



Arts Integration TEAM Lesson Plan

Teacher: Meghan Meissner

Class: CDC K-3

Course Unit: Math

Lesson Title: Shape Creations

LESSON OVERVIEW

Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

(35 min) Based on TCAP-ALT standards and Common Core Mathematics, this lesson will review basis shapes and polygons in a meaningful, engaging manner through multi-media representation and arts integration. Students will learn about basic shapes through famous paintings, shape movement, an material building activity, and an iPad task reflection. Instruction will be given as whole group, but expectations and extensions will be differentiated for each child based on interests and IEP goals. The teacher will gather informal assessments while students work with the materials using a data sheet. The teacher will also gather the student's shape picture as hard copy evidence and will take photographs of student work. The lesson will conclude with a group shape video using the Educreation App.

STANDARDS

Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.

CCSS.Math.Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

TCAP-ALT ALE G.1. Analyze characteristics and properties of geometric shapes.

Standards relate to IEP objectives and goals. Standards from Kindergarten reflect student instructional level based on pre-assessments and IEP objectives. Standards are posted and explained during the lesson.

Arts Standard: 1.4 Produce artwork with developmentally appropriate craftsmanship.

OBJECTIVE

Clear, Specific, and Measurable - NOT ACTIVITIES
Student-Friendly

I can use my body to make shapes. I can use materials to create shapes. I can draw shapes.

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments.
Aligned with the Lesson Objective
Formative/Summative
Performance-Based/Rubric
Formal/Informal

Prior to this lesson on shapes, the teacher gave a pre-assessment to identify student knowledge of content and present levels. During the lesson, the teacher will collect informal assessment by asking questions and having students show or explain their work. The teacher will take photographs of student shape models and will collect student created shape pictures as hard copy evidence. A rubric and participation checklist will be used to measure progress and mastery of objective. The teacher can record anecdotal notes of student comments and questions as well.

MATERIALS

Aligned with the Lesson Objective
Rigorous & Relevant

- Shapes PowerPoint (including famous paintings)
- Shape Visual Supports (basic and challenging shape posters)
- Individual bags with materials including- Crayons, Wiki Sticks, Popsicle sticks, string, and clay
- Ipad Educreation App
- Fun pointer/Star/ Wand

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.

(5min) “ Hook” – SLIDES 1-5 -The whole group will begin on the carpet and teacher will introduce topic of shapes using visuals (giant shape pieces of your choice). The teacher will ask “What is a shape?” and “Where do we see shapes?”. The students will respond with examples of shapes. Using the Powerpoint, the teacher will show students famous paintings by Kandinsky. The teacher will ask students to identify shapes and lines in the visual art samples. Students will use an “I spy” wand or fun pointer to point to the different shapes. The teacher will state the objective of the day after this activating strategy. The students will transition from identifying shapes in art to making shapes with their bodies through movement.

INSTRUCTION

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

(10 min) “I do” – SLIDES 6-15-The teacher will continue to model activities throughout the PowerPoint slideshow. The PowerPoint will include shape pictures from around the classroom and the definition of each traditional shape will be posted. The teacher will read the definition and the students will restate evidence for each shape we review. The teacher will lead students in drawing each shape in the air as well. The students will join the teacher in a fun song “I can make a circle, a circle, a circle. I can make a circle with my hand”. to practice learning the four basic traditional shapes including rectangle, triangle, circle, and square. Students will select a body part and will lead the class in drawing a shape in the air. For examples “I will use my elbow to draw a circle” or “I will draw a square with my leg”. As an extension, students may use their entire body with a partner to form different shapes in the air or on the floor as a group project.

GUIDED & INDEPENDENT PRACTICE

“We Do”-“You Do”

Encourage Higher Order Thinking & Problem Solving
 Relevance
 Differentiated Strategies for Practice to Provide Intervention & Extension

(15 min) –SLIDES 16-18-“We do, “I do” After whole group direct instruction and group movement, the students will have time for individual exploration and shape creation. At their individual desks, the students will explore shapes using popsicle sticks, wiki sticks, clay, and string. The students will have the opportunity to choose materials to mold and manipulate to create different shapes. The students will be given a bag of materials. The students will be asked a variety of questions to enhance learning “What can you create?”, “How can you make this square into a rectangle?”, “What evidence can you use to prove this is a circle?” and “Can you design a new shape?” The teacher will walk around to each desk and ask the students to share their shape creations. The teacher will take photographs of the shapes creations as evidence. The teacher will encourage students to share their work with a shoulder partner as well. Students will also be encouraged to draw shapes using crayons/pencils and a paper as an alternative activity. A visual board with the shapes posted will be used to help students identify, define, and mold the different shapes. As an intervention, the students will be given shapes to trace or a visual to copy. For an extension, students will be encouraged to make 3D shapes or more complex shapes such as a hexagon, trapezoid, and pentagon.

CLOSURE

Reflection/Wrap-Up

Summarizing, Reminding, Reflecting, Restating, Connecting

(5 min) -SLIDE 19-“Reflection” To close, the students will return to the carpet for whole group reflection. The teacher will restate the objective and summarize the activity. The teacher and students will create a Shape Video using the Educreation App. Each student will have an opportunity to draw a shape for the video. As an alternative reflection, students can discuss which shape is their favorite and look for shapes around the classroom.

CROSS-CURRICULAR CONNECTIONS

This lesson provides students with opportunities to explore art elements and work with different

materials. This lesson also relates to social studies and looking at the world with a different perspective. This lesson addresses different types of learners. I collected data for both drawing shapes and building shapes for assessment of mastery.

PPT Whole Group Instruction	Shape Building and Drawing
Student participates in all parts of the lesson including choral reading, air shape drawing, and searching for shapes in the classroom. Students can identify characteristics of shapes and explain attributes. 5	Students use materials to form 3-8 shapes or student draws 3-8 shapes. Student can justify or identify shapes they have designed. 5
Student participates in some of the activities of the lesson. 3	Student uses materials to form 1-3 shapes or can draw 1-3 shapes. Student can justify or identify shape they have designed. 3
Student does not participate in the lesson. 0	Student does not complete task. 0

Student Rubric

Score____/

Example Participation Checklist

Activity Steps	Student	Student	Student	Student	Student	Student	Student	Student
1. Whole Group Introduction								
2. PowerPoint								
3. Build with Shapes and Share								
4. Draw Shapes								
5. Reflection								
6. Assessment								

I-Independent P-Prompts *Extension

Based on System of Least Prompts: Gesture, Verbal, Visual, Model, PP, FP