

Lesson Title: Mouse's First Fall Leaf Collage

Grade Level: _____ Pre-K _____

Enduring Idea or Big Idea: Fall Leaves

Student Prior Knowledge:

- Some have very little art material experience
- some students have a lot of experience with art materials.
- Reading= pre-literacy skills: some have and some will not.

Teaching Methods:

- demonstrate,
- whole group reading,
- pair share critique,
- demonstrate critique,

OBJECTIVES	ESSENTIAL CONCEPTS
<p>List SOL</p> <ol style="list-style-type: none">1. K.3 The student will follow a sequence of steps used in creating works of art.2. K.13 The student will identify purposes for creating works of art.3. K.15 The student will describe and respond to works of art.4. K.18 The student will describe ideas, experiences, and feelings expressed in personal and other works of art.	<p>An idea written in student language that reinforces objective. Often, you ask students a review question as they line up and this concept is the answer.</p> <ol style="list-style-type: none">1. Dip, Wipe, Place2. Illustrators make drawings to go along with a story3. Pair and share4. The illustrator chose warm colors to express the idea of fall leaves.

Visuals:

- **book- mouses first fall**
- **example of leaf collage**

Supplies, equipment and safety:

- **tissue paper cut up in baggies**
- **leaf templates**
- **elmers glue & water in containers**
- **paint brushes**
- **extension activity- rubbing plates and color pencils/ crayons**
- **DO NOT eat glue or put glue on yourself or other students**

TEACHING PROCEDURE AND ASSESSMENT

TIME	TEACHER PROCEDURE	STUDENT PROCEDURE	ASSESSMENT
3 min	Motivation: Introduce activity for the day and anticipatory set. <ul style="list-style-type: none"> 1. Reading a book 2. Watching demonstration 3. Creating collages 4. Extension activity 5. Pair and share 	Write a couple of key questions for your concepts/purposes <ul style="list-style-type: none"> How do we attach the tissue paper to the template? How much glue do we have to have on the tissue paper for it to stick? Do we have to pick only one color? Why do I have to collage a leaf? What do I say to my partner when I share? 	<ul style="list-style-type: none"> The children dip, wipe, and place tissue paper like teacher demonstrates Student chooses to combine colors that make an autumn leaf (warm colors)
5 min	Procedural Activities: <ul style="list-style-type: none"> The instructor will read to children and ask questions while reading, demonstrate activity (answer any questions) walk around and assist work, pair and share own work with helper 	What are the students doing during procedural activities? <ul style="list-style-type: none"> Sitting at their seat and using the materials provided in front of them. They will be able to choose a template that will be passed out by teacher and then will work. To pair and share they will share with the person next to them or across from them 	<ul style="list-style-type: none"> Student is able to comment on their pair's piece and saying what they like and what the person could do better on
5 min	Instructional strategies: <ul style="list-style-type: none"> Group reading Demonstration 	What are the students doing during instructional strategies? <ul style="list-style-type: none"> While the teacher reads, the students will come around the teacher and sit so they can see the book and hear. While the teacher demonstrates, the children will huddle around and watch, and then ask questions if needed. 	<ul style="list-style-type: none"> Student is able to explain why they chose the colors they used.
15	Studio time- students will create their own leaf collage—if finished early they will work on rubbing plate extender activity.		
2 min	Essential Questions: cover essential concepts <ul style="list-style-type: none"> What are you supposed to do to put your collage together? Why are we making leaf collages that aren't green? What types of things should you say to your partner during critique? <p>Closure: List two or more questions, critically analyzing, performing for others, questioning initial ideas, reflecting on processes, compiling new ideas from what was learned, setting new goals, sharing feelings of accomplishment</p> <ul style="list-style-type: none"> Why did you choose to collage- all random colors, all one color, or only a few colors in different spots. Whose leaf do you think is the best in the class? Why did you pick that leaf template as opposed to the others? 	Essential Concepts: Answers essential questions and relate to SOLs above. List ideal answers to closure questions: at least one of these should be your concepts written above. <ul style="list-style-type: none"> I picked to do all one color because I wanted my leaf to look realistic. I think (insert name) had the best leaf because they did the best job staying in the lines. I chose this leaf template because I liked how the edges were curvey instead of pointy. 	

Final Product Rubrics: Write final product rubrics that will include content (what they are expressing or saying), design (composition, art elements and design principles) and craft (well executed and/or constructed).

	1	2	3	Total:
Content	Student does not seem to have any sort of vision as to how they wanted their collaged leaf to be perceived. Not much information given to critique	Student shows a start for a vision of how they would like their collage leaf to portrayed. Some information given for critique.	Student has a clear vision of how they would like their collage leaf to be perceived. There is a lot of information given to critique.	
Design	Student did not take composition into consideration when creating collage. There are little to none art elements or design principles in piece. No obvious decisions on color or shape.	Student has a somewhat thought through composition. There are some art elements and design principles incorporated in their piece. They have some obvious decisions on color or shape.	Student has thought out their composition. There are definite art elements and design principles present in their piece. They have clear obvious decisions on color and shape.	
Craft	Student did not try to fill all spaces of template. Pieces of paper are sticking up where student did not glue down properly. There are lots of pieces of paper outside the lines of template.	Student filled up most of the blank space of the template, there are few pieces of paper that weren't glued properly. There are few pieces of paper glued outside the lines.	Student left almost no blank space in the template. All pieces of paper are glued down properly. There are little to none pieces of paper glued outside the lines.	

Differentiation: Chose a disability then explain the accommodation. Accommodations may be:

- Child with hearing aids or hearing disability- The child will be able to sit at the front of the end of the table where the teacher will be primarily. The teacher will also have short 1 on 1s with the child to ensure they understood material covered.

Extenders: What will students do when they finish the project early? How is this linked to the lesson and/or unit?

- If a child finishes the activity early they will be able to choose a leaf rubbing plate and be given a set of crayons/colored pencils to rub with. This is linked to the lesson because the collages they will be making are leaves and the rubbing plates are leaves.