

## Lesson Plan #1:

Age Level: Pre-school (4-5)

Subject(s) area: Reading and Expressive Arts and Creative Thinking

Materials needed:

- Mouse story
- Different colored construction paper
- Glue
- Heart cut-outs
- Example of the finished product
- Ink pad

### Standards:

- **ART 4.2:** Create art work that depicts, objects, and events and/or expresses feelings, thoughts, and ideas.
- **SED 1.5:** Demonstrate self-confidence in own abilities.

### Objectives:

- The student will create a flower project for their families.
- The student will apply the story I read to them, to the project they make.
- The student will remember that by creating this project that somebody loves them.

### Learning Objectives:

- Technology:
  - Show a Valentine's Day video.  
<https://www.youtube.com/watch?v=n5noNWgcAAE>.
  - Showing how to make heart patterns on the active board
- Required vocabulary:
  - Valentine's Day: A holiday celebrated on the 14<sup>th</sup> of February
- Opening Element: Does anyone know what happens on Valentine's Day? Why do we celebrate Valentine's Day? Wait for students to raise their hands, and take turns sharing their thoughts. Let's see what happens on Valentine's Day through this video (show video). Today, I am going to read everyone a short story about a mouse named Thumbody and how she gave away all her love on Valentine's Day. Watch as I rip the construction paper as I tell the story. Pay attention, because there is a twist at the end (read the story). Afterwards, we will make a project related to the story (show finished product of the project). Let's look at the active board and see how we can cut out hearts. The project does not have to come out the same color wise, but the format should look the same. Does anyone have any questions?
- Instructional Methods:

**Guided Practice Strategies:** Have students do the projects step-by-step. I will cue when it is time for the next step. First, we the class will all put the flower stem on together, then, the flower pot. Next, the middle of the flower will go on. Lastly, the “pedals” of the flower will be put on the project. Once students are done, I will go around and write “Thumbbody loves you” in the center of the flower. Students will then write their first name on the back of the project.

**Independent Concrete Skills/Application:** How can the students show they love someone on Valentines’ Day? Can use gluing and cutting skills in higher grades and outside of school as well.

**Differentiation:** If a student has trouble cutting I will hold the scissors with the child. Students can use any color construction paper they would like to help make their artwork their own and unique. Students that are chattier will sit up front during the story.

**Reflective questions:**

- How does the story relate to our project?
- How can we show love to someone on Valentine’s Day?

**Assessment:**

**Formative:** Do students know how to create a project based on a story that was read?

**Summative:** Students ability to feel confident in their own artwork. Creating a project that is based off of a story (showing that the students were paying attention). Does the artwork depict what was happening in the story?

**Reflection:**

The lesson didn’t really go as planned. At the beginning Mrs. Rau ended up reading the story and I explained the project. I did not get to do my introduction, nor did we come back for reflection because the students had to go to lunch. We did not use the technology like I thought we would, and students just went off on their own to create the project instead of us thinking through the project a little more. Next time, I will make sure to send Mrs. Rau my lesson plan to make sure that she knows what I have planned, and what I expect from the students. I think that Mrs. Rau wanted to help me through my first lesson plan, which was fine.

I liked that I got to help guide the students on the project as they worked at the tables. I really like getting into the project and seeing how the same project can come out so differently from each student. I liked that I got to put a finished product on the wall for students to refer to, because many of them struggled with putting the pieces in the right place. The students really like the project though, and had fun putting their thumbs in the ink pad and placing their thumbs on the flower pedals of the project. I do not really know what I could do better teaching lesson wise because I only showed the students a picture of the finished product and explained the finished product. I wish I could have done my opening element, as getting more practice for the

future, the experience was good, and I have another art project to keep for when Valentine's Day rolls around in a classroom of my own.

### **Lesson Plan #2:**

Age Level: Preschool (4-5)

Subject area: Expressive Arts and Creative Thinking and Social Studies

Materials needed:

- Paint
- Paint brush
- Paper
- Abe Lincoln story
- Bucket of water to wash hands in

### **Standards:**

**ART 4.2:** Create art work that depicts objects and events and/or expressive feelings, thoughts, and ideas.

**SS 2.2:** Demonstrate a basic understanding of how things, people, and places change over time and connect new ideas to past experiences and events.

