum teacher did step in and help a few of the students which helped with time.</p>			

Lesson Plan Template

At the beginning of the second part I used the videos again to show the students what the landforms in the back would look like and asked them what types the thought they would find if they went to Alaska. I explained to them if they were there they wouldn't be seeing volcanoes and they shouldn't be drawing them on their papers. I also showed them the finished copies so they could see how they both went together. We also discussed how far up their paper they should go with their landforms because to be able to see the Northern Lights at the top of their papers they should only paint their landforms going up to about half of their paper. Then it would still look like the lights were in the background and in the sky. Having them paint in small groups of 4 went really well, and before I let them paint I asked them which landforms they wanted to do and to make it easier they could first outline their landform with a small brush and then use a bigger one to paint the remaining area. They did really well with being able to pick their landforms and not drawing them too tall. While they were working I noticed some of the students drew wider lines and I asked them what they noticed about the differences between them. Before they put their papers on the shelf to dry, they had the option of drawing trees on their landform and only a few decided they didn't want to. For each group I demonstrated how to draw one and then they tried. A couple drew the branches the wrong way so I asked them to try drawing them the other way. Since they did the painting in small groups and were done just before recess, I took care of cleaning out the paint brushes and wiping down the table.