

Kindergarten Lesson Plan

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Title: Choice stations

Group/Date: Beattie Elementary Kindergarten, November 8th, November 15th, 22nd, Dec 6th, 13th

<p>Lesson Idea and Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</p>	<ul style="list-style-type: none"> ● Create four stations where students will play and explore with different materials. The students will not move; the station will move. <ul style="list-style-type: none"> ○ Relevance: <ul style="list-style-type: none"> ■ The kindergarteners are discovering new materials with their growing, and this group is around the artistic level of preschoolers so need broader explorations. ■ To keep consistency with the seating chart of the weekdays
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<p>Essential Understanding (s): What are the “big ideas”? What specific understandings about them are desired?</p>	<p>Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<ul style="list-style-type: none"> ● Playing, discovering and creating with new materials allows students to better understand mediums, tools and creative potential of each medium 	<ul style="list-style-type: none"> ● How does playing with new materials allow one to better understand them

<p>Outcomes - Students will be able to...What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?</p>
<p>Condition...Students will be able to (measure)...criteria (assessment)</p>
<ul style="list-style-type: none"> ● After going over the rules for the new Wonderlab set up, the student will be able to explore four different materials through 2D and 3D creations, utilizing the materials that are at each table. ● After going over individual table rules, students will be able to safely use the materials at their tables. <p>*(safe use of materials) (experimentation with materials and are the students exploring Praxis)</p>

<p>Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?</p>	<p>Assessment Instrument (s): By what criteria will “performances of understanding” be judged?</p>
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<ul style="list-style-type: none"> • Natalie will ask the tables what they learned / tried with the materials they were presented with. • Other ideas: Have students share with one student from the table to their left what their materials were and how they used them. 	<ul style="list-style-type: none"> • Satisfactory: Students experimented with materials given, tested at least two techniques, and had at least 7 mins of continuous play. • Needs improvement: Students experimented with some materials given to some degree, tested less than two techniques, and had less than 7 mins of continuous play. • Unsatisfactory: Students did not experiment with materials, or were unsafe with their explorations. Students interfered with other students' explorations.
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Pre-assessment: How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

- As we sit with the tables, we could ask if these various questions:
 - Is everyone familiar with the materials here?
 - Rules (safety) of materials?

Motivation: How will you hook all students and hold their interest? **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

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| <ul style="list-style-type: none"> • Instructors will sit with students at each station as they begin and ask probing questions to the group about what they can do with the given materials, while demonstrating and allow students to guide the process while suggesting possibilities as well | <ul style="list-style-type: none"> • Exploration of materials (Praxis) <ul style="list-style-type: none"> ○ With forced questioning and parallel play at the tables <u>during</u> the creation process |
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Instruction: How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?

Introduction: **Cassie** Demo: **All Instructors** Documentation: **All Instructors**

Introduction: (5 mins) (Cassie)

- Starting class at the mat and release by table color.
- Explain to students we will be switching things from working in sketchbooks to working at stations at our table for the remainder of Wonderlab.
- Go over the rules
 - Staying at the table, waiting for instruction at table

Pre-assessment: (Included in Studio Instruction)

- As we sit with the tables, we could ask if these various questions:
 - Is everyone familiar with the materials here?
 - Rules (safety) of materials?
 - Inform what the possibilities are

Ideation: (Included in stations) (Cassie, Kyndall and Natalie)

- Exploration of materials (**Praxis**)
 - With forced questioning and parallel play at the tables during the creation process

Motivation: (Included in stations) (Cassie, Kyndall and Natalie)

- With the new idea of stations in wonderlab
 - We will have four stations set up, one rotation of materials in each class period.
- Exploring with new materials free with choice of creation

Studio Instruction and Work Time: (30 mins, switch stations at 15 minutes) (Cassie, Kyndall and Natalie)

- Each table: Start with rules specific for the table
 - Mentioning proper use for, Ex. oil pastels, glue, tape, markers, and clay
 - Clay: Using the clay boards only, express that the clay will stay in the classroom and will not be taken home, **No clay on tables or in sketchbooks**
 - Oil Pastels: Keeping to drawing only on the paper, **No drawing on tables**
 - Markers: Keeping the markers capped, going over proper care, hearing the click
 - Q-tips And Cotton Balls: Can take home the final sculpture, not glued or being glued into the sketchbooks, **No eating or throwing materials**
- Blue Table: Q-tips and Cotton Balls Sculptures (with glue) (Cassie)
 - Creating 3-D forms using the q-tips and cotton balls and glue.
- Red Table: Oil pastels (Kyndall)
 - Drawing in sketchbooks with oil pastels, