

**Subject/Grade: Visual Art 1/2 Lesson Title: Haunted Houses!**

**Teacher: Miss. Finlay and Miss. Kourles Date: October 27, 2021**

### **Stage 1: Identify Desired Results**

**Outcome(s)/Indicator(s):**

CP 1.8: Create artworks that express **own ideas** and **explore** different forms (e.g., painting, **drawing**, printmaking) and media (paint, found objects).

- (a) Identify and explore many different **colours** in own surroundings in art works
- (b) Identify and explore many different textures, **shapes**, and **forms** in own surroundings and in art works

CP 2.8:

- (e) Investigate and illustrate how the same colour can be light or dark.

**Key Understandings: ('I Can' statements)**

- I can Identify colours that I am using
- I can Identify different shapes used with my haunted house

**Essential Questions:**

- What colours are used to decorate your haunted house?
- What shapes are used within your haunted house?

**Prerequisite Learning:** Students have participated in exploration and creativity during Arts Education. Students know their shapes and colours.

**Instructional Strategies:**

- Use of **picture book** to engage students
- Asking **questions** about what happened in the book
- **Classroom Discussion** to allow students to understand what was located in the house, what can be on the front of a haunted house and what shapes they could be
- **Visual Representation** - show students examples of what their house or parts of their house could look like

### **Stage 2: Determine Evidence for Assessing Learning**

**Assessment throughout the class:**

Formative: Discussion - students will explain their haunted house creations. Stating the colours and shapes that were used. Teachers will engage in this discussion visiting each student while they are working independently in desks.

Formative: Teachers will be able to assess students' understanding of shapes by observing each individuals creations and the shapes that they used for the windows doors and roofs.

### Stage 3: Build Learning Plan

#### Set (Engagement): 10min

#### Length of Time:

1. (D) *The Haunted House that Jack Built* will be read aloud to the class.
2. (S) After the book has been read, we will ask the students "**What was in Jack's haunted house?**" to review what was in the house in the story. We will list these on the board for the students to see.
  - a. **Stew** that cooled in the house
  - b. **Ghost** that sampled the stew
  - c. **Ghoul** that scared the ghost that sampled the stew
  - d. **Mummy** that chased the ghoul
  - e. **Beast** with the pointy horn that tossed the mummy
  - f. **Fairy** that froze the beast
  - g. Count (dracula (**vampire**)) that bit the fairy
  - h. **Skeleton** that teased the count
  - i. **Witch** that rattled the bones of the skeleton
  - j. **Monster** (frankenstein) that was popping the corn that they gave to the witch

#### Development:

#### Time: 28min

1. Miss. Finlay and Miss. Kourles will then explain the haunted house craft before handing out the materials. (D) Ask the students:
  - **What goes on the front of a haunted house? (window, door, roof)**
  - **What kind of shapes can a window be?**
  - **What kind of shape can a door be?**
  - **What kind of shape is a roof?**
2. (S) Explaining the activity:
  - **You will each be given a folded green piece of paper which is the base of your house.**
  - **You will use the purple, black, and orange paper to cut out the different shapes you are going to add to the front of your house, like your windows, door, and roof.**
  - **You will glue on all the different shapes you cut out on the front of your folded paper.**
3. Each student will receive a piece of green construction paper folder in half, this is the base for their haunted house. They will also receive half a

#### Materials/Resources:

- *The Haunted House that Jack Built*
- Construction paper (green, orange, black, purple)
- Pencil crayons/crayons
- Whiteboard marker
- Scissors
- Glue stick

#### Possible Adaptations/

#### Differentiation:

- For students who may finish their work quicker - allow them to draw more things in their haunted house and label what is in their house.
- If students are struggling to cut out their shapes the teachers can assist if needed.

#### Management Strategies:

- Teacher models behaviour that is expected from students
- Praise students for hard work and good ideas
- Teacher clap - student repeat to regain attention
- Give clear expectations for students for when they are done their work
- Redirecting behaviour to match classroom expectations

#### Safety Considerations:

- Consider safety of students when working with a class, students should not feel left out

piece of black, purple, and orange construction paper to use to create shapes that Miss. Finlay and Miss. Kourles discussed with the class their own elements of their haunted house.

