

## LESSON PLAN TEMPLATE

<b>Date</b>	Nov. 9, 2022	<b>Lesson Title</b>	Poppy Art into Class Wreath	<b>Grade Level</b>	Varied (1-6)
<b>Time in Lesson</b>	30 minutes	<b>Subject</b>	Art	<b>Lesson #</b>	1 of 1
<b>Developed by</b>	<b>Morgan Saunders</b>				

### IDENTIFY DESIRED RESULTS

<b>Learner Outcomes from the Program of Studies</b> <b>What are the SPECIFIC outcomes to be addressed in this lesson?</b>	
Grade 1, 2, 3, 4, 5, and 6	
EXPRESSION Component 10 (i) PURPOSE 1: Students will document people and record or activities, discoveries.	
<ul style="list-style-type: none"> <li>- Concept B: Special events, such as field trips, visits and festive occasions can be recorded visually.</li> </ul>	
Skills by Grade:	
<p>Grade 1 and 2:</p> <ul style="list-style-type: none"> <li>o B. Painting: Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush.</li> </ul>	
<p>Grade 3 and 4:</p> <ul style="list-style-type: none"> <li>o B. Painting: Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures. (Optional —&gt; students may use brushes to add texture to their poppy)</li> <li>o Continue working with tempera paint or tempera paint with additives</li> </ul>	
<p>Grade 5 and 6:</p> <ul style="list-style-type: none"> <li>o B. Painting: Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.</li> <li>o Continue working with tempera paint or tempera paint thickened with additives</li> <li>o Mix and use colour tones to achieve perspective (optional addition students may make)</li> </ul>	

<b>Objective in student-friendly language</b> <b>What will students understand/experience/appreciate as a result of this lesson?</b>	<b>Assessment Strategies</b> <b>What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?</b>

<p>By the end of this lesson students will...</p> <p>Appreciate the symbolism of the poppy and wreaths in relation to Remembrance Day</p> <p>Utilize art and fine motor skills through painting, cutting (with scissors), and tracing.</p> <p>Experience one of many Remembrance Day traditions (making poppy wreaths for wreath laying)</p>	<p>Completion to the best of the student's ability of the art project's three pieces (one poppy and two hand leaves).</p> <p>No prior assessments as this is a specific lesson (holiday related) and I do not know the students well enough from an art perspective to judge their skill applications in this way. (This being my first full class lesson with this group of students)</p> <p>Completion grade (formative through observation and engaging with the students and the content as they move through the lesson)</p>
<p><b>Resources</b> What materials/resources/technology will be required?</p>	<p><b>Personalization/Differentiation</b> How will you attend to the needs of ALL learners in this lesson?</p>
<p>Resources:</p> <ul style="list-style-type: none"> <li>- Pictures: Print off pictures of Remembrance Day wreaths on display/wreath laying</li> <li>- Exemplar: Wreath, and individual poppy craft in stages</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>- Paper Bowls with pre-drawn cutting lines (1 per student)</li> <li>- Scissors (unless differentiation requires pre-cut paper bowls, which can be provided)</li> <li>- Red Paint</li> <li>- Black Paint</li> <li>- Green Construction Paper</li> <li>- Adhesive (school glue or glue gun)</li> <li>- Pallet Board Circle or alternate wreath backing (for class wreath display)</li> </ul>	<ul style="list-style-type: none"> <li>- For those who may need accommodations for fine motor skills pre-cut paper bowls can/will be provided, and sponges instead of paintbrushes can be provided.</li> <li>- Hand tracing assistance can be provided for students who need it</li> <li>- Exemplars showing each stage will be visually available to assist with guiding students through the craft step by step</li> <li>- Assistance for individual students will be provided as needed by members of the educational team</li> <li>- Each student, or table, will have a set of visual instructions in first-then format to assist them with the project</li> </ul>

