

Department of Arts Administration, Education and Policy

**UNIT PLAN OVERVIEW**

(Revised 2022)

Teacher Candidate	<b>Holly Romano</b>
School	<b>Easthaven Elementary</b>
<b>UNIT TITLE</b>	My Happy Place
Length of Class Period	45 minutes
Approximate Number of Students in Each class	24
Grade Level or Course Title	2 <sup>nd</sup> and 3 <sup>rd</sup> grade
Beginning Date for this <i>Unit</i>	October 11, 2023
Ending Date for this <i>Unit</i>	4 class periods

**ENDURING UNDERSTANDINGS (FROM ODE 2022 STANDARDS)**

- **2.2 CR** Combine materials to explore personal artistic ideas.
- **2.3 CR** Investigate ways to organize elements of art to express meaning
- **2.2 RE** Use self-assessment strategies with current artworks to inform future artmaking.
- **2.3 RE** Share personal interpretations of works of art.
- **2.3 CO** Respect and support peer ideas and creativity.

**CRITICAL ISSUE / BIG IDEA**

**A). Anticipatory Set** (what do the students already know and how will you capture the students interest in the concepts you are presenting)

**B). Rationale** (why is this unit of study relevant?)

- A. The students know that stories and ideas can be shared both orally and with written word. They are also familiar that images can accompany stories like in picture books. They understand that images can be used with text to tell a story. But do they know that an image by itself can tell a story? Do they understand that you can observe visual cues in a picture and read it as well?
- B. Students need to expand and grow their visual literacy to be able to understand, and be critical of, the world around them. Images, while mostly wordless, still share messaging and can be used as communication tools in obvious or subtle ways. Teaching students how to use visual thinking strategies will support their critical thinking skills and thought processes as they are taught to pause, look, and analyze the images.

VTS can also support students who need language support in the classroom as it opens classroom discussions in a low-stakes, safe environment. It allows students to engage in casual conversation about artwork, expanding vocabulary and English language communication.

**Resources**

Juravich, J. (2022, March 15). *How to support all students to thrive in the Art Room*. The Art of Education University. Retrieved January 14, 2023, from <https://theartofeducation.edu/2022/04/13/apr-how-to-support-ell-students-to-thrive-in-the-art-room/>

Anderson, A. (2014). *Supporting Oral Language Acquisition using Visual Thinking Strategies*. Washington State ASCD. [https://wsascd.org/downloads/curriculum\\_in\\_context/2013\\_Spring.pdf](https://wsascd.org/downloads/curriculum_in_context/2013_Spring.pdf)

Edutopia. (2019). *Art as Text: Bridging Literacy and the Arts. Concourse Village Elementary School, Bronx, New York City, NY*. Retrieved September 22, 2023, from <https://www.youtube.com/watch?v=esUawrdkxEo>.

### **Central Focus** (creating, presenting, interpreting, responding, and/or relating art to context)

- Students will observe, discuss, and reflect on how artwork can tell a story.
- Students will listen and be respectful of the perspectives of their peers.
- Students will choose appropriate materials to create a personal story using artwork, inspired by artist Faith Ringgold's story quilts.
- Students will share and self-assess their artwork, craftsmanship, and perseverance of their art practice.

### **Essential Questions** (provocative, engaging, critical)

- Can artwork tell a story?

### **Possible Integration**

Language arts integration could include students writing a story to go along with their artwork

## **DESCRIPTION OF THE ESSENTIAL EDUCATIONAL CONTENT OF THIS UNIT**

### **Lesson One**

Title	Let's Read Art
Lesson Description	<p>Using Visual Thinking Strategies (VTS), the students will view and discuss an example of narrative art by Faith Ringgold called "Tar Beach." As a class, they will answer the questions "What do you see?" and "What do you think is happening?"</p> <p>After the discussion, they will listen to the book "Tar Beach" by Faith Ringgold. We will discuss the story and how it relates to the artwork of the same name. We will also talk about how Faith's work show's things that brought her joy and</p>

