


Anything written in red indicates changes made in the lesson plan based on reflection after teaching and overall growth as an educator after teaching the lesson.

<p><b>Grade:</b> 1</p>	<p><b>Subject:</b> Art</p>
<p><b>Materials:</b> Book “perfectly Norman”, stenciled feathers, poster board, tape/glue, stencils for differentiation</p>	<p><b>Technology Needed:</b> computer/projector</p>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li>✦ Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li>✦ Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li>✦ Large group activity</li> <li>✦ Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list) Explain:</li> </ul> <ul style="list-style-type: none"> <li>✦ Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul>
<p><b>Standard(s)</b></p> <p>1.RL. 3 Describe characters, settings, and major events in a story, using key/supporting details.</p> <p>4.2.1 Know the differences among visual art structures and functions.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> Students utilize a stencil to create lines on their feather.</p> <p><b>Above Proficiency:</b> Students create the art element of shape by forming adjacent lines.</p> <p><b>Approaching/Emerging Proficiency:</b> Students use the art element of line to create an original feather.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• Auditory</li> <li>• Visual</li> <li>• Tactile</li> </ul>
<p><b>Objective(s)</b></p> <p>By the end of the lesson, the students will be able to identify the main character in a story and create a feather by utilizing the art element of line.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b></p> <p>Application</p>	


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<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>I will have the students walk back to their table spots by walking in a straight line. I will dismiss them by numbers, 4-5 at a time.</p> <p>Students should stop, look, and listen when they hear the chimes.</p> <p><i>I will play soft music to calm the environment during work time.</i></p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>The students should not copy another student’s feather, remember- we are different, and that is perfect- just like Norman.</p> <p>The students should be intentional about making lines (not scribbling or coloring in)</p> <p>The students should use at least 2 colors and at least 2 different types of lines on their feather.</p> <p>Voice level 0 unless talking with a teacher while making the feather.</p> <p><i>Challenge the students to practice stamina.</i></p>
<p><b>Minute s</b></p>	<p><b>Procedures</b></p>
	<p><b>Set-up/Prep:</b></p> <p>Prepare feathers.</p>
<p><b>10</b></p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>To begin the lesson, the students will sit at their carpet spots.</li> <li>I will read the story “Perfectly Norman” by Tom Percival.</li> <li>While I read, I will ask the students to pay attention to who the main character is. (connection to previous lesson- story elements).</li> <li>After reading the story, I will ask the students who the main character was. (Norman).</li> <li>I will say <del>“One thing that I noticed about the character Norman is that he did not want to be different from anyone else, but once he had the courage to take his coat off and show everyone his wings, he felt better and other people did the same!”</del></li> <li><i>I will ask the students to think in their brain about some of the traits that they notice about Norman.</i></li> <li><i>I will prompt their thinking by asking the following questions: “How did Norman change from the beginning of the story to the end of the story?” “What lesson did Norman learn?” “How did Norman behave?”</i></li> <li><i>I will have the students turn and talk with their thinking partner about their thoughts. I will then ask one or two students to share their thoughts with the whole group.</i></li> </ul>

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	<ul style="list-style-type: none"><li>• This tells us that it is okay to be different from other people. Our differences make us beautiful.</li></ul>
5-6	<p><b>Explain: (concepts, procedures, vocabulary, etc.</b></p> <ul style="list-style-type: none"><li>• I will tell the students that we are going to make a pair of wings today.</li><li>• I will show the following picture:</li></ul>  <p>The image shows a young girl with her arms raised, standing on a green ottoman. She is wearing a colorful, striped dress. Behind her are large, colorful wings made of many small, overlapping pieces of recycled paper or cardboard. The wings are spread wide and feature a rainbow-like color palette. The background is dark, and the floor is covered with a patterned carpet.</p> <ul style="list-style-type: none"><li>• I will tell the students that we are going to be like the main character, Norman, and show our wings!</li><li>• I will tell the students that we are going to each make one feather.</li><li>• In order to make the feather, we are going to use the art element of line (vocab)</li><li>• I will show the students the example feather.</li><li>• I will ask the students what a line is. I will pull sticks to call on a student to answer, they can make a guess then call on a different student to make a guess.</li><li>• After students have made predictions or educated guesses, I will tell the students that a line is a point moving. In other words, it is a mark we make with a writing tool.</li><li>• I will demonstrate by making a line on the marker board. I will ask the students to use their finger (in their own personal space) to make a line in the air.</li><li>• I will show the students different types of lines on the marker board (squiggly, zig zag, wavy, etc.) I will ask the students to use their fingers to make these lines.</li><li>• I will introduce the terms castle line, dashed line, and dotted line.</li><li>• I will show the students the following painting and ask the students to think about how Vincent Van Gogh used the element of line.</li></ul>

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	<ul style="list-style-type: none"> <li>• I will call students up to the active board and ask them to trace over a line that they see.</li> <li>• I will ask the class what kind of line the student traced.</li> </ul>  <ul style="list-style-type: none"> <li>• I will use the example feather to point out different types of lines.</li> </ul>
<p><b>30</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• I will dismiss the students to their table spots according to the classroom management listed above.</li> <li>• At their table spot, the students should get started on making lines with markers. If students want, they can use a pencil first so they can erase if they make a mistake.</li> <li>• During this time, I will walk around and provide support, scaffolding, ask reflective questions, provide differentiation opportunities and assess the students' learning.</li> <li>• Some reflective questions that I may ask include:             <ul style="list-style-type: none"> <li>○ Why did you make your line like that?</li> <li>○ How else could you have made your line?</li> <li>○ What does that line remind you of?</li> </ul> </li> <li>• <del>As the students finish, they should bring their completed feather to the poster and ask for a teacher's help to tape it on.</del></li> <li>• I will tell the students that they should continue working on their feather and add detail even if they think they are done. I will come around and check on them when they finish. I will ask them to either add more detail or have them work on the extension activity.</li> <li>• For the students who finish early, they should practice creating lines on a scratch sheet of paper with their markers.</li> <li>• I will collect all the feathers and tape them on the black paper after the lesson.</li> </ul>
<p><b>4</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• At the end of the lesson, the students should gather at their carpet spots.</li> <li>• We will inspect our completed (or partially completed) wings.</li> </ul>

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	<ul style="list-style-type: none"> <li>• I will compare two feathers and say “wow, these feathers are both so beautiful, yet they did not use lines the same way. Can you talk with your thinking partner about how these people used lines differently?”</li> <li>• I will pull sticks to determine who will share with the large group.</li> <li>• The students will point out a couple differences. (ex. That person used thick lines, an that person used thin lines, etc.)</li> <li>• I will ask the students to think back about our main character, Norman. I will ask them to think in their brains about</li> <li>• I will tell the students that the main character, Norman, helped us to learn that is a wonderful thing to be different! I love that all our feathers are different, but they make up two beautiful wings!</li> </ul>
<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 assess the students’ learning during the lesson by observing their ability to orally identify the character either in a small group or large group setting. I can assess the students’ learning by observing their use of line while creating the feather. I will assess visually or by their explanation of the use of line.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>I will assess the students’ learning at the end of the unit by analyzing their final art project for an intentional use of line, as well as the other art elements such as color, texture, shape, etc.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Overall, this lesson was a success. I saw evidence of student learning through my assessment. This is how I know that the lesson was successful. In addition to have learning value, I saw that the students were intrinsically motivated to participate because they found pleasure in the completion of their work. There was a span of 15 minutes that the students were working that they did not talk at all. This was amazing! Especially for first graders.</p> <p>The students were all engaged while I read the book “Perfectly Norman.” They were really interested in the main character. After reading the story, I asked the students to think about some of the traits of Norman by asking questions such as “How did Norman feel in the middle and at the end of the story?” and “What does this say about who Norman is?” I also encouraged the students to think about the lesson that they can learn from the story by asking “How can we be like Norman?” This made the lesson interdisciplinary in nature by connecting it with both English Language Arts and social studies.</p> <p>While I was explaining the element of line, I noticed that the students had a fair amount of background knowledge by asking them questions about the different types of lines that they saw in the feather I created.</p>	

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Most of them could identify a straight line, a curvy line, a zig zag line, a thick line, a thin line, a wavy line, and a squiggly line. I also introduced to them a castle line, a dashed line, and a dotted line. Because they already had background knowledge about line, they were able to learn the new lines quickly.

The explore section of the lesson took more time than I was expecting. During this time, I told the students that we were going to practice stamina. That means that they cannot talk or move around the room. They responded to it well and took it as a challenge. This was an effective way to encourage them to focus.

In the future, I would allow more time for this lesson. Thankfully, my classroom had some flexibility in the timing before and after the lesson which allowed me to use more time for this lesson. If I had been really constrained to 40 minutes, most of the students would not have been able to finish their work. This is something to make note of for the future.

After creating the wings, I hung up the poster in the hallway so that they students can show their parents for conferences. This lesson is a great way to teach line, reinforce concepts from English language arts and social studies, as well as have the students take pride in their own work!

Moreover, this lesson was special for the students. They learned and enjoyed it!