

TEAM Lesson Plan Template	
Teacher: Karla Banks	
Class: Special Ed 2nd–5th	
Course Unit: Language Arts	
Lesson Title: Action Verbs with Keith Haring	
LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link.
Students will be able to identify action verbs and create a piece of art in the style of Keith Haring.	
STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
2.4 Create art with a specific function.	
OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-Friendly
Students will identify verbs and create a painting in the style of Keith Haring with a verb title.	
ASSESSMENT/EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative/Summative Performance-Based/Rubric Formal/Informal
Students will be assessed using a rubric.	

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
Smartboard file paper paint black markers paper man with moveable joints (template provided)	
ACTIVATING STRATEGY	Motivator/Hook An Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions.
Ask students how they feel about graffiti. Today’s artist became famous for his graffiti art. We will be creating some art in the same style.	

<p>INSTRUCTION</p>	<p>Step-by-Step Procedures-Sequence Discover/Explain - Direct Instruction Modeling Expectations - "I Do" Questioning/Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension</p>
<p>Use the Smartboard file provided. It will wale the teacher through each step.</p>	
<p>VERBS</p>	
<p>I do: (slides 2-4) Teach slides 2-4 as you would usually teach verbs. You can use the slides provided or your own materials.</p>	
<p>We do: (slides 5-8) Slides 5-8 allow students to practice identifying verbs. You can use the slides provided or your own materials.</p>	
<p>You do: (Will be assessed with the painting.)</p>	
<p>ART</p>	
<p>I do: (Slide 9) Tell students they are going to learn about an artist named Keith Haring. Ask if anyone knows anything about him. Tell students that Haring's first paintings were graffiti. He painted in the subways in New York.</p>	
<p>(slide 10) Have students look at the painting. Tell them Haring's art has simple shapes, few details with thick, black outlines. He uses bright colors; usually sticking with basic primary and secondary colors. His art usually shows some type of movement in it. How does he show movement in his paintings?</p>	
<p>(Slide 11) Look at the next painting. Discuss the same concepts. How does Haring show movement in this painting? What simple shapes do you see?</p>	
<p>(Slide 12) Show the next painting. Ask the students to look at the painting. What colors do they see? Tell students that Haring's paintings usually showed one main movement. Ask what title they would give the painting. Remind them that the title tells what the painting is all about.</p>	
<p>(Slide 13) Review primary and secondary colors. Remind students that secondary colors are formed when you mix 2 primary colors together</p>	
<p>(Slide 14) Ask students, "What are complimentary colors?" Tell students that complimentary colors are the colors that are opposite from each other on the color wheel. Point at each color and ask, "What is the complimentary color of red?" Continue until each complimentary color has been identified.</p>	
<p>GUIDED & INDEPENDENT PRACTICE</p>	<p>"We Do"- "You Do" Encourage Higher Order Thinking & Problem Solving Relevance Differentiated Strategies for Practice to Provide Intervention & Extension</p>

(Slides 15–18) Look at the painting on each page. Have the students identify the primary, secondary, and complimentary colors. Ask students what they see in each painting. Have the students focus on the simple shapes and few details in the paintings. Have the class decide on a title that depicts the action in each painting.

(Slide 19) Have the students reflect on Haring’s art. Ask what they liked, didn’t like and why

(Slide 20-21) Tell the students that it is their turn to create a painting in the style of Haring. They are are going to use a paper man with moveable joints as the focus of their painting. (Give students the paper man and allow them time to experiment with different shapes.) Have students choose a position they like and trace the paper man on their paper with their pencil. They may add one other object in their drawing. They need to choose any primary or secondary color to paint the man. They need to find the complimentary color to use as the background color. After the painting is dry, use a black permanent marker to trace the outlines and add movement lines. The final step is to give their painting a title that is an action verb that depicts the movement.

CLOSURE	Reflection/Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting
Review action verbs. Ask students again to define action verbs and give an example of an action verb. Students can view each other’s paintings and make sure each painting has a verb as it’s title.	
CROSS-CURRICULAR CONNECTIONS	

NOTES:

Student Rubric

	Yes	No
I have a simple shape		
I only added 1 or 2 other objects		
The man is either a primary or secondary color.		
The background is a complementary color of the man.		
There are action lines to show movement.		
My painting has a title that is an action verb.		
The title matches the painting.		