	her daydream to fly over the city. Teacher will ask “Do you think this image show Faith’s happy place?”
Approximately how long will this lesson take?	1 class session
<b>Lesson Two</b>	
Title	Create Your Happy Place
Lesson Description	<p>Now that the students understand that art can tell a story, and that Faith Ringgold, as well as other artists, used it to share their daydreams and places/experiences of joy, the students will create their own image of their “happy place” — a realistic or made-up place that has things that make them happy.</p> <p>They will learn the artistic practice of brainstorm and sketching.</p> <p>The students will be inspired by Faith Ringgold’s style in that they will draw and then color-in their artwork, then complete them with a quilt-like collage frame made from painted/patterned papers.</p>
Approximately how long will this lesson take?	2 class sessions
<b>Lesson Three</b>	
Title	Share Your Happiness
Lesson Description	<p>In this final lesson, students will learn that artists share their thoughts about their artwork in oral and written ways. We will reflect on what Faith says about her work.</p> <p>In a peer-share, students will interpret each other’s finished pieces and talk about what things/places make them happy. The students will use the same questions from the VTS exercise in Lesson 1. The students will be supported to encourage their classmates in their artmaking as artists build communities of support.</p> <p>The students will also reflect on their own artmaking and craftsmanship using a worksheet rubric. They will also be supported in writing two sentences about their piece. They will learn the valuable life skill of self-reflection.</p>
Approximately how long will this lesson take?	1 class session

**Explain how technology has been used in this unit**

- Clevertouch screen to view slides and watch a YouTube video of Faith Ringgold reading her book Tar Beach
- Elmo camera and Clevertouch for sketching and drawing demonstration.

## LESSON PLAN

Teacher Candidate	Holly Romano
School	Easthaven Elementary

<b>LESSON NUMBER</b>	1
Lesson Title	Let's Read Art
Length of Class Period	45 minutes
Approximate Number of Students in Each class	24
Grade Level or Course title	2 <sup>nd</sup> and 3 <sup>rd</sup> grades
Beginning Date for this Lesson	1 class
Ending Date for this Lesson	October 6 and October 10

### CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

**2.3 RE** Share personal interpretations of works of art

### CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

**2.3 CO** Respect and support peer ideas and creativity

### Performance-based Assessment Objectives

- Students view and share their personal interpretation of Faith Ringgold's narrative artwork.
- Students will be respectful of their peer's responses during class discussion.

### Performance-based Assessment Strategies

(attach assessment documents if applicable)

- During a class discussion, student will answer "What do you see?" and "What do you think is happening?" to interpret Faith Ringgold's piece "Tar Beach."
- Students will be monitored by the teacher for respectful behavior and conversation during class discussion

## Academic Language

### Vocabulary (define each)

- Quilt: a warm bed covering made of padding enclosed between layers of fabric and kept in place by lines of stitching, typically applied in a decorative design.
- Daydream: a series of pleasant thoughts that distract one's attention from the present.
- Narrative art: Art that tells a story

### Additional Language Demands (*specific* communication task)

- Students will speak their thoughts and observations during class discussion with the teacher and in small peer group discussions

## Accommodations for Special Populations

- Students who have vision concerns can sit closer to the screen.
- Students with hearing concerns can sit near the front. Closed captioning will be turned on during the YouTube video in case they can read.

## Art/Visual Culture Examples (list all artists, artwork or media used)

- Artwork “Tar Beach #1” by Faith Ringgold
- Book “Tar Beach” by Faith Ringgold
- Six narrative examples
  1. “Beauty School” by Kerry James Marshall
  2. “Ices” by Jacob Lawrence
  3. “Detroit Industry” by Diego Rivera
  4. “Self-portrait along the border line between Mexico and the United States” by Frida Kahlo
  5. “Barbacoa para Cumpleaños” by Carmen Lomas Garza
  6. “The Sunflower Quilting Bee” by Faith Ringgold

## Preparations

### Materials/Resources for Teacher

- [Google slides](#)
- [“Tar Beach”](#) by Faith Ringgold  
Ringgold, F. (2016). *Tar Beach*. Alfred A. Knopf.