### **Objectives:**

- The student will recognize who Abraham Lincoln was and why he was important (Ex: was he called Honest Abe)?
- Student will recall what they learned about Abraham Lincoln.
- Students will create a painting of Abe by using their fine motor skills.
- The students will remember Abraham Lincoln by looking at their finished product.

### **Learning activities:**

- Technology:
  - Abraham Lincoln video:  
<https://www.youtube.com/watch?v=rzaBbW74-ik>
  - President's Day Short Stories:  
<http://www.apples4theteacher.com/holidays/presidents-day/abraham-lincoln/short-stories/>
- Required Vocabulary:  
Abraham Lincoln: 16<sup>th</sup> President of the United States. Also known as "Honest Abe."
- Opening Element:  
I heard you guys have just learned about Presidents Day. Today, we are going to learn about Abraham Lincoln. Does anyone know who Abraham Lincoln is? Why is he so

important to us? Well, I have a video for you that might clear some questions up (play Abraham Lincoln video). Abraham Lincoln is most known for being called “Honest Abe.” People called him Honest Abe because he always told the truth about what was going on. Abraham Lincoln was fair with everything he did, and helped others whenever he could. I am going to read you a story about the times with Abraham Lincoln was honest and told the truth. (Read Honest Abe Story). We are going to paint an Honest Abe today, with our hands.

Instructional Methods:

Guided Practice Strategies:

- Do the painting on the child’s hands first, followed by the child painting the rest of Abraham Lincoln.
- Provide step-by-step instructions before students move to do the project.

Independent Concrete Practice/Application:

- Child can reflect and tell the class why Abraham Lincoln was important.
- Can child recognize Abraham Lincoln in a museum or around school?
- Talk about other Presidents so that the students can relate Lincoln to other Presidents work.

Differentiation:

- Students that need help making shapes can get an example of what each shape looks like, or a piece of paper to trace on.
- Students that have trouble with fine motor skills can use a bigger brush.

Reflective Questions:

- Why Abraham Lincoln was called Honest Abe?
- Why is Abraham Lincoln important?
- What did you learn about Abraham Lincoln?

### **Assessment:**

**Formative:** Each student creates a picture based on their knowledge about Abraham Lincoln.

**Summative:** Do the students know why they made a project on Abraham Lincoln?

### **Reflection:**

I think that the lesson went better than the first time but the lesson still needed some improvements. Mrs. Rau said connected well with the students, as do I think so as well. I hope to continue to work with students well, and improve on working with them as well. My opening element seemed to go really well, and the students were engaged asking questions and giving feedback. After I opened and read the story, I realized the story did not fit well for preschoolers as well as I has hoped. Finding a story on Abraham Lincoln for preschoolers was a challenge in itself. The story could have had some visuals with it, as I seemed to have lost their interest halfway through the story. I could have given them more information as well through a video so that the students had a connection to the project, and share at home with their family as well.

Young learners always need visuals as a way to keep them interested in the story, and the visuals help to explain the story further as well.

The second half of the lesson seemed to go well, as the class did two different projects to keep them busy. With Mrs. Rau the students made a mask of Abraham Lincoln, and I sat at a table doing a hand painting project of Abraham Lincoln. Working with the students one-on-one was fun because every child had something unique to say, and I could talk to them about their own personal thoughts on the project. During the hand painting time though, would have been a great opportunity to recap facts about Abraham Lincoln and test the students' knowledge about why he was important/ what he was known for. There were also a few students that needed to finish their projects before they left for the day, instead of finishing the project after lunch. Showing the students what a hat looked like on paper, or asking them what shape you think a hat is, could have really enhanced the students learning experience. I mostly just told the students what shape a hat is, instead of letting them figure it out on their own.

I love kids and I hope to grow as a teacher more throughout more practicums so I can help the students grow and teach them to the best of my ability.

