

Lesson Plan Template

Instructor: Eli Weingarten	Program: Be Me	Date & Session Time: October
Course/Elective Title: Art Fundamentals (K-1)	Lesson Title: Transportation in my City	Unit Cycle: Loving Kindness

1. Planning and Preparation

<p>Student Learning Objectives: Learning objectives are unifying outcomes across a series of related lessons or throughout the cycle. They are one-sentence statements that give a clear purpose on the intended goals of the lesson, use behavioral verbs to describe the expected outcomes (ACTION), and that are measurable.</p> <p>STEM Example: Students will be able to (SWBAT) explore the importance of biodiversity, how it impacts on our lives and how it is affected by human activity.</p>	<p>Students will be able to celebrate and recognize the people that help with travel in the neighborhood inspired by Tyree Guyton and the Heidelberg Project</p>
<p>Learning Targets: Learning targets are student-friendly descriptions. They are written from the students' perspective, are clear on what you intend students to be able to do, create or accomplish at the end of the lesson, and are measurable skills that can be easily achieved by the end of the lesson.</p> <p>STEM Example: I can work collaboratively to construct a food web</p>	<p>I can share ideas I can listen when someone else talks I can work quietly I can learn about a new artist I can raise my hand I can clean up after myself</p>
<p>Essential Question: A question that explains the big idea, purpose, and content of the lesson. It should be an open-ended question that connects back to the real world and creates inquiry.</p> <p>STEM Example: How does our bio footprint affect our environment?</p>	<p>How do we travel around our community and who helps us get there?</p>
<p>Y Values: Describe how this lesson/activity connects to the Y's Monthly Values/Unit Theme</p>	<p>Using Tyree Guyton and the Heidelberg Project as a model students will learn to use materials and respect the people and objects that help them and how to give back to the community.</p>
<p>Key Vocabulary: What vocabulary words should be included within the lesson/activity?</p> <p>STEM Example: Biodiversity, carbon footprint</p>	<p>Heidelberg Project, Tyree Guyton, Reduce, Reuse, Recycle, Chesed (Hebrew for Loving-Kindness), glue, collage, traveling</p>
<p>Room Set-Up and Preparation: Explain how the room will be set up for your lesson. Are the chairs or desks arranged in a specific way for the lesson? Are there pictures/posters on the wall or speakers set up playing music? If virtual, what online platforms will you be using? (ex: Zoom, Google Hangouts, Google Classroom, etc.)</p>	<p>Regular set up</p>

<p>Assessment of Learning: How will you evaluate student understanding of the lesson (check for understanding)? What examples or opportunities are provided for students to reflect and think critically about what they are doing?</p> <p>EX: peer-to-peer or group discussions, exit tickets, written/journal reflections, worksheets, informal presentations, etc.</p>	<p>Visual observation: is work being produced, are students trying something new, what have they learned that they can show or share to the class</p>
<p>Learning Accommodations: What types of accommodations/modifications are needed for specific students in order to reach the goals of the lesson/activity?</p> <p>(i.e. headphones, graphic organizers, sentence starters, special seating arrangements or groupings, etc.)</p>	<p>Visual, verbal, and written instructions, 1 on 1 assistance as needed, variety of materials</p>

2. Instructional Framework			
Lesson Procedure	Instructor Actions	Student Actions	Est. time Duration
<p>Warm up/Introduction: The warm up connects to the lesson's new concepts that you will be discussing. It should "hook" your students and activate their prior knowledge. The warm-up should engage the students in a way that will connect to the lesson's new concepts you will be discussing.</p>	<p>Intro Tyree Guyton, and Heidelberg Project How do you travel around the city Who is in charge of transportation in the city</p>	<p>Share out How I travel Participate Ask questions</p>	<p>2-5 min</p>
<p>Direct Instruction (I Do): Direct Instruction is the section in which you teach, or directly instruct, students. This part of the lesson should be how you will tell/show students what they're learning, model and demonstrate, and check for understanding often.</p>	<p>Show examples Demo project Answer questions</p>	<p>Ask clarifying questions Listen Share ideas</p>	<p>5-10 min</p>
<p>Guided Practice (We Do): Guided Practice is the time when in the lesson the students practice what they have learned. With you guiding them, students practice the lesson, either in small groups, partners, or the whole group.</p>	<p>Clarify and hand out supplies Provide assistance Observe</p>	<p>Ask questions Work quietly</p>	<p>15-20 min</p>
<p>Closure/Wrap up: Wrap up the section of the lesson where the instructor gives a closing statement that ties back to the lesson's targets/objectives and briefly introduces and links it to future learning. Use this time to also assess students' understanding of the lesson.</p>	<p>Explain what is coming next What have we learned Clean up</p>	<p>Wrap up Share out Clean up</p>	<p>2-5 min</p>