



Homeschool Lesson Plan (Day #1)

A. Standards, objectives / Learner Outcomes “At the completion of this lesson, learners will be able to ...” (Remember to use observable / measurable terms + strong verbs.)

Standard(s): N/A (Various age groups learning)

Cognitive objective(s): At the completion of the lesson, given the appropriate instruction, learners will be able to craft a hands-on representation of a fall themed mosaic.

Affective objective(s): During the lesson, given the materials, learners will be able to express their feelings of fall through the use of art.

Psychomotor objective(s): During the lesson, given the appropriate art materials, learners will produce a fall themed mosaic using their creativity.

Morgan S. completed on 10/4/16

B. Assessment Plan: How will you know that the learners met the objectives? What will you be able to observe and measure? Will you have a rubric? What does success look like?

Formative: Do the learners know what a mosaic is?

Summative: N/A - One day activity

Met objectives- Final mosaic in a fall theme (i.e. Does the mosaic look as anticipated?)

Observe- Are the learners participating in the activity?

Rubric- Not necessary

Success- Completion of final mosaic with a sense of enjoying their final product (i.e. Do the learners like what they just created?)

Morgan S. completed on 10/4/16

C. Multiple Intelligences: Select one primary (p) and one secondary (s)

___ verbal linguistic

___ musical/rhythmic

S visual/spatial

___ logical/mathematical

___ interpersonal

___ intrapersonal

P bodily/kinesthetic

___ naturalistic

Cassie completed on 10/4/16

D. Materials/Equipment needed:

E. Academic Language Demands

<ul style="list-style-type: none"> ● Large paper over the tables for when students arrive to color (pencils, crayons, markers), glitter and use other provided material until class begins. ● Tissue paper (cut up into small pieces) ● White paper ● Coloring sheets ● Glue ● Scissors ● Pencils ● markers ● Construction paper (cut up into small pieces) ● Examples on board of a fall scene for older students ● Fall Mosaic Template Ashley Martinson (in Polly’s classroom) ● Slideshow of examples of mosaics (Morgan W.) <p style="text-align: center;">Cassie completed on 10/4/16</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Mosaic ● Collage
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F. Accommodations for Learners who have difficulty, ELL/ESL/LEP, LD, gifted, left-handed, etc.

Some students that we will be working with may struggle with keeping his/her attention span on one project for an entire hour. The mosaic using the fall template may then be followed completing another mosaic that is not fall themed. If both of these are completed prior to the hour, this project may be followed up by ‘dot art’ using the same fall template/own theme.

If a student in our classroom has a sensory disorder, or perhaps is set-off by the use of glue, a teacher may assist this student in gluing the construction paper down. The teacher should receive specific instructions from the student as to where to place each piece of paper, so the student still has a sense of ownership on the project.

Alli completed on 10/4/16

<p>G. Assumptions: Students will know what glue and paper are Older students will be able to cut paper and glue it to make their mosaic</p>	<p>H. Anticipated Questions/Problems: What is a mosaic? Why are we making a mosaic? Can we take it home?</p>
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<p>I. Lesson Planning of Teaching/Learning Activities (include amount of time needed):</p> <ol style="list-style-type: none"> 1. Anticipatory Set/Set Induction/Introduction/Focusing Event <ul style="list-style-type: none"> ● When the students arrive, there will be large sheets of paper covering the tables. The students 	<p><u>Minutes</u></p> <p>5 Min.</p>
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will draw and color on this paper using markers, crayons, colored pencils, and other art mediums.

- Introductions/Ice Breaker
- For the anticipatory set, the teachers will introduce the concept of Mosaics by first just [showing photographs of a variety of examples](#). The teachers can ask questions without giving away the name of the type of artwork (mosaics). Some questions may include:
 - What do you notice?
 - What is interesting to you about this?
 - What do you wonder?
 - Where might this type of artwork come from? (Greece)
 - What material(s) do you think this is made of? (original mosaics made of stone, pebbles, or small pieces of colored glass)
 - What other materials could we use to make something like this?
 - How is this example different from this example?
 - What is similar about these?
 - How might someone make this?
 - Does anyone know the name of this type of artwork (mosaics)?

Anticipatory Set: Morgan Weyhrauch (Completed on 10/4/16)

Transition: *(Restate your objective) – “Today we will be creating mosaics _____*

2. Input: Outline of Presentation – steps/strategies/modeling (recipe for instruction)

Here are some examples of mosaics: How do you think these were created? (different colored squares of paper were glued onto a sheet of paper to create a design or image). You are going to do that today.

In a pile on the tables we have templates. These are going to be your outline and act as a guide when you glue on your pieces of paper. How you create a mosaic is you take a colored square and glue it onto an area on the template. You continue gluing on square of paper until you have filled the entire paper. When you glue on the pieces of paper make sure you keep the black visible so you can see that you what you are filling in. This is sort of like coloring a picture but instead of coloring the picture you are gluing on squares of colored paper.

You will get to choose the template that you would like to use for your mosaic and choose which

material you would like to use to stick on the paper: glue bottle or glue stick. When you have finished your mosaic you may ask a teacher for another template to create another mosaic. Now looking at the size of squares of paper, how much glue do you think we need? (just a little) A great way to remember that is to say to yourself: just a dot, not a lot. Are there any questions about mosaics and what you are going to be creating?

(Sam: completed on 10/4)

Transition statement:

3. Management procedures/groupings:

Students will choose a template on which they will make their mosaic

Students will be given a selection of paper to make their mosaic and either glue bottles or glue sticks

Students will be reminded that “a dot is a lot” when using glue

When the students are finished with their work, if time permits, they may ask the teacher for another template

At the completion of activity, students will gather their extra pieces and throw them away in the garbage can

Students will wash their hands if there is any glue on them

They will collect their work and find their parents

4. Evidence of Learning: How will you know when the learners have reached the objectives?

We will know that the learners have reached the objectives when an appropriate fall-themed mosaic is completed by each student. An appropriate mosaic will follow the guidelines: minimal glue, adequate amount of paper covering the area, and staying within the lines. **(Alli Songstad: completed on 10/4)**

Transition statement or procedure: You can ask the students how they felt about making this today. Ask what they learned today. What is the new vocabulary word? Maybe they could talk about their mosaic.

5. Closure and clean up

Since the students are technically guests today. The teachers will do the clean up.

J. Evaluation/Reflection of Teaching/Learning: (By the student teacher —How did I teach? What

did I learn about my teaching and class management? What specifically do I need to work on for improvement?)

Ashley Martinson printed off the templates for mosaics 10/4
located in Polly's classroom

[Fall Mosaic Templates](#)