

Bethany Lesson Plan

Name: Abby Wegner

Date: February 8, 2016

Time allotted: 20 Minutes

Grade level: K

Subject: Social Studies, Art

Topic / Title: What Can We Learn From a Box of Crayons

Course EDUC 370

Approved by Cooperating Teacher:

Introductory Materials

A. Standards

0.3.1.5.1 5. Visual Arts 1. Share and describe a personal artwork.

0.10.4.4 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Social Studies

0.3.2.3.1 1. Identify the physical and human characteristics of places, including real and imagined places. For example: Physical characteristics— landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics— structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.

B. Objectives

(**Condition** + **Behavior** + **Criteria**) “**At the completion of this lesson, learners will be able to ...**”

Use observable / measurable terms + strong verbs. **LABEL** the objective as cognitive, affective and/or psychomotor)

At the completion of this lesson, students will appreciate the diversity that others contribute to the world to prevent a bland world. -Affective

C. Multiple Intelligences Addressed

Detail if the intelligence is addressed in content, process, and/or product.

___ verbal linguistic

___ musical/rhythmic

___ visual/spatial

___ logical/mathematical

 P interpersonal

 S intrapersonal

___ bodily/kinesthetic

___ naturalistic

D. Assessment plan:

*How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? **LABEL** your assessments appropriately as: **Pre-Assessment, Formative, and/or Summative.** Be sure to answer how will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

Pre-Assessment: This will be done when we I ask them to draw a picture with one color of crayon. Then I

will ask them to draw a picture with multiple colors.

Formative: This will be when I ask them which picture to them looks better? (The picture with all of the colors)

Summative: This will be what I want them to take away from the overall lesson which is the question “why?” to the formative assessment. Why does your picture look better with all of the colors? This is will explain to them that there are many different skin colors in the world and we all make the world look beautiful.

E. Accommodations & differentiation for learners:

Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?

F. Materials / equipment needed:

Teacher: The book “The Day the Crayons Quit”

Students:

Technology needed:

Teacher: None

Students: None

**G. Academic language demands and support
Color, bland**

H. Connections to research, theory, and best practices

I. Assumptions:

What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?

Children know how to draw a picture.

J. Anticipated questions & misunderstandings:

I could see students having trouble making the connection between the color of crayons and the color of peoples skin. Another problem could come when I ask them which picture they like better (the one with one color or multiple), the meaning will be lost then.

K. Collaboration:

What, if any, resources or cooperative efforts will be involved during planning and/or instruction?

Lesson planning of instructional activities & learning tasks

Detailed planning: Consider writing plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the statement of objective, transitions, the conclusion, and key questions. At the end of each section write the TIME allotted.

Anticipatory Set: (set induction / introduction / focusing event / activating prior knowledge)

What if the world were only one color? The people, places, everything. Maybe all brown, black, or white?

We’re going to experience a little bit what that might look like.

Script the following elements

Statement of Objective: Today we are going to learn about how colors are what make this world

beautiful, whether it be on people, nature, or other things.

Transition: Let's draw a picture, but I want you to use only one color.

1min



Input: Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement)

Include what the teacher will do & what students will do. Script key questions.

Tell students to draw a picture with one crayon (the same color) for five minutes. Then tell the students to set that picture aside and take out a new sheet of paper. On this sheet of paper, they will draw another picture with as many colors as they want. They will have five minutes to complete this as well.

Transition: *Now we are going to read a book together. While we do this I want you to think about which picture you drew looks better to you and why?*

10 min



Guided Practice:

Read the book together.

While reading the book point out how each page is in one color, just like how our first picture was.

At the end of the book, allow the children to look at the final picture and ask them, “Do you like all the colors in the picture?” “Why?” All the colors contribute to make one beautiful picture. “Now think back to your pictures, which one would you want to hang up?” The colorful one. Then say “Wouldn’t it be such a boring world if we were all the same?”

Transition: I want you to write your name on your colorful picture and hand it in and I will hang it up.

10 min



Closure & Independent Practice: (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

The assignment shows the children that more colors (diversity) make the world a more beautiful place. I will know if the students understood the concepts by which picture they think looks better.

Closing Statement (scripted): The world would be so boring if everything was the same. Thank goodness we have different kinds of people and colors in our world to make it beautiful.

1min

Evaluation & reflection of teaching / learning

How did I teach? What did I learn about my teaching? What specifically do I need to work on for

improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?

1. As I reflect on the lesson, to what extent were students productively engaged?

I should have actually had my classmates do the activities I had planned for my lesson so that more connections were obvious. This was hard to decide if I should or should not have because I did not know if I would have had time do the entire lesson. If I were to have taught this lesson I think that students would be engaged because the students would be coloring two pictures and then listening to a story, which would lead into a group discussion.

2. To what extent did the students learn what I intended? Were my instructional objectives met?

I need to rephrase some of the questions so that it is appropriate for the age level. Through the book I can elaborate on how the differences the colors contribute to the picture make the picture beautiful. Also I think it is hard to not relate the word “color” to skin color. This lesson does not have to based off of race, it could be based off of talents that people can contribute.

3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?

I did not alter my objectives because I didn’t really teach my lesson. I more so presented my lesson to my peers.

4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?

I did not have to implement any classroom strategies because the students were very well behaved.

5. To what extent did I provide closure to the lesson?

I think that I provided closure to the lesson because I went back to the beginning purpose of the lesson which enforced that the differences we have in the world are what make the world beautiful.

6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?

I would have wanted to actually teach the lesson to get the full response of the lesson. This would allow me to see if my lessons activities and objectives lined up. I do like this lesson and I could see myself using this lesson at some point.