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<p><b>Grade:</b> 4</p>	<p><b>Subject:</b> Language Art and Art</p>
<p><b>Materials:</b> Printed poem, Example art, Art supplies</p>	<p><b>Technology Needed:</b> Projector and Elmo</p>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</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>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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>RL. 2 Determine a theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text.</p> <p>4.3.1 Understand how a variety of subjects, themes, symbols and ideas* are incorporated in a selection of works of art.</p> <p>4.2.1 Students identify specific visual art elements (such as line, shape, value*, textures, colors, form, and spaces) in a work of art that pertain to its structure.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b>  <del>Students will create a poem and piece of art that is somewhat related to a theme.</del> <b>Students write a 5 line poem following any rhyme scheme.</b></p> <p><b>Above Proficiency:</b>  <del>Students will create a poem and piece of art that shows clear evidence of theme.</del> <b>Students will revise their poem and use more than 5 silver dollar words.</b></p>

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<p><b>Objective(s)</b></p> <p>By the end of the lesson, students will be able to create theme in poetry by writing a poem based on a chosen theme.</p> <p>By the end of the lesson, students will be able to understand how the element of line is used in art by using the words from their poems to create lines.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Create, Apply</p>	<p><b>Approaching/Emerging Proficiency:</b> Students will create a poem and a piece of art that is based around a theme.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• Kinesthetic</li> <li>• Visual</li> <li>• Auditory</li> <li>• tactile</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>Students will be expected to gather the materials that they need quickly and quietly.</p> <p>Students can sit anywhere in the room that they would like to write their poem, but the behavior expectations are the same.</p> <p>I will ring the chimes if I need to gain the students’ attention.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <p>The students should stay on task, and they should do their personal best when creating a poem and creating a work of visual art to represent the theme.</p> <p>Students will be expected to have a voice level 0, or a voice level 1 if talking with a teacher.</p> <p>Students are expected to clean up all their materials.</p>
<p><b>Minute s</b></p>	<p><b>Procedures</b></p>
	<p><b>Set-up/Prep:</b></p> <p>Print poem and art example for class. Set out materials for art.</p>
<p><b>3</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>○ I will begin the activity by having the students stand up.</li> </ul>

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	<ul style="list-style-type: none"><li>○ I will tell them that I am going to read of a list of common themes in poetry and they will have to create a pose or a movement that they think represents that theme.</li><li>○ I will tell them that they can be creative with this and that there is no right or wrong answer.</li><li>○ I will give the students about 15 seconds to think of each action.</li><li>○ I will tell the students that they cannot talk or make noise during this activity.</li><li>○ THEMES:</li><li>○ You can always count on your friends.</li><li>○ Hard work pays leads to success.</li><li>○ Good is greater than evil.</li><li>○ If you fail, try again.</li><li>○ Never give up on your dreams.</li></ul>
<b>15</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"><li>○ I will tell the students that just like how we represented theme through movements, we can represent theme in a lot of different ways (writing, poems, art, etc).</li><li>○ I will review the anchor chart.</li><li>○ I will extend the learning today by introducing how we can transfer a theme from poetry to a piece of art.</li><li>○ I will tell the students that the colors, the medium, the lines and the shapes tell us something. We can incorporate</li><li>○ I will have the student create a web diagram in their readers' notebooks.</li><li>○ The center of the web diagram will be "kindness."</li><li>○ As a class, we will come up with at least 4 different themes (or lessons) that we might find in poetry about kindness.</li><li>○ I will show the poem on the elmo, and I will read it aloud to the class.</li><li>○ Poem- "Kindness"</li></ul>

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	<p><b>Kindness</b></p> <p>When I dropped my crayon box in rainbow slivers on the floor one person stopped to help me gather rolling crayons (sixty-four).</p> <p>Crawling on our hands and knees we picked up bits of green and blue. When someone else spills all their crayons I will stop to help them too.</p> <p>© Amy Ludwig VanDerwater</p> <ul style="list-style-type: none"> <li>○</li> <li>○ I will ask the students to give me their ideas for what the theme of the poem is. Ex. One act of kindness always leads to another.</li> <li>○ I will tell the students that we will be using the themes that we created about kindness to write our own poems.</li> <li>○ On the board, I will help the students find ideas by doing a prewrite activity. They should copy this into their notebooks.</li> <li>○ The prewrite activity will consist of naming a situation (with significance to theme), details, and specific silver dollar words to use in their writing.</li> </ul>
45+	<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 have the students individually pick a theme to write about.</li> <li>○ I will tell the students that they will have 20 minutes to write a short poem that has that theme. <del>They can use any rhyme pattern they want. The poem must be a minimum of 5 lines.</del></li> <li>○ Each student's poem should be a limerick. (previously learned in poetry unit).</li> <li>○ BRIEFLY review limerick.</li> <li>○ Students who are below proficiency can write any 5-line poem.</li> <li>○ I will tell the students not to spend so much time creating a poem based on a rhyme scheme or pattern. I will tell them to focus on the word choice.</li> <li>○ Extension: for students who finish early, I will have them use a thesaurus to replace some of their words with silver dollar words.</li> </ul>

