

<p><b>Grade Level and Segment Title: Kindergarten Harold and the Purple Crayon</b></p>	<p><b>Central Focus - “Big Idea”: Illustrations and Real Life</b></p> <p>Essential Question(s):          What are some locations Harold created in the story?          How do you get to school?          Why is illustration important to a story?</p>
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<p align="center"><b>LESSON 2</b>  <b>INSTRUCTIONAL STRATEGIES AND LEARNING TASKS</b></p>		
<p><b>LESSON LEARNING OUTCOMES</b>            Referenced to NCAS segment objectives</p> <p align="center"><b>Cr, Cn, Pr, Re</b></p> <p>As a result of this lesson, students will know or be able to:</p>	<p><b>LESSON EVALUATIVE CRITERIA</b></p> <p align="center">You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations &amp; modifications:</p> <p align="center">[qualities, quantities, variations, concepts, processes...]</p>	<p><b>LESSON ASSESSMENT INSTRUMENTS</b></p> <p align="center">Attach rubrics, requirements, guides.            You will gather the evidence through:</p> <p align="center">Formative – Summative / Formal - Informal</p>
<p>AS7: Perceive and analyze artistic work.            EU: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?            Va:Re.7.2.Ka: What does an image in a book represent? What can we understand from an illustration?</p>	<p>Students will listen to “Harold and the Purple Crayon” and will look at the illustrations about the main character’s journey. Students will talk about how the illustrations tell the reader about the story along with the accompanying words.</p>	<p>Summative: Are students listening to the story? Are they participating in the conversation afterwards?</p>
<p>AS10: Synthesize and relate knowledge and personal experiences to make art.            EU: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.            Va:Cn10.1.Ka: Students will create art about something in their lives.</p>	<p>Students will draw their journey to school with a purple crayon inspired by “Harold and the Purple Crayon”.</p>	<p>Summative: Are students working on their project in class?            Formative: Have students created a project that follows the guidelines of the rubric and lesson?</p>

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<p>AS2: Organize and develop artistic ideas and work.</p> <p>EU: People create and interact with objects, and design that define, shape, enhance, and empower their lives.</p> <p>Va:Cr2.3.Ka: Students will recreate existing locations both natural and manmade that they have visited in their art.</p>	<p>Students will add in details to their drawings that were shown in “Harold in the Purple Crayon” that they see everyday like mountains, rivers, flowers, and the sun.</p>	<p>Formative: Have students recreated locations that are found in real life? Have they completed the project according to the guidelines of the rubric and lesson?</p>
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**Cognitive Engagement**

Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives. Include questions and brief overview of topic discussion.

**INTRODUCTION/ MOTIVATION:**  
 Time:5-10 minutes  
 Students will listen to the story of “Harold and the Purple Crayon”. They will then be introduced to the assignment and asked to use a purple crayon to draw their path to school.

“Harold and the Purple Crayon”

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<p><u>STUDENT INQUIRY/ EXPLORATION:</u>          Time: 15-20 minutes          Students will draw their path to school including buildings they may pass and what they see in nature in the background. They will include shapes that we read about in the book like mountains, grass, trees, and the sun.</p>
<p><u>REVIEW OBJECTIVES/CLOSURE:</u>          Time: 5-10 minutes          Students will share what they have done so far. They will tell the group what they pass on the way to school. Students will then be reminded to take a photo of their work and upload it to Google Classroom once they are finished.</p>

This rubric is taken from my Cooperating Teacher’s existing rubric for her classes.

<b>Excels 4pts</b>	<b>Meeting 3pts</b>	<b>Partially Meeting 2 pts</b>	<b>Not Meeting 1 pt</b>	<b>No Image 0 pts</b>
Student Excels in the standards for this grade level.	Student is Meeting the standards for this grade level.	Student is Partially Meeting the standards for this grade level	Student is Not Meeting standards for this grade level.	No Image was provided as evidence to support the assignment.