### Materials for Students

- Prints of six examples of narrative artwork (shown in Google slides)

### Safety Procedures

- Students will be reminded of our classroom policy to respect our classmates and their perspectives. When our peers share what they see or feel about artwork, we do not laugh or joke about it. We listen and support.
- Students are to stay in their seats during class, raising hands if they need support
- Chairs must have all four legs on the ground — no tipping chairs

## LEARNING ACTIVITY

### Getting the Classroom Environment Ready

- Prep Google slide presentation
- Have prints of six other narrative artworks ready

### Procedures for the Teaching/Learning Structure (*indicate approximate time for each step*)

1. Teacher greets students in hallway and reminds them of the expectation that they will enter the room, sit at their assigned tables, and quietly wait to get started.
2. Students enter the classroom and sit at their color assigned tables.
3. Teacher gives any announcements (not related to the lesson) needed.
4. Teacher reminds students that they are expected to be responsible, respectful, and safe in the classroom.
5. Teacher: “In school, you have all been learning how to expand your skills to read and write. This is a way you can use to communicate right? We also know that you can talk and use words to communicate. Did you also know that artwork is another way to communicate? Artists can use artwork to tell us a story.”
6. We call this type of artwork narrative art — it can communicate a message, an experience, or a story.
7. We can read images just like you would read words. Today, we are going to do just that.”  
Teacher shows slide of “Tar Beach” by Faith Ringgold on CleverTouch screen.

Teacher: “We are going to read this artwork together. First, we are going to take one minute to quietly look at it, and then we will discuss it as a class.”

Teacher starts one minute timer and allows the class to silently observe the image.

Teacher: “Okay, now that we have all had time to view this artwork, let’s talk about it. Let’s remember that this room is a brave space where we show respect to our classmates for sharing their ideas and perspectives. During this discussion, no one’s answers are wrong, and we listen to each other.

8. By raising your hands, who would like to share what you see in this picture?”

9. Teacher facilitates a discussion with the students about the artwork, using questions like “What do you see?” “What do you think is happening in this picture?” “What makes you think that?” “What more can we find?” Teacher tries to call on as many different students as possible using colored table cues and seating chart.
10. Once discussion is done, the teacher tells the students the name of the artwork and artist of the artwork. They also learn information about Faith.
11. The students watch a video of Faith Ringgold reading her book.
12. Teacher shows the artwork again and asks students, “After hearing from Faith, we know that this image shows things that bring joy in her life. Do you recall what those things were?

We also see Faith floating, symbolizing how she daydreams of flying over the city. What is a daydream?

Would you say that this artwork is a depiction of Faith’s happy place? What is a happy place?

#### **Clean-up Procedures (Room, Materials & Work Storage)**

- Teacher will give 2-minute warning that it’s time to wrap up conversations.
- Teacher walks around to collect artwork examples
- Students sit quietly to be called for line up.

#### **Closure, Review & Anticipation (what’s next?)**

Teacher: “Now that we understand that art can be used to tell a story, a memory, or share something special to us, next week you will be making your own narrative artwork. I want you to show me what your happy place is. So, think about the things that bring you joy until I see you again next week.”

#### **Supplemental Activity**

- Students will be given another narrative artwork example to discuss in their table groups (4 students per table) using VTS format. The teacher will walk around the room and observe and support the discussions.

#### **Teacher reflection focused on the lesson *after* it has been taught**

- Did the students engage in the VTS exercise well? Did they understand how to talk about artwork? Did they feel comfortable speaking? How did they receive this artwork?
- Were the students interested/engaged in Faith’s artwork? Learning about her as an artist?
- Did the students pay attention to the YouTube video of Faith reading her book? Would reading it myself have been better?
- Did the students understand how to talk about their art examples in their small groups? Were their conversations meaningful? Did anyone struggle to share?

### Lesson 1 Teaching & Learning materials

- “Tar Beach” by Faith Ringgold
- Google Slides

## LESSON PLAN

Teacher Candidate	Holly Romano
School	Easthaven Elementary
<b>LESSON NUMBER</b>	2
Lesson Title	Create Your Happy Place
Length of Class Period	45 minutes
Approximate Number of Students in Each class	24
Grade Level or Course Title	2 <sup>nd</sup> and 3 <sup>rd</sup> grades
Beginning Date for this Lesson	October 13 and October 18
Ending Date for this Lesson	October 27

### CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

**2.2 CR** Combine materials to explore personal artistic ideas

**2.3 CR** Investigate ways to organize elements of art to express meaning

### CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

### Performance-based Assessment Objectives

- The students will choose the coloring art materials that properly support their artmaking.
- The students will create an art piece using lines and shapes to represent things that make bring them joy.



## Performance-based Assessment Strategies

(attach assessment documents if applicable)

- The students will choose between crayons, markers, and colored pencils to color their images. They should choose crayons for large areas, pencils for smaller areas, and markers for emphasis.
- Each student's narrative artwork must contain a baseline/horizon line and 3 illustrated things that represent what brings them joy.
- The student's artwork should use collage materials around the boarder of their artwork.