4. Teachers will instruct students to only use the front half of the page.
5. The class will work quietly at their desks decorating individual houses.
6. (D) When students are done the front of the house , Miss. Kourles and Miss. Finlay will instruct students to open their papers and draw what they think belongs in their haunted houses using examples from the book that are written up on the white board for inspiration. After students have completed their drawing they can colour their drawings and their haunted house.

- When you are done decorating your haunted house you can open it up and draw what you would find in your haunted house on the inside!
- When you are done drawing it you can colour what you drew with crayons or pencil crayons and add details to your haunted house!
- If you finish all that you may read quietly at your desk.

**Learning Closure:**

**Time: 2min**

7. Make sure students write their name and date on the back of their work and hand it in to the front of the classroom.

when working on class discussion

- Scissor safety - remind students to be cautious with their scissors

#### Stage 4: Reflection

## Professional Goals Plan

**Topic:**

**Date:** Wednesday October 27th

**Teacher:** Sofia Kourles

**Observer:** Sheri Kupper

<p><b>1. Professional Goal</b></p> <p>I want to ensure I am gaining attention, securing attention and giving clear directions to the students for the activity in the lesson.</p> <p><i>The reason I want to achieve this target is because it is important to make sure all students are paying attention when directions are given so that they can utilize as much time as possible to work on their activity during the given class time. If directions are not clear or students are not listening they are more likely to ask questions during work time or not know what they are supposed to do.</i></p>	<p><b>2. Steps to Achieve Goal</b></p> <p>I will make sure that the students are looking at me when I am giving instructions. To make sure I have gained and secured attention, I will scan the class to see if everyone is paying attention. If they are not I will state that I am waiting for everyone to be ready to listen so that they know what they have to do next.</p> <p>I will explain the activity and write any needed steps on the board with a small drawing if needed so the students can refer to it before asking either teacher what to do if they are unsure as they are working.</p>
--	--

### 3. Instructions to observer:

Please observe when I am giving instructions on how to do the haunted house activity for the front of the house.

- Observe to see if I gain and secure the attention of the students before giving the instructions.
- Observe and record any notes on how clear the directions are that I give for the activity.

Please observe and record any general comments you have throughout the lesson.

### 4. Data Collection:

## Professional Goals Plan

Topic:

Date: Wednesday October 27th

Teacher: Danica Finlay

Observer: Sheri Kupper

<p><b>1. Professional Goals</b></p> <ul style="list-style-type: none"><li>- <b>Providing appropriate wait time after asking questions</b></li></ul> <p>Providing appropriate wait times after asking a question will allow students time to think critically about what the question is asking so that a thoughtful answer may be provided. If not enough wait time is provided, some students may become lost in the lesson because they were not provided the opportunity to think about what is being discussed. If too much wait time is given, the class may become disengaged and distracted by other things around them.</p> <ul style="list-style-type: none"><li>- <b>Be understanding with students but keeping them on task when asking/answering questions</b></li></ul> <p>Students sometimes become passionate about their stories and try to share them with the entire class. It is good for students to express their thoughts and opinions, but it can be guided by a teacher to stay relevant and on topic to the lesson that is being taught.</p>	<p><b>2. Steps to Achieve Goals</b></p> <ol style="list-style-type: none"><li>1. Remind myself to pause after asking questions.</li><li>2. Observe the room, are students still thinking? Do they look confused? Has everyone had the opportunity to think about what they are going to say?</li></ol> <ol style="list-style-type: none"><li>1. If a student gets off topic redirect the student back to an appropriate topic:<ul style="list-style-type: none"><li>- "Thank you for sharing, does this relate to our activity today?"</li><li>- "Thank you, next time, can you please think of something related to the question I am asking"</li><li>- "Is this something that can be shared after we are dismissed?"</li></ul></li></ol>
---	--

**3. Instructions to observer:**

**Please sit at the back of the class if possible and observe my pause times between each question. Am I waiting too long? Am I calling on students too fast?**

**Please listen to how I redirect students that are getting off task, are there other ways you could suggest I approach this?**

**4. Data Collection:**