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| **Outcome(s)/Indicator(s):**  **Arts Education**  CPK.4- Create artwork that express own observation and ideas about the world.  Indicator- (a) Identify different lines, colors, texture, shapes, forms, and patterns in surroundings and art works, and apply this understanding in own work. | | |
| **Key Understandings: (‘I Can’ statements)**  I can tell you that our season is fall right now  I can tell you that our seasons are changing from fall to winter  I can explain that leaves are different shapes, colors, textures. | **Essential or Key Questions:**  What is our current season?  Why are the leaves falling off the trees?  Can I describe different characteristics of leaves? | |
| Prerequisite Learning: The students have went around the community and picked fall leaves the week prior. They have been discussing the season of Fall this month in their classroom. | | |
| Instructional Strategies: Hands On Activities  Invitation Center  Group Discussion  I will hand each student a leaf before I read the story. They can feel and look at their leaf. | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| (Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O’s and I’s above, towards the ‘I can’ statements, towards the Key Questions. ALL of these should all connect together and reflect each other!)  Formative Assessment: Asking students in a large group what their leaves looked and felt like. | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Length of Time: 5 Minutes**  *(Get their attention! And then tell them what you are going to learn through this lesson)*  I will show the students the bag of leaves and we will talk about what season it is. I will pass a leaf to each student to look at and they can examine it and see what they can describe about the leaf. (stem, veins, colors, shapes, texture).  **Development: This might be done in 2 parts. Length of Time: 5 minutes and 25 minutes**  *(Remember, everything you do here needs to align with the identified O’s and I’s and support the students in answering the key questions as well as reaching the ‘I can…’ statements).*  I will read the story *Leaf Man* to the students. We will discuss the different characters they saw in the book. (the first 5 minutes). Depending on attention span, we will go right into the art making process of creating their own leaf man or animals as a whole group. If they are restless, we will move into center time. The art activity will be set up as an invitation to their play based learning spaces. They can choose to create their pieces at this time. The students will all get a sheet of construction paper and natural materials to create their leaf man. They will use white glue to create their pieces.  **Learning Closure: Length of Time: Unsure?**  (Do some form of ‘check for understanding’ and tell them or have them tell you what they learned today. This can be done using a variety of strategies).  Depending on which way this activity leads me… The students can take home their art creations if they decide to make one. If we do it as a whole class activity, the students can show their peers their final product. I could take a picture of their work, get the student to explain what they made, and share it on the parent app. | | **Materials/Resources:**  **Leaves or other natural materials**  **Construction paper**  **White glue**  **Scissors**  ***Leaf Man* by Lois Ehlert**  **Possible Adaptations/**  **Differentiation:**  **The students could make their art pieces on a table or the floor this way they can recreate and re use materials.**  **Management Strategies:**  **Criss Cross Apple Sauce (circle time)**  **Take turns talking (hands up)**  **Safety Considerations:** |
| **Stage 4: Reflection** | | |
| *(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)*  For the most part this lesson went great! The students who wanted to were able to create their own leaf man with me during their play based learning time. Something that I would do different: when I handed the students their leaves to look at I wish I asked the students to share with their peers about their leaves. Some students did not get to say what their leaves looked like in our group discussion and this would of allowed them to contribute their ideas. I could have recorded their descriptions on the board to have evidence for my formative assessment. My classroom management for hands up with the students was not good. Partially because I am still learning the student’s names and secondly because I did not make my expectations clear that I was calling on students who raised their hands to speak. Working with white glue was interesting as well. I could have probably taught a lesson on how to use white glue before this project. I ended up adapting and grabbing popsicle sticks for the students to use to spread the glue because they liked using A LOT!  Here are some cross curricular subjects I could have also used for this lesson plan:  **Science**  LTK.1- Examine observable characteristics of plants, animals, and people in their local environment. (CP, SI)  **English Language Arts**  CPK.3- Listen, Comprehend, and respond to gain meaning in oral text.  Indicator- (b) Use strategies to construct and confirm meaning when listening:   * Make connections to background knowledge (before) * Identify important ideas and events (during * Recall (after) | | |