

Name of Lesson : Chicken Little Collage Class : Apache Elem Grade (s) : Kindergarten

Name of Teacher Candidate : Kate Earl MoPTA Lesson Plan Format (revised by KCAI)

<b>Rationale :</b>		
<p><b>In keeping in line with the curriculum standards, The Chicken Little Collage is a literature-based project allowing the students to create their own collage using multi-step directions, recognizing patterns, and learning to construct with scissors and glue.</b></p>		<p><i>(2-3 sentences about why this topic is important and relevant to age group)</i></p>
<b>Learning Objectives :</b>		
<i>Students will ...</i>		<p><i>List the lesson's objectives and learning outcomes appropriate for meeting curricular and student needs.</i></p> <p><u>Include objectives for :</u></p> <ul style="list-style-type: none"> <li>• <i>studying artists, art/understanding art</i></li> <li>• <i>integrating technology</i></li> <li>• <i>creating/ expressing</i></li> <li>• <i>evaluating art works</i></li> <li>• <i>exhibiting art works</i></li> </ul>
<b>Studying artists, art/Understanding art</b>	<b>Integrating technology</b>	
- Students will review colors with color game.	- Students will watch video book.	
-Students will review different lines with Line dance (day 2)	-Students will watch OKGO Primary Color video.	
-Students will discuss do's and don't during demonstrations.		
<b>Creating/ Expressing</b>	<b>Evaluating art works</b>	
- Students will paint the background of their collage Day 1, using green, yellow, and white on a blue sheet of paper.	- Students will be shown successful and non-successful examples.	
- Students will paint at least two colors of their choice on three different sheets of paper using different lines and patterns. (Day 2)	-Students will sit in a circle with their project and discuss what they have on their collage.	
- Students will neatly glue cut out shapes out of the paper they painted to make a finished collage on Day 3.		
<b>Exhibiting art works</b>		
-Students will hang finished works in the Hallway.	-	
-Students will show their project to each other while they sit in a circle.	-	

Standards/Quality Indicators/Skills		
<b>Missouri</b>	<b>National Core Art Standards</b>	<i>Identify the Missouri and national [art core] standards, quality indicators, and skills addressed for each objective.</i>
<b>PP: 1.D, 2.A, 3.A</b>	<b>VA: CR1.1.Ka, VA: CR1.2.Ka</b>	
<b>EP: 1.A, 1.B, 1.E, 2.D</b>	<b>VA: CR2.1.Ka, VA: CR2.2.Ka</b>	
<b>AP: 2.A</b>	<b>VA: CR3.1.Ka</b>	
<b>IC: 1.A 2.A</b>	<b>VA: RE.7.2.Ka</b>	
	<b>VA: CN11.1Ka</b>	
<b>Visuals:</b>		
<b>Chicken Little book illustrations. Teacher Examples.</b>		<i>List at least 2 visuals that are relevant and appropriate to the lesson objectives.</i>
<b>Lesson Structure and Daily Procedures</b>		
<b>Engagement/Opening/Introduction/Review of any concepts/Checking for Understanding</b> A. Teacher will start class with a review game with Colors / line Dance. B. Teacher will Show The OKGO color video with two other color videos if there is time. C. Teacher will Start the Video Book. D. Teacher will show “teacher made” examples of Complementary color project E. Teacher will have students gather at the Purple Table for Demonstration. F. Teacher will discuss safety and correct ways to use Paint, scissors, and Glue. <b>Questions:</b> <b>Color Game:</b> What are the 3 primary colors? What are the 3 secondary colors? What color does red and yellow make? What color does red and blue make? What color does yellow and blue make? <b>During Demonstration(s):</b> What do we do first when we use paint? (Paint shirt, table covers) How many table covers per- table? (3) How many do we put back at a time? (1) What do we do second what we use paint? (Brushes, then paint.) Where do the paint covers go when we are done with them? (Back in the drawer) Where do our brushes and paint go when we are done with them? (“Washing machine” / sink) Where do our paint shirts go? (Back in the basket) <b>Demonstration/Lecture</b> Teacher will show a completed Chicken Little project that is a teacher example. Teacher will explain the safety and correct way to use the paint. Teacher will explain the safety and correct way to use the scissors. Teacher will explain the safety and correct way to use the glue.		<i>Consider the Studio Thinking and Choice-Based Education Models here in your strategies for engaging students.</i>  <i>Link your procedures to your objectives</i>

Teacher will demonstrate how to correctly paint the background so the students can see.