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## LESSON PLAN SEQUENCE

<b>Introduction</b> <b>How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?</b>		
<b>Learning/Activity Sequence</b> <b>How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.</b>		
<b>What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?</b>	<b>What are the STUDENTS doing? How are they engaged while you are teaching the lesson?</b>	<b>Approx. time</b>
Teacher will introduce the poppy craft exemplar(s) after recontextualizing the Remembrance Day significance of the poppy and poppy wreaths (with pictures).  The exemplars will be visually shown, in order, and will be broken down into smaller chunks with first-then used to link the chunks.	The students will listen and practice raising their hands if they have a question or a comment on the topic, and if the teaching cycle is used then the students will participate as errorlessly as possible.  Additionally students will be working on their own IEP/ABA goals with prompting and reinforcements as is typical for each student.	<b>With Intro included— 5 minutes</b>
The art project chunks will be broken down into first-then format, and will be done as I do - you do's. The teacher will do an exemplar step by step (I do) with the students (we/you do) while referencing the visual step by step instructions. Additionally, the teacher will be floating around to observe, assist, and help students with their work and with moving on to the next steps. The teacher will direct the EA's to assist	<b>Start:</b> First: Cut the bowls into petals (unless pre-cut bowl required)  Then: Paint the cut out bowl red (if possible time-wise front and back, if not just the front)  <b>Next while Red dries:</b>	<b>This is the explanation and bulk of the craft, should take 20 minutes total</b>

<p>certain students/group tables with their art and following the directions.</p> <p>The chunks are as written on the student side —&gt;</p>	<p>First: Place your hand on the green paper, and trace it (or have someone help you trace it)</p> <p>Then: Cut it out along the lines you traced (or have someone assist you with cutting it out)</p> <p>^Repeat (Students should have 2 cut out hands each)</p> <p><b>After paint dries and hands are cut out:</b></p> <p>First: Use a small amount of black paint and paint the middle/centre of the poppy flower bowl black</p> <p>Then: Stick the green hands on the bottom of your poppy flower</p> <p>Last: Write your name on the back of your poppy (or have someone assist you)</p> <p><b>Leave the poppies to dry and the teacher will place them and your leaves (hands) on the class wreath once they are dry.</b></p>	
<p>The teacher will check in with the students, help them move from chunk to chunk, and will provide verbal reinforcements when appropriate and necessary (ie I like how you are using your paintbrush appropriately, I appreciate you going back to check the instructions as you go, or I love how regulated you are being while painting)</p> <p>The teacher will also monitor the appropriate use of materials and will remove more dangerous/distracting materials as the students finish with them (such as scissors, or the glue sticks for some students).</p>	<p>Students will move through each chunk of the art project using their materials appropriately, and asking/indicating if they need help or have a question.</p> <p>Optional additions students may make to their art:</p> <ul style="list-style-type: none"> <li>- Students may use brushes to add texture to their poppy</li> <li>- Students may mix and use colour tones/hues to achieve perspective (ie darker red near the middle of the poppy, lighter towards the edges)</li> </ul>	<p><b>(Craft continued, total 20 minutes)</b></p>

<p>The teacher will gather attention back and will inform the students that clean up has begun and will give them instructions. If they are not done, the teacher will specify when they can finish another time or will discuss with PT (Partner Teacher) about the best time to return to this.</p> <p>(Instructions —&gt; ie wash your paint plates in the sink or put them in front of the teacher, bring your flower and leaf-hands to the back table or a specified location, wash your hands and get ready to return to class).</p>	<p>The students will transfer their attention away from the task at hand to the teacher (work on transitions), then the students will follow instructions to the best of their ability to clean up the art room and get ready to go back to the classroom.</p>	<p><b>5 minutes for clean up</b></p>
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### Conclusion

**How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?**

This will be done at a later time when the wreath is finalized (I will confer with PT about the Remembrance Day celebrations at their school and how we may display their project in a significant way such as by creating a class wreath, or alternatively, if the poppies are put up on the classroom board individually, they can go beside their On Remembrance Day We ... writing activity).

## PRE-SERVICE TEACHER SELF-REFLECTION

**In your self- reflection of your lesson, please consider the following questions:**

- 1. What went well in your lesson? What were the strengths of the lesson?**
- 2. What are the areas that need to be refined? What might you do differently next time?**
- 3. What are your next steps to further develop/ refine this lesson? How will you continue to grow in your practice? What actions will you take?**

**These are additional questions that can help guide your response to the three self- reflection questions.**

- How do you feel your students experienced this lesson?**
- How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?**
- How did you employ formative assessment for/of/as learning?**
- Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations?**
- Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?**