## Academic Language

### Vocabulary

- Sketch: a rough or unfinished drawing or painting, often made to assist in making a finished picture.
- Baseline/Horizon line: the place where the sky meets the ground
- Emphasis: special importance, value, or prominence given to something
- Collage: a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.

## Additional Language Demands (*specific* communication task)

Students write and/or draw ideas for their drawing

## Accommodations for Special Populations

- Students who have vision concerns can sit closer to the screen
- Students who cannot understand language or directions can use table peers for support.
- Students who cannot use scissors can tear their papers for the collage.

## Art/Visual Culture Examples

- Faith Ringgold
- Ekoa Holmes
- Rosanna Burford

## Preparations

### Materials/Resources for Teacher

- Elmo projector camera
- Clevertouch screen
- Google slides

- Pencil
- Markers
- Crayons
- Colored pencils

#### Materials for Students

- Pencil
- Markers
- Crayons
- Colored pencils
- Scissors
- Glue
- Sketch and final drawing paper 9 x 12
- Colored construction paper 11 x 17
- Scrap and patterned paper

#### Safety Procedures

- Students are to stay in their seats during class, raising hands if they need support
- Chairs must have all four legs on the ground — no tipping chairs
- Teacher will provide sharpened pencils — they must only be used for drawing

### LEARNING ACTIVITY

#### Getting the Classroom Environment Ready

- Prep Google slide presentation
- Put colored file folders on coordinating tables for the class so students can access their sketches
- Sharpen pencils
- Have drawing paper, colored paper, markers, crayons, colored pencils, scissors, and glue ready
- Have scrap paper and printed papers ready

#### Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

##### Day 1

##### Greeting: 2 minutes

1. Teacher greets students in hallway and reminds them of the expectation that they will enter the room, sit at their assigned tables, and quietly wait to get started.

Students enter the classroom and sit at their color assigned tables.

2. Teacher gives any announcements (not related to the lesson) needed. Teacher reminds students that they are expected to be responsible, respectful, and safe in the classroom.

**Introduction: 3 minutes**

3. Teacher: "Who can remember what we talked about last class?" Students raise hands to answer. Teacher shows image of Faith Ringgold's artwork again, recapping what they discussed.

Teacher: "Remember last week when I asked you to think of things that bring you joy? Today you are going to draw an image your happy place. I can't wait to see what you share!"

**Sketching: 10 minutes**

4. First, just like an artist does, we are going to make sketches of our ideas together. Sketches are ways to practice Grab a blank sheet of paper and your pencils. First write your name on your paper. Now, let's sketch our ideas.

Teacher walks students through sketching process. Ideas:

- Favorite food or drink
- Favorite color
- Something you love to do
- Favorite animal
- Favorite sport
- Favorite game or tv show
- Favorite things to do
- Favorite book

Teacher demonstrates drawing/writing ideas with pencil on paper using the Elmo camera and Clevertouch screen.

After some demo time, teacher walks around and does an informal assessment to make sure the students understand what to sketch.

**Drawing: 15 minutes**

5. Teacher: "Now that we have done our sketches, we can create our Happy Places!"

Turn your papers over, and let's start by setting our scene. Just like Faith did, we are going to draw a scene, a place where all our happy things will live. Let's look at our examples of narrative images and look at the scene they are in.

6. Teacher: "You can make your place outside or inside. Whichever you choose, we first need to draw our horizon line/baseline just like we saw in our examples.
7. Teacher demos baseline/horizon line drawing on Elmo. Also demos and inside scene (with window, door, etc.) and outside scene (trees, sun, etc.)

8. Teacher: "Now that we have set the stage for our scenes, you can add in the things that bring you joy."
9. Students draw their images

**Coloring: 10 minutes**

10. Teacher: "Since many of you are finished with your drawings, let's talk about coloring them in. You will be able to use crayons, colored pencils, and markers to color in your artwork. Each tool can be used for a purpose."
11. Teacher demos while talking: "Crayons are good for coloring big spaces like your sky or grass or a large area like a building. Colored pencils are great for small spaces because of their smaller tip. And markers are great for emphasis, like the sun in the sky, or a flower in a garden, or the clothing on someone in your drawing. Emphasis means to make something stand out, or make more noticeable, so using markers for the things that you want to be seen is a good idea."