Teacher will show how to properly cut and glue together the Chicken Little Project.

### **Procedures/Students at Work**

#### **Day 1.**

1. Teacher will show demonstration at the purple table for the background.
2. Teacher will instruct, "Give me a thumbs up if you understand." (if they do not, verbally repeat steps)
3. Teacher will instruct students to get their paint supplies; Paint shirt, paint covers, brush, and paint.
4. Teacher will pass out a 11x17 inch light blue sheet of paper to each student.
5. Students will put their names on the back of their paper.
6. Students will paint the "Grass."
7. Students will paint the "Sky."
8. Students will show project step 1 to Ms. Earl when completed.
9. Students will place painted background on the drying rack.
10. Students will put away their paint and brush in the sink.
11. Students will put their paint covers in the drawer, 1 at a time.
12. Students will put their paint shirts in the bin.
13. Students will wait at their tables for line up.

#### **Day 2.**

1. Teacher will show demonstration at the purple table for painting 3 sheets of paper.
2. Teacher will instruct, "Give me a thumbs up if you understand." (if they do not, verbally repeat steps)
3. Teacher will instruct students to get their paint supplies; Paint shirt, paint covers, brush, and paint.
4. Teacher will pass out a 8x11 inch different color sheets of paper to each student.
5. Students will put their names on the back of their paper.
6. Students will paint at least 2 colors on 3 sheets of paper.
7. Students will show project step 1 to Ms. Earl when completed.
8. Students will place painted background on the drying rack.
9. Students will put away their paint and brush in the sink.
10. Students will put their paint covers in the drawer, 1 at a time.
11. Students will put their paint shirts in the bin.
12. Students will wait at their tables for line up.

#### **Day 3.**

1. Teacher will show demonstration at the purple table for assembling chicken
2. Teacher will make shapes on the back of the sheets of paper for "Cut out guidelines."  
Teacher will instruct, "Give me a thumbs up if you understand."
3. Teacher will instruct students to get their paint supplies; Paint shirt, paint covers, brush, and paint.
4. Teacher will pass out a 8x11 inch different color sheets of paper to each student.
5. Students will put their names on the back of their paper.
6. Students will paint at least 2 colors on 3 sheets of paper.
7. Students will show project step 1 to Ms. Earl when completed.
8. Students will put away their paint and brush in the sink.
9. Students will put their paint covers in the drawer, 1 at a time.
10. Students will put their paint shirts in the bin.
11. Students will sit in a circle to each other their collage.

<p>12. Students will point to what they have on their collage.  13. Students will place painted background on the drying rack.  14. Students will wait at their tables for line up.</p> <p><b>In progress Assessment</b>  While Reviewing the Color Game teacher will look for students understanding in colors. While Reviewing the Line Dance teacher will be looking for students understanding of each kind of line.  Teach will walk around asking questions; “How can I help?” “What do you think your next step is after___” “Are you stuck, what are you stuck on?” “Thank you for listening.” “Thank you for being on task” “thank you for being at a zero.”  Teacher will also have an ‘A R T’ classroom behavior cart, if students are behaving unproductively, I will announce that the classroom behavior goes down a letter.  Students will sit in a circle for assessments and respond to the following statements; “Point to where there is a pattern on your chicken.” “Raise your hand if you see 3 different colors of paper on your collage.”</p> <p><b>Clean up</b>  Students will have 8-10 min warning for clean up.  Students will have everything will be put away properly in their supply boxes and drawers.  Students’ works will be placed in a safe place on the drying rack for assembly the next week.</p> <p><b>Review and Closure</b>  Questions about their Chicken Little Collage.  “What happened to Chicken Little?” “What are examples of patterns?” “What does a pattern do?”</p> <p><b>Final assessment (if applicable)</b>  Students will sit in a circle for assessments and respond to the following statements; “Point to where there is a pattern on your chicken.” “Raise your hand if you see 3 different colors of paper on your collage.”</p>	
<p><b>Resources and Supplies :</b></p>	
<p><b>Web (URL and title)</b>  <a href="https://www.pinterest.com/pin/103019910201533968/">https://www.pinterest.com/pin/103019910201533968/</a> (Primary Colors, with OKGO)  <a href="https://www.pinterest.com/pin/103019910201578474/">https://www.pinterest.com/pin/103019910201578474/</a> (Colors with Clay)  <a href="https://www.pinterest.com/pin/103019910201533965/">https://www.pinterest.com/pin/103019910201533965/</a> (Robot and Unicorn Colors)</p> <p><b>Supplies / Equipment.</b>  (For each class) Blue 8x11 sheets of paper per student, 2 paintbrushes per student, paint trays 1 per table, colorful sheets of paper 3 sheets for each student, glue bottles per student, scissors per student.</p>	<p><i>List all resources (book, web, art supplies, etc.) used in the planning of and during the instruction of the lesson(s). Be specific !!</i></p>
<p><b>Technology :</b></p>	
<p>Video Book; I will record myself reading the Chicken Little book over video to read the story.  Youtube the for the color videos.</p>	<p><i>List all Instructional and/or assistive technology incorporated into the lesson(s) to enhance instruction and student</i></p>

Book by: Rebecca and Ed Emberley	<i>learning,</i>
<p><b>Assessments :</b></p> <p><b>In progress assessments:</b> Students will answer questions that i ask;</p> <p>Color Game:          What are the 3 primary colors?          What are the 3 secondary colors?          What color does red and yellow make?          What color does red and blue make?          What color does yellow and blue make?</p> <p><b>During Demonstration(s):</b>          What do we do first when we use paint? (Paint shirt, table covers)          How many table covers per- table? (3)          How many do we put back at a time? (1)          What do we do second what we use paint? (Brushes, then paint.)          Where do the paint covers go when we are done with them? (Back in the drawer)          Where do our brushes and paint go when we are done with them? (“Washing machine” / sink)          Where do our paint shirts go? (Back in the basket)          How do we glue? (dot-dot not a lot)</p> <p>Line Game:          Seeing if they are gesturing the given names of lines:          Striaight lines, curved lines. Squiggle lines, zigzag lines, and slanted lines</p> <p><b>Plan for critique / exhibit:</b> Students hanging their work up in the hall.</p>	<p><i>List Assessment(s) used before, during, and/or after the lesson.</i></p> <p><i>Attach 1 tool you can use with students that you have created for this lesson/unit.</i></p>
<p><b>Differentiation/Accommodations/Modifications/Increase in Rigor :</b></p> <p>If there are students with physical disabilities there will be a table ready for a wheelchair accommodations. (maybe closer to the door)</p> <p>If there are students with hearing disabilities they will be placed closer to the teachers podium, for easier hearing, along with being given a document with a step by step basic instructions, and basic tool functions.</p> <p>If there are students with sight disabilities they may be placed closer to the projector / board or farther way, depending on the sight distance.</p> <p>If any students have a problem with holding any supplies, they will be provided with play-dough, to have it molded to the shape of their hands so that it is comfortable for them to hold supplies.</p> <p>For low-fine-motor skills, students will be given stencils of symbols for tracing on the paper to cut out.</p>	<p>Identify how you will modify content, materials and/or environment to meet the needs of diverse learners.</p>
<p><b>Classroom Management :</b></p> <p>Teacher will go around the classroom reminding students about their time use, and to make sure they are using their time wisely.</p> <p>Teacher will remind students what step they should be on in their collage.</p>	<p><i>Identify strategies you will use to help keep students on task and actively engaged AND to redirect inappropriate behavior.</i></p>