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	<ul style="list-style-type: none"><li>○ After the 20 minutes, I will regain the attention of the class and do a short brain break activity from go noodle.</li><li>○ I will tell the students that we are going to move into art.</li><li>○ I will tell the students that one of the elements of art is line.</li><li>○ I will tell the students that the element of line is portrayed differently in many works of art. (thick, thin, bold, light, curvy, straight, etc.)</li><li>○ I will show this video <a href="#">Elements of Art: Line   KQED Arts</a></li><li>○ I will ask a few students to share about what they noticed about the different examples in the video. (how did the artists use line differently? How does this change the way you view the piece of art?)</li><li>○ I will tell the students that we are going to use the words in our poems to create lines in our art. We will use colored pencils with sharp tips.</li><li>○ We will use our poem to create the shape of a bottle in the ocean. We will write the theme on the inside because our theme is the “message in the bottle.”</li><li>○ I will show the students the example- Elmo.</li><li>○ I will show the students on the white board how to draw the shape of a bottle lightly with a pencil then write the words of their poem.</li><li>○ I will tell the students that they need to fill in the whole paper with color very lightly.</li><li>○ I will give the students time to work.</li><li>○ For students who finish early, I will allow them to create another poem/project based on any theme they want. If they get to the project portion, they can use any shape they want.</li><li>○ <b>When they are finished, the students should clean up all their materials. Put the colored pencils back in the box. Clean up pencil shavings.</b></li></ul>
<b>5</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"><li>○ At the end of the lesson, I will ask the students to share the works of art that they created in a small group with the people at their pod.</li><li>○ I will have the students discuss how they used the lines (made of words) to create shapes. I will have them discuss how they used line differently (thick, thin, bold, light, curvy, straight, ect.)</li><li>○ I will end the lesson by asking the students the following questions.</li><li>○ What is theme?</li><li>○ How can we find themes in poems?</li><li>○ How can we tell if something is a topic or a theme?</li></ul>

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	<ul style="list-style-type: none"> <li>○ What are some things we need to pay close attention to when we are writing a poem to convey a certain theme?</li> <li>○ I will pull sticks to decide who will answer each question.</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 can assess the students' learning by analyzing the poems and works of art that they created based on the theme that they chose.</p> <p>I know that the student is ready to move on to the next lesson if the theme they chose relates to the poem and they used the art element of line to create their picture.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>I can assess the students' learning by administering a test at the end of the unit.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p style="text-align: center;">Lesson 3 Theme Reflection</p> <p>Overall, this lesson went well. The students were all engaged during the explain portion of the lesson which surprised me because it was significantly longer than the other explain portions of previous lessons. Because I had the students take notes and write in their reader's notebook, they were more focused than if I would have just told them to listen.</p> <p>The students did learn and gain understanding according to the language art standard RL.2 and the arts standards 4.3.1 and 4.2.1. For this reason, I consider this lesson successful.</p> <p>One thing that was effective in this lesson was if I called on someone to answer a question and they did not know the answer, they could call on a classmate for help. This allowed me to be sure I was not picking on the same kids each time. This also took some of the pressure off the student if they did not know the answer.</p> <p>The timing of the lesson worked out nicely, and I estimated the length of it correctly. One thing that I have noticed when I am planning lessons is that I find it difficult to estimate</p>	

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the length of a lesson or activities. With this lesson, however, I did a good job of managing the time with each section.

I think that the prewriting activity really helped the kids move from a vague idea of how to write a poem to having tools and strategies that sparked their imagination. Before the prewrite activity, many students had expressions of fear and uncertainty because they did not know how to write a poem. After the prewrite activity, most of the students were confident moving forward with the task.

If I were to use this lesson again, I would have more concrete classroom management expectations and strategies in place because the amount of free work time was difficult for some students. Most students used this time appropriately to complete the assigned tasks, but some students had a difficult time working independently and staying in their own desk. In my future classroom, during an activity like this, I would set the expectation that the noise level should be low and the student should work independently. If they need to ask a question to someone around them, they should whisper. This would have increased the focus of the students.

Another thing that I would change if I were to use this lesson again is to give clearer instruction about the length of the poem that the students should create. Many of them created a poem that was over a page in length. This was good because it showed me that they understand how to write poetry, but it did not fit the activity. Those who had really long poems struggled to refine it so that it would fit the shape of a bottle in the art project. To fix this, I would give clearer instructions before I give them a chance to write. I would tell them that their poem should be between 5 and 10 lines.

During the time that the students shared their art work with each other, I noticed many 'lightbulb' moments. They realized how event thought they were all doing the "same" project, they all used lines differently to depict their picture. I noticed many of them using words like "thicker lines, heavier lines, dark, curvy, straight." This shows me that this lesson helped the students gain a greater understanding about how different types of lines impact a piece of artwork. I did feel that this time was somewhat rushed. I wish that the time of day would have allowed for this part of the lesson to be more prominent.

Again, this lesson was effective and successful. I would use it again in my future classroom.