

## Lesson Plan Template

<b>Grade:</b> Kindergarten		<b>Subject:</b> Language Arts, Art	
<b>Materials:</b> Oil pastels (one kit for every pair of students), art paper (two square sections for each student), clipboards (for the students to put their paper during the whole-group practice), desktop easel (one for each student), <i>Owl Moon</i> by Jane Yolen, post-it notes, pencils, writing paper		<b>Technology Needed:</b> None	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> Language Arts: K. RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). Art: VA:Cr:2.1.Ka: Through experimentation, build skills in various media and approaches to artmaking.		<b>Differentiation</b> <b>Below Proficiency:</b> The learners will create an illustration that only contains two different objects or items to illustrate space (a foreground and a background). The learners will use the text of the book to understand the illustrations.  <b>Above Proficiency:</b> The learners will create an illustration that contains four or more different objects or features that illustrate space (making a foreground and a background)	
<b>Objective(s)</b> The learner will demonstrate understanding that the illustrations help tell the story in a fiction book. The learner will experiment with oil pastel and create their own illustration using space to do so.  <b>Bloom's Taxonomy Cognitive Level:</b> Knowledge, Create, Apply		<b>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</b> <b>Auditory:</b> The learners will listen to the techniques of oil pastel explained as they see it demonstrated, and the learners will listen to the story. <b>Visual:</b> The learners will view the oil pastel techniques demonstrated and will "read" the illustrations of the story before listening to the text. <b>Tactile:</b> The learners will be creating an illustration with oil pastels that will be manipulated by them.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The learners will be in whole-group during the oil pastel techniques demonstration and reading of the story. They will then break out and independently create their illustration using the materials on their desk. They will then bring their illustrations back to whole group and turn to their neighbor and present their illustration.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The learners will be attentive during the oil pastel techniques demonstration, will actively practice the techniques, and actively read the story with the group. They will raise their hands when they would like to share or ask a question. The students will independently work on their illustration and use a whispering voice. The learners will actively listen to their partner's sharing of the illustration and respectfully present their own.	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> Set out easels and art paper as well as pencils and writing paper at each student's desk. Bring oil pastels, art paper, and the story up to the whole-group area. Cover all text in the story with post-it notes.		
2	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> "Today, students, we are going to be detectives. First, we are going to investigate how artists create space in their paintings, and then, we are going to investigate how an illustrator uses space in their drawings to help tell the story in a picture book. Have you ever used oil pastels before? They are a little bit like crayons. They look like crayons, and you use them like crayons, but feel them.		

