

Lesson Plan

Education Student's Name: Alisha Brignall - University of Calgary
Grade Being Taught: Three Date: December 9, 2019 Subject: E.L.A. (Character) Strand/Topic: Cooperation Unit/Topic: Group Work
Title of Lesson: Using all the Colours makes a Rainbow
Description of the Lesson: Students will understand that when they collaborate and cooperate with each other a beautiful synergistic art piece can be created.
Time for Lesson: 30 mins
Groupings: (i.e. Twos, threes, or small groups then whole class, etc.) Whole Class Discussion (Carpet) Small Groups
Learning Outcomes:
ELA 1.Overall: General Outcome 2 General Outcome 5 2. Specific: 2.1 Use Strategies and Cues – Use prior knowledge; Use comprehension strategies; Use textual cues; Use phonics and structural analysis 2.2 Respond to Texts – Appreciate the artistry of texts; 2.3 Understand Forms, Elements and Techniques - Understand forms and genres; Understand techniques and elements; Experiment with language 5.2 Work within a group – Cooperate with others; Work in groups
Art 1.Overall: Reflection: <i>Component 6: QUALITIES AND DETAILS:</i> Students will employ surface qualities for specific effects. 2. Specific: Concepts A. Colour harmonies affect the mood and feeling of the viewer. B. Tonal interchanges enhance a work. C. Distinguishing characteristics of things can be portrayed vividly or subtly. D. The character of marks is influenced by drawing or painting tools and methods.
Teaching/Learning Strategies:

Introduction of the Lesson: By working together, we can create amazing things.

Estimated Time: 15 minutes.

The teacher will:

Read the book "The Day the Crayons Quit" by Drew Daywalt.

After reading the story, the class will participate in a classroom discussion.

Ask the students the following questions:

- Why were the crayons complaining?
- Do you think the crayons had a right to complain?
- How do you think Duncan felt when he read the letters?
- What did Duncan do after he read the letters?
- What would you have done if you received those letters?
- How we can better work with our classmates and our family members?

The students will:

Listen to the story and think about what the main message is and participate in the class discussion by answering questions and providing insights.

Activities conducted: Working collaboratively students will create masterful pictures.

Estimated Time: 20 minutes.

The teacher will:

Organize the students into their table groups with 6 students in each group. Pass out a piece of paper to each student. Also, give one crayon to each student in the group, making sure that each group member has a different colored crayon.

Explain that the students are going to work within their group to create drawings. Ask each student to draw on the paper in front of them (with their one crayon) for about 60 seconds. After 60 seconds, ask the student to pass the paper to the person next to them (on their **right**)< *practice for music class*, then ask that student to draw something on the paper in front of them (60 seconds).

The students will:

Students will work together to create their pictures. Each student will complete their drawings in a respectful way following the rules of the classroom.

Conclusion of the Lesson: Class sharing and discussion of the lesson.

Estimated Time: 10 minutes.

After each picture has been rotated all the way around the group and each student has had a chance to color on each picture in their group, present the pictures to the class.

Ask students to explain how they worked together to create their pictures.

As a class brainstorm some other ways that people work together to make things better. (building a home, preparing a meal at a restaurant...) ask the students for their own ideas.

Adaptations:
<p>For Special Needs: Allow students the ability to orally provide descriptive words. Flexible seating allows for students the ability to move if they need. For students that need extra support to stay on task the use of a timer, and also asking them to complete their work at the teacher desk may be appropriate.</p>
<p>Equity/Diversity/Anti-Discrimination Considerations (i.e. avoiding stereotypes, sexism, racism, intolerance, etc) Be sure to look through the resources to make sure they are appropriate. If students choose words that are inappropriate use judgement on how best to provide students with the tools so that they can make better word choices in the future.</p>
Resources
<p>Books/Articles The Day the Crayons Quit by Drew Dewalt</p>
<p>Websites Grade 3 English Language Arts Program of Studies: https://education.alberta.ca/media/160360/ela-pos-k-9.pdf Lesson Adapted from https://education.byu.edu/sites/default/files/SOCIALLEARNING/documents/the-day-the-crayons-quit.pdf</p>
<p>Materials The Day the Crayons Quit by Drew Dewalt Paper x 23 Crayons Timer</p>
Assessment
<p>Strategy: <i>Formative</i> Class-Discussion Hand Signals for understanding what a verb, noun (plural nouns), adjective, adverb are. Observation Oral Questioning Completed Art work.</p>
Recording Devices/Tools (checklists, rubrics, etc.):
Notes to Teacher:
<p>As these may be showcased in class – special care must be taken to insure that students are drawing appropriate things on the work. Make sure to check frequently if students start to get silly.</p>

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Teacher Reflection:

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