**Clean-up Procedures: 5 minutes**

**Day 2**

**Greeting: 2 minutes**

1. Teacher greets students in hallway and reminds them of the expectation that they will enter the room, sit at their assigned tables, and quietly wait to get started.  
Students enter the classroom and sit at their color assigned tables.
2. Teacher gives any announcements (not related to the lesson) needed. Teacher reminds students that they are expected to be responsible, respectful, and safe in the classroom.

**Introduction: 3 minutes**

3. Teacher: "Who can remember what we created last week?"

Students answer.

Teacher: "That's right. We made drawings of our Happy Place. Today we are going to finish coloring them in, and then we are going to create a collaged frame for them, inspired by Faith's quilts."

**Demonstration: 5 minutes**

4. Teacher demonstrates how to glue the drawings to a larger colored paper and then glue painted/patterned papers around them like a quilt.

**Worktime: 30 minutes**

5. Students finish coloring their drawings, then add on the collage frame as instructed. Students can choose which colored paper they want, as well as the patterned/painted papers they want to cut and glue to their papers. They are also allowed to draw on the quilt frame just as Faith Ringgold did.

**Clean-up Procedures: 5 minutes**

**Clean-up Procedures (Room, Materials & Work Storage)**

- Teacher will give 2-minute warning that it's almost time to clean up, so wrap up what they are drawing/coloring.
- Teacher tells students to clean up 2-minutes before time to leave.
- Students put their artwork into color folders on their tables, put away coloring materials, scissors, and glue into the table bins.
- Students sit quietly to be called for line up.

### **Closure, Review & Anticipation (what's next?)**

Teacher: "You all worked very hard at creating your Happy Places. Next week we are going to share them with our classmates to share our thinking and build community."

### **Supplemental Activity**

Read/view other books written by Faith Ringgold:

- Cassie's Word Quilt
- Aunt Harriet's Underground Railroad in the Sky
- If a Bus Could Talk
- Harlem Renaissance Party
- My Dream of Martin Luther King

### **Teacher reflection focused on the lesson *after* it has been taught**

- Review sketch sheets. Did the students write/draw things that make them happy? Did the students participate in this activity?
- Did the students seem engaged in the sketching activity?
- Did the students have strong enough fine motor skills to complete this lesson? Do I need to provide more practice?
- Did the students have enough time to complete their project? Is the timing for this lesson appropriate?
- Were the students clear on what was being asked of them? Was more support needed?
- Were the students engaged in the lesson? Did they feel enough connection to stay focused?

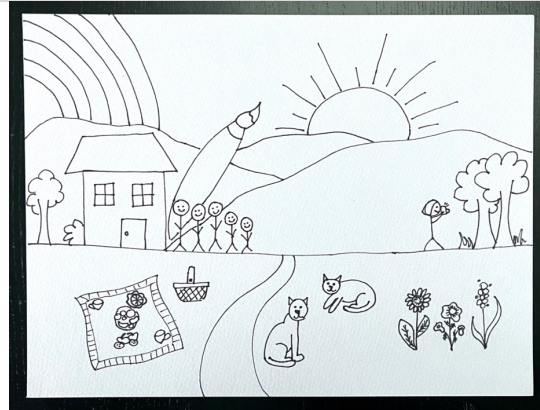
### **Lesson 2 Teaching & Learning materials**

- Google Slides

**Teacher Samples:**



**Sketch Activity**



**Drawing**



**Colored with crayon, marker, colored pencil**



**Collage frame**

## LESSON PLAN

Teacher Candidate	Holly Romano
School	Easthaven Elementary

<b>LESSON NUMBER</b>	3
Lesson Title	Share your deams and happiness
Length of Class Period	45 minutes
Approximate Number of Students in Each class	24
Grade Level or Course Title	2 <sup>nd</sup> and 3 <sup>rd</sup> grades
Beginning Date for this <i>Lesson</i>	1 class (after October)
Ending Date for this <i>Lesson</i>	

### CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

**2.2 RE** Use self-assessment strategies with current artworks to inform future artmaking

**2.3 RE** Share personal interpretations of works of art

### CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

### Performance-based Assessment Objectives

- Students will reflect on their artmaking process and craftsmanship
- Students will share their personal interpretation of their peer's artwork.
- Students will share a personal statement about their artwork

### Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will complete a self-reflection rubric on their focus, effort, creativity, and craftsmanship
- Students will participate in a peer-share activity in which they will interpret their classmate's artwork
- Students will write a two sentence statement about their art

## Academic Language

### Vocabulary

- Artist statement: Sentences or paragraphs that describe what you made and why you made it.