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	<p>They feel different don't they? They have a different texture, a different feel. They feel a little creamier than crayons. We are going to use them to help us investigate today! Does anybody have an idea what space is in a painting? Those are some good guesses!"</p>
<p><b>10-12</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b>          "Space is when artists make it seem that some objects are farther away from us in the painting than others. We call the objects that are farther away from us a background, and the objects that are closer to us is the foreground. It's called the background because it is in the back. Foreground is a fancy word, but it means front. So, the objects in the front are part of the foreground, and the objects in the back are part of the background. Which part is the front of the picture? That's right, foreground! I am going to show you how to create space in a drawing with oil pastels. I want you guys to practice with me. When I draw something, you practice drawing the same thing on your paper that is on your clipboard. Sound good? First, I have to think about what I am going to draw and plan ahead what is going to be in the background and the foreground. I am going to draw a blue sky for the background with my blue oil pastel (draw the sky). Then, I am going to draw a tree on top of the background. Does that mean it is in the foreground or background? Foreground, you're right. (Draw the tree) Then, I am going to draw another tree, but I am going to make it bigger than the other one. Artists draw objects bigger if they are closer to us and smaller if they are farther away from us to create space. Let's create space in our drawing (Draw the bigger tree). Now oil pastels can be tricky because if you rest your hand or arm on the picture, it could smear the oil pastel. Do you see that? But, if you want to blend the oil pastels together on the picture, you can take a paper towel and smear it together on purpose. Do you see how I turned my accident into blending on purpose? You take a few minutes and practice that. Great job practicing that skill, students! Now, we are going to investigate how illustrators use space in their illustrations and how they tell the story through their drawings or painting. We are going to try to learn what happens in this story by only looking at the illustrations. We are going to infer what is happening in the story based on the details in the pictures as well as our own ideas and memories, and we are going to try to predict what will happen next. Does anybody know what infer and predict mean? That's right, to infer means to make a guess at what might be happening based on details or small bits of information that does not necessarily tell you what is really happening. To predict means to look at what is happening now and guess what might happen next based on the storyline. Are you ready to be detectives?"</p> <p>Read the story. Ask questions like:          "What do you think this ____ is doing? (tree, owl, snow, etc.)"          "What can you infer about what the boys are doing in the woods?"          "What season is it? How do you know?"          "Can you show me, keeping your bumper on the floor, how you would feel to be walking in the woods?"          "What do you predict is going to happen next? Why do you guess that?"          "Did the illustrator use space in this picture? How do you know? How did the artist create that space? How could you create space in your drawings?"</p> <p>After you are done reading the book:          "Can somebody tell me what space is in a drawing? Good, it is how we show distance in a painting, and we use a foreground and a background. You are going to take your oil pastels, walk to your desk, and create your own drawing that shows space in it. I want you to think like illustrators and try to tell a story with your drawing. Does that sound good? Alright, I am going to dismiss you by color spots." (Dismiss the students one line of color spots at a time).</p>
<p><b>15-17</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>          Let the students create their drawings. Walk around and ask questions like:          "How is your drawing telling a story?"          "How are you creating space?"          "What is the ____ doing in your illustration?"</p> <p>After ten minutes, or when you see that most of the students are done with their drawings, ring the chimes, bring the students back to the carpet, and say to the students, "Now, I want you to write about your picture. I want you to think to yourself, 'what story is my picture telling?'. I want you to look at the objects in your picture and think to yourself, 'what is this object doing?'. Let's practice this with my illustration. I am going to take a few minutes, and I am just going to look at my picture. I am going to look at all the elements and details in my picture. Let's look at it together. Great, now let's think. What is my big tree doing? I am thinking that my big tree is standing like a soldier, protecting the trees that are farther away. I am going to write a sentence on the board that says that. (Write: "The tree stood strong like a soldier."). What other objects or aspects of my illustration could I write about? The sky, that's a great idea! What is the sky doing? (Write one sentence about the sky with help from the students). Now, I want you authors and illustrators to go and spend one minute just looking at your illustration and thinking about what the illustration is telling you. When the timer beeps, I want you to write at least three sentences about the story that your illustration is telling you, just like we did here. (Dismiss by color spots, start the timer. After the timer beeps, say, "Now, write at least three sentences about your illustration.")</p> <p>Give them 5-7 minutes to write (unless more time is needed and the students are engaged) and then call the students back to whole-group. If some students need more time, have early finisher work on creating a second illustration with their oil pastels.</p>
<p><b>5</b></p>	<p><b>Review (wrap up and transition to next activity):</b>          "Students, you were awesome detectives and illustrators, today! I appreciate how you looked really closely at the illustrations in our book and used the details to infer what was happening in the story. I also appreciated how you were very focused and intent when you were creating your story. We are going to have two friends share their story and illustrations with us. (Draw two friends' names on the popsicle sticks. Have them share. Point out specific details in their illustration that helped tell the story and great</p>

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silver dollar words in their story. Have the students do the same). Great job, students! We are going to display your illustrations and stories in the classroom so everyone has a chance to read and view them, today!"

### Formative Assessment: (linked to objectives)

**Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.**

Asking questions in the Explain and Explore sections like:

"What do you think this \_\_\_\_ is doing? (tree, owl, snow, etc.)"

"What can you infer about what the boys are doing in the woods?"

"What season is it? How do you know?"

"Can you show me, keeping your bumper on the floor, how you would feel to be walking in the woods?"

"What do you predict is going to happen next? Why do you guess that?"

"Did the illustrator use space in this picture? How do you know? How did the artist create that space? How could you create space in your drawings?"

"How is your drawing telling a story?"

"How are you creating space?"

"What is the \_\_\_\_ doing in your illustration?"

### Consideration for Back-up Plan:

I could always use a different medium for this lesson if the oil pastels are unavailable, or I could utilize a different picture book. If no book works in the classroom, I can take the kids outside and talk about how we would draw space if we drew what we saw outside. I would then have them practice drawing what they see and representing space, have them create their own drawing, and write a story about it.

### Summative Assessment (linked back to objectives)

**End of lesson:** The creation of the illustration with space evident in it as well as the text that mutually supports each other to create their story.

**If applicable- overall unit, chapter, concept, etc.:**

### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson went really well. The students were engaged throughout the lesson. They really enjoyed predicting and inferring through the storybook when we read the pictures. Additionally, the students got very creative in creating space in their illustrations. Quite a few went beyond the techniques that I modeled and started layering objects on top of others to show distance as well as varying sizes and positions of objects. The students also enjoyed blending two or more oil pastels together in creating their illustrations. If I did this in the future, I would extend this lesson into a unit and a year-long theme because I really want to go more in-depth with the writing portion of the lesson. I would have liked to introduce the idea of silver-dollar words and writing about what the objects in their illustrations were doing to create more descriptive writing pieces. The writing of the students was not very descriptive, and a few of the students' writing did not match their illustration. In the future, I would do a mini introduction lesson to the writing portion to promote writing that really supports the masterpieces they created as illustrations. However, I know that students learned how to infer what was happening in the book by utilizing the illustrations because one student utilized the word "infer" in her writing to explain what was happening in her illustration.