### **Lesson Plan #3:**

Age level: Preschool (4-5)

Subject area:

Materials needed:

- Colored paper (black, orange, and white).
- Scissors
- Finished product example
- Glue
- Markers
- Penguin story
- Penguin pictures

### **Standards:**

**APL 1.4:** Filter out and ignore most distractions and interactions.

**ART 4.2:** Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas.

### **Objectives:**

- The students will work on their project without talking or interrupting the teacher
- The students will connect their zoo phonics "Perry Penguin" to what an actual penguin does.
- The student will cut out the letter "P" using fine motor skills.

## Learning Objectives:

- Technology:
  - Six little Penguins story:  
<https://www.google.com/search?q=six+little+penguins+poem&biw=1366&bih=631&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiY-P-Um6XSAhVDw4MKHWroAugQsAQILA&dpr=1#imgrc=pDPNKaTv250XaM>
  - Penguins: Animals for children:  
<https://www.youtube.com/watch?v=VINfa6BV8es>

- Required vocabulary:

Penguin: An animal is black and white and lives in Antarctica.

- Opening Element:

I heard that you guys are learning about the letter “P” this week, so I brought in some ideas to share with you about Penguins, because Penguins start with the letter “P.” Can you turn and talk to your elbow partner about what you think Penguins do (students talk to their partners for a few seconds and then I bring them back). Now, raise your hand and tell me what ideas you came up with on what Penguins do (discussion). How are Penguins different than other animals? How are they the same? Has anyone ever seen a Penguin before? What do they look like? I am now going to read a short story about Penguins if you have any ideas please raise your hand at the end and we can talk about your idea as a group. (Read Penguin story).

Instructional Methods:

Guided Practice Strategies:

- Talk about different animals so that students can compare and contrast how the Penguin is different/similar to other animals.
- Can students name features of a Penguin?
- Can students spot a Penguin on posters or at the zoo?
- Do the project together step-by-step. First cut out the letter “P,” then cut out the nose, then the feet, and finally, draw an eye on the letter “P.”

Differentiation: Students with fine motor difficulty will get help holding the scissors and markers.

Reflective Questions:

- What did we learn about Penguins today?
- Did we do our jobs while we were working?
- What does the project have to do with Perry the Penguin?

## Assessment:

**Formative:** Each student creates a Penguin shaped like a “P” to relate to the letter of the week.

**Summative:** Can the students relate the project to the discussion we had as a group?

## Reflection:

This was a really fun lesson to teach, because by now I know some strategies that work with the students, and others that do not. The students were excited because they all knew something about Penguins (a lot of hands were raised, ready to talk about what Penguins do, where they live...). When the students got rowdy, I would use Mrs. Rau's technique of "give me five" (everyone stops what they are going, and raises five fingers in the air, with their finger from the other hand on their mouth). This strategy worked for me, or I just sat in the chair and stopped telling the story waiting for the students to stop talking. I remembered from last lesson that I did not use any visuals with the story I had. This time, I read a story about six little Penguins and I had six Penguins printed off for the students to see when a Penguin would leave the scene. I asked questions that students could connect to real life such as are Penguins like any other animals (birds, because they are a bird). I enjoy seeing answers that students come up with, as some of the answers can be way off the map from what we are learning. That is alright though, because that means students are processing information, and doing their best and trying to learn what I was teaching them.

I wish I had made the lesson longer, because when they were done with the project, the students had twenty minutes of free play before lunch. I could have played a video I found online, that would have taught the students more about Penguins than the information I gave to them. Mrs. Rau hardly uses the active board though, and I felt if I asked her to use the board, it would be of inconvenience to her. I also could have connected to with the students more one-on-one while the students were making the actual project. Sure, I talked to the students and handed out materials as needed, but I could have asked them meaningful questions as the students worked. For example: What shape is the Penguins beak, eye, stomach...etc.

Overall, I feel the lesson went more smoothly this last time, as I am more comfortable with the students, and have been given tips on how to make a lesson go from good to great. The lesson was still just average though, and I am working on making lessons great. I never liked preschool too much until this round, Mrs. Rau was very helpful and made the classroom fun to be in.