### Additional Language Demands (*specific communication task*)

- Oral discussion
- Simple written rubric

## Accommodations for Special Populations

- Students can share with the teacher if uncomfortable to share with peers
- Student can create a video share
- Students can give oral statement to teacher who will record what they say

## Art/Visual Culture Examples

- “About Tar Beach” in the back of book “Tar Beach” by Faith Ringgold.

## Preparations

### Materials/Resources for Teacher

- Elmo camera and Clevertouch screen
- [Google slides](#)

### Materials for Students

- [Rubric sheet](#)
- Pencils
- Artwork

## Safety Procedures

- Students will be reminded of our classroom policy to respect our classmates and their artwork. When our peers share what they created with us, we are to only say nice comments.
- Students are to stay in their seats during class, raising hands if they need support
- Chairs must have all four legs on the ground — no tipping chairs
- Teacher will provide sharpened pencils — they must only be used for drawing

## LEARNING ACTIVITY

### Getting the Classroom Environment Ready

- Distribute artwork folders at coordinating tables before students arrive



- Have rubric forms and pencils ready to pass out
- Have classroom Chromebook charged in case a student needs it

### **Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*)

#### **Greeting: 2 minutes**

1. Teacher greets students in hallway and reminds them of the expectation that they will enter the room, sit at their assigned tables, and quietly wait to get started.

Students enter the classroom and sit at their color assigned tables.

2. Teacher gives any announcements (not related to the lesson) needed. Teacher reminds students that they are expected to be responsible, respectful, and safe in the classroom.

#### **Introduction: 3 minutes**

3. Teacher: "Who remembers what we worked on last week?"

Students raise hands to answer.

Teacher: "That's right, we made artwork about our Happy Place. Today we are going to share our happy places with our classmates!"

#### **Instruction and activity: 20 minutes**

4. Teacher: "Take your artwork from your colored folders. I want you each to pair-up with your classmate sitting right beside you. You will be taking turns viewing each other's art.

Just like we did with Faith Ringgold's work, you will look at your classmate's art for one minute, and then you tell them what you see using these guiding questions (slide).

5. Teacher sets a timer for one minute for students to quietly observe. Then, gives the students 3 minutes to talk about what they see and what they interpret from their classmates artwork, using the same guiding questions from Lesson 1.

Teacher: "Remember, that this room is a brave space where we show respect to our classmates for sharing their artwork with us. We don't use negative comments when talking about their art. As a listener, we also show support by respecting other's ideas and perspectives."

#### **Self-reflection: 15 minutes**

6. Teacher: "Now we are going to do some self-reflection and think about how we did as artists" Teacher hands out self-reflection worksheets folded in half.

Teacher: "Let's review this worksheet together." Teacher talks through the worksheet with the students, starting with face rubric. After walking through it with students and allowing a minute for students to complete, the teacher walks students through the artist statement section, showing a slide with artist statement prompts. As students fill out the worksheet, the teacher walks around the room and answers questions and supports students who need it.

#### **Clean-up Procedures: 5 minutes**

### **Clean-up Procedures (Room, Materials & Work Storage)**

- Teacher will give 1-minute warning that it's almost time to clean up, so wrap up what they are writing.
- Teacher tells students to clean up 2-minutes before time to leave.
- Students put their artwork and worksheets into color folders on their tables.
- Students sit quietly to be called for line up.

### **Closure, Review & Anticipation (what's next?)**

Teacher: "Now we know that a picture can tell a story or share a message. So, next time you look at an image or an artwork, think to yourself 'What is the artist or the creator trying to tell me?'"

### **Supplemental Activity**

- Students who are finished with their worksheets can share their artwork with each other

### **Teacher reflection focused on the lesson *after* it has been taught**

- Did the students respond well to the peer share? Did the students act respectful towards each other?
- Did the students fill the worksheets correctly? Did they understand the directions?
- Did the students seem to understand the concept of the lesson?

### **Lesson 3 Teaching & Learning materials**

- Google Slides
- Worksheet