<p>Teacher will be circulating through out classroom.  Teacher will separate students if they are given multiple warnings about their social time vs. work time.  Teacher will use behavior chart for the class.  Teacher will use "Give me 5" count down for refocusing.  Teacher will put a student in the "Safe seat" if they decided to make poor choices.</p>	<p><i>Consider the materials you will be using, and how they might be organized.</i></p>
<p><b>Extensions :</b></p> <p><i>Students will free draw if they are to finish early.  Students will check with teacher to get approval to be finished, if not teacher will ask that the student adds / fixes something on their collage.</i></p>	<p><i>Identify activities for early finishers that extend students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way.  See CHOICE BASED EDUCATION text PART II for examples</i></p>
<p><b>Reflection (150 words) :</b> (complete this after lesson has been taught, before you turn in final copy)</p> <p>I believe with the time crunch of the assembly being out of my hands, I had to make a conscious decision on whether or not I should have my kindergarten student's paint in a twenty-minute time frame. Knowing from a previous class who only has a thirty-minute time frame, that specific was only able to barely finish the lesson successfully. Even then I made the mistake to rush. So this lesson definitely needs the full fifty minutes. So at first thinking I would still have forty-five minutes with my kindergartens, I tried to save time with setting them a bit early however, I did not get the forty-five minutes I was expecting. So I made the decision to have the class do their assessment color game, watch a clip that reinforces the color game, watch the story and go over one vocab term. Despite the lesson not working out like I had planned it, I think it was still productive even if we did not get through what I have hoped to that day.</p>	<p><i>If you were to teach this lesson again, to the same age group, how would you change the lesson ?</i></p>
<p><b>Learning Statement</b></p>	
<p>Kindergarten students were read the book, " Chicken Little". After discussing what Chicken Little and his friends looked liked, the students designed their own bird relating to the book. They created different <b>patterns</b> using tempera paint as well as collaborating together by switching different patterned papers. The kindergartners assembled their birds by with the <b>collage</b> technique, cutting and gluing their bird together.</p>	<p><i>"This is a statement of 5-8 sentences that describes the learning that has taken place in the lesson. It should somehow refer to the objectives. It tells the school community what has taken place in the creation of the artwork"</i></p>
<p><b>Images of Student Work</b> (include minimum 4 examples )</p>	
<p><i>At the bottom</i></p>	

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Assessment Worksheet for Kindergarten Project: Chicken Little collage.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Please circle the sentences that most describes the work.

	GREAT	GOOD	POOR	TOTAL of Category
	3	2	1	
Craftsmanship.	They followed all of the directions; and their shapes are cut neatly and there is no glue showing.	They followed most of the directions; and their shapes are somewhat cut neatly and there is little glue showing.	They followed none of the directions; and their shapes are somewhat cut neatly and there is glue showing.	
Used Vocabulary.	They understand their primary colors, secondary colors, the different types of lines, and what a pattern is.	They mostly understand their primary colors, secondary colors, the different types of lines, and what a pattern is.	They do not understand their primary colors, secondary colors, the different types of lines, and what a pattern is.	
Use of color.	They use at more than 2 different colors of paint to make a pattern.	They use at least 2 different colors of paint to make a pattern.	They use at one color of paint to make a pattern.	
Use of Materials.	They used all of their tools and materials responsibly and put them away in there proper containers.	They used most of their tools and materials responsibly and put most them away in their proper containers.	They did not use all of their tools and materials responsibly and did not put them away.	
Effort.	they stayed on task the whole class period.	They mostly stayed task the whole class period.	They did not stay on task the whole class period.	

TOTAL: \_\_\_\_\_ out of 15 pts