

## Lesson Plan

<b>Instructor:</b> Eli Weingarten	<b>Program:</b> Be Me	<b>Date &amp; Session Time:</b> June 4:15-5:15
<b>Course/Elective Title:</b> All Art Classes	<b>Lesson Title:</b> Art and Pride	<b>Unit Cycle:</b> Pride

### 1. Planning and Preparation

<p><b>Student Learning Objectives:</b> 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><b>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.</b></p>	<p>Students will learn about Keith Haring and his art style and how to make art that shares what they value the most about themselves.</p>
<p><b>Learning Targets:</b> 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><b>STEM Example: I can work collaboratively to construct a food web</b></p>	<p>I can learn about an artist I can make my own stickers I can be proud of who I am I can learn from my fellow students I can clean up after myself</p>
<p><b>Essential Question:</b> 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><b>STEM Example: How does our bio footprint affect our environment?</b></p>	<p>How do we express pride in ourselves and who we are? How can we translate that into art?</p>
<p><b>Y Values:</b> Describe how this lesson/activity connects to the Y's Monthly Values/Unit Theme</p>	<p>Pride: Students are making art based on aspects of themselves that they are proud of.</p>
<p><b>Key Vocabulary:</b> What vocabulary words should be included within the lesson/activity?</p> <p><b>STEM Example: Biodiversity, carbon footprint</b></p>	<p>Pride, respect, sticker making, Keith Haring</p>
<p><b>Room Set-Up and Preparation:</b> 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 classroom set up</p>

<p><b>Assessment of Learning:</b> 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><b>EX: peer-to-peer or group discussions, exit tickets, written/journal reflections, worksheets, informal presentations, etc.</b></p>	<p>Observation: is work being produced</p>
<p><b>Learning Accommodations:</b> What types of accommodations/modifications are needed for specific students in order to reach the goals of the lesson/activity?</p> <p><b>(i.e. headphones, graphic organizers, sentence starters, special seating arrangements or groupings, etc.)</b></p>	<p>Visual, Verbal, and Written instructions. 1 on 1 aid if needed.</p>

2. Instructional Framework			
Lesson Procedure	Instructor Actions	Student Actions	Est. time Duration
<p><b>Warm up/Introduction:</b> 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>What is Pride? Who is Keith Haring? How to make stickers?</p>	<p>Listen Ask questions Share ideas</p>	<p><b>2-5 min</b></p>
<p><b>Direct Instruction (I Do):</b> 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>Demonstrate how to make the project. Answer questions.</p>	<p>Watch demo Ask questions</p>	<p><b>5-10 min</b></p>
<p><b>Guided Practice (We Do):</b> 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>Answer questions Provide support</p>	<p>Work quietly Ask questions</p>	<p><b>15-20 min</b></p>
<p><b>Closure/Wrap up:</b> 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>Share out Clean up</p>	<p>Share out Clean up</p>	<p><b>2-5 min</b></p>