

# Lesson Plan Template

Date: October 3, 2018

<b>Grade:</b> 2		<b>Subject:</b> Art and Science	
<b>Materials:</b> construction paper (black, yellow, red, and orange), safety rules cutout sheet, scissors, glue		<b>Technology Needed:</b> two fire videos, desk camera	
<b>Instructional Strategies:</b> <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 checked="" type="checkbox"/> <b>Technology integration</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> <b>Hands-on</b> <input checked="" type="checkbox"/> <b>Independent activity</b> <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:	
<b>Standard(s)</b> Science: 2.7.1. Identify personal choices (e.g., personal hygiene, nutrition, fitness, safety) that contribute to individual wellness Art: VA:R7.2 Describe visual characteristics and expressive properties of the natural world and constructed environments.		<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b> <u>Visual:</u> Students will be able to observe flame shapes and colors while watching two types of fire videos. <u>Auditory:</u> These students will benefit most during the discussion and review of the fire safety rules during the introduction and types of colors in the review. <u>Tactile:</u> These students will benefit most when tearing the construction paper, cutting the safety rules out, and gluing all the pieces on.	
<b>Objective(s)</b> By the end of the lesson, students will be able to identify three warm colors and list fire safety rules by creating a piece of fire tear art.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Voices can be at a level 1 during turn and talk times or when answering my questions, otherwise voices should be off.	
<b>Bloom's Taxonomy Cognitive Level:</b> Knowledge and Create			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will remain in their desks for this activity. They will be able to partner with a peer at their pod during turn and talks.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Voices can be at a level 1 during turn and talk times or when answering my questions, otherwise voices should be off.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will remain in their desks for this activity. They will be able to partner with a peer at their pod during turn and talks.			
<b>Minutes</b>	<b>Procedures</b>		
1 (prep time)	<b>Set-up/Prep:</b> I will have the videos/picture pulled up on the smart board. Each student will have a half sheet of each warm color of construction paper and one whole sheet of black construction paper.		
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>First, I will review with the students what they learned earlier today when the firefighters came.</li> <li>Then, I will show a short video of a camp fire (<a href="https://www.youtube.com/watch?v=iz7wtTO7roQ">https://www.youtube.com/watch?v=iz7wtTO7roQ</a>) followed by a short video of a forest fire (<a href="https://www.youtube.com/watch?v=or7tWjWlOZA">https://www.youtube.com/watch?v=or7tWjWlOZA</a>) or show picture (<a href="https://medium.com/machine-learning-bootcamp/natural-calamity-classifying-forest-fire-damage-c4139acfc009">https://medium.com/machine-learning-bootcamp/natural-calamity-classifying-forest-fire-damage-c4139acfc009</a>). Students will take this time to observe the flames. "I want you to pay close attention to the shape and color of the flames."</li> <li>After the videos are over, they will turn and talk to a table partner about their observations.</li> </ul>		
2	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>Two student volunteers will share their observations, and I will go on from there to explain that flames don't really have definite shape like circle or square, but we can use other words, like "long", "wavy", or "stringy" to describe their appearance.</li> <li>Then we will talk about the colors they saw in the two different videos. I will go on to explain these are called warm colors, and an easy way to remember that is thinking about fire. Fire is hot, and it has all the warm colors in it!</li> </ul>		
8	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>Students will use tear art to create an image of fire. (I will model this first use the desk camera) They will tear their yellow, orange, and red sheets into the approximate shape and size they want and glue it on the front side of their black construction paper. (Note in class: "Since fire/flames have no definite shape, is it okay if all of our pictures look different?")</li> <li>Then students will cut the four safety rules out and glue them on the back.</li> </ul>		

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	<ul style="list-style-type: none"> <li>Finally, students will put their name on the side with the safety rules and hand them in to the turn-in tray.</li> </ul> <p style="color: red;">While students work, I would keep playing the first video of the campfire because it had a very calming effect on the students, and it would help with noise control.</p>
2	<p><b>Review (wrap up and transition to next activity):</b>          Somebody tell me about the “shapes” they used in their fire art piece.          Which colors did we use to make our fire art? And what are these three colors called?          Who can tell me one of the four safety rules of fire? (Ask until all 4 rules have been listed.)</p> <p style="color: red;">In my own classroom, I would allow more time at the end to let students go on a gallery walk. During this time, they would be able to see their peers’ tear art while thinking about these review questions.</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>I will collect the students’ art pieces to see their tear art creations and make sure they have glued all four safety rules on the back.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>At the end of fire week, students will create their own list of fire safety rules and incorporate the three warm colors.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Considering there were several factors that could have made this lesson go wrong, I was happy with the end result. One of the biggest factors that helped this lesson go as well as it did was my ability to be flexible with several last-minute changes. There were two videos I wanted to show to help students be able to look at and compare different types of fires. Realizing one did not have the highest quality, I incorporated a picture so students would still be able to get a glimpse of bigger flames and the colors a forest fire can produce. After showing my cooperating teacher the videos, she agreed the quality of the forest fire video was too low and then we realized the forest fire picture would not load. I made the decision that students would be able to get basics for this short lesson from playing the first video longer, giving students a longer time to analyze one fire’s flames rather than having a chance to compare different types of flames. Additionally, I had already been observed, so Mrs. Lang asked if I would do the lesson earlier than we had initially scheduled knowing Mr. Conlon would be coming in during that time anyways. Moving the lesson up an hour could have brought on the nerves because I was suddenly teaching without having one last chance to glance at my lesson before starting, which I normally try to do quickly before each lesson to gain one last boost of confidence. Luckily, I was able to just roll with it, despite all the changes that were made to the lesson I felt was so well-prepared.</p> <p>Students learned three things from this lesson. First, they learned that red, orange, and yellow are called the warm colors. Second, they had a chance to review their fire safety rules again. Third, by using tear art to create images of fire, they learned the importance of originality and art is a way for students to express themselves. Although this third element is not actually related to academics, it is probably my favorite aspect of this lesson I hope students were really able to grasp. Part of <u>my teaching philosophy</u> is to create a welcoming learning environment where students feel safe to be themselves, explore their creative sides, and grow academically and personally. This lesson is a great example of how I will help foster these ideas in my classroom.</p> <p>In my own classroom, I would allow more time so I could have a stronger focus on the art integration aspect of it. I would have liked to incorporate a gallery walk at the end and possibly some type of art history element. I would also keep playing the first video while students worked because it had a very calming effect. Mrs. Lang made the decision to play a fire safety video while they worked, which was not a bad idea, but I felt I had incorporated enough review of these rules in the second half of the activity. Playing the campfire video would allow student to keep analyzing the flames as they constructed their masterpieces.</p> <p style="color: red;">**Careful reflection is important after any lesson to ensure successes and weaknesses are identified to improve and make the next lesson more successful than the last. Red text indicates modifications I would make if I were to teach this lesson again.</p>	