**Lesson Plan**

**Brandon Burke Grade: Pre-Kindergarten**

1. Academic Standards- VA:Cr1.1.PKa- Engage in self- directed play with materials.

VA:Cr2.1.PKa- Use a variety of art-making tools.

1. Instructional Objectives- Paint paper purple to turn into a letter U unicorn
2. Instructional Design- *explain how you will guide the learning event, including the following components:*

o Introduction/Motivational Device: Remind all students to raise hand when wanting to talk or need help. Ask students what their letter of the week was this week? Ask students what words start with the letter U. I will also give students a few words that start with the letter U.

o Subject Content/Topics: Letter U and Unicorn to tie them together.

o Learning Activities/Procedures:

1. Students will be given a piece of paper.
2. Students will be asked to paint the paper purple and paint all of the way to the edge.
3. Once the paper is painted purple the students will flip their brush over and begin drawing in the paint to add texture
4. Once students are fully finished I will give each student the opportunity to build with magnetic blocks or free draw.

This lesson is an independent lesson. This step of their project is to help them build their painting skills. Each paper will be painted different with different textures. This is an independent lesson because they can work at their own pace and build their painting skills like getting paint all of the way to the edge of the paper.

o Key Discussion Questions: What is the letter of the week? What words start with the letter U?

o Closure: What was our letter of the week? What other words besides unicorn start with the letter U? \*If extra time at end of class students can either free draw or build with magnetic blocks.

* Differentiated Learning Activities- There are students with disabilities, but this is a simple project for all to complete. Students are just using a paint brush and painting a piece of paper one single color. Being a pre-k class the teacher is in the classroom as well walking around helping the students along with myself. But if a student needs help I will help make sure they get paint spread all of the way to the edge of their paper.

o Describe important characteristics and diversity of learners in your classroom: There are 10-14 students working on this project. There is a wide variety of different races including White, African American, and Hispanic. There are a few children with IEP’s for different disabilities and or learning needs but are helped through myself, Mrs. Overstreet, their teacher, and if they have a larger disability, then they have a proctor to help them.

o Strategies: Because we have diverse learners in the class it is easiest to have all of them do the same thing but allow a little freedom on how they add texture to their work. To engage the students in learning I will ask them about their letter of the week and what things start with that letter. To get students to express what they know I will ask what words start with the letter U which also helps keep the students engaged.

1. Instructional Resources and Technology- No technology is needed for this project, but the letter U was displayed on the Promethean board when they painted their paper.
2. Formative Assessment- I will walk around and make sure each student is painting all of the way to the edge of the paper and adding texture/design to their work with the back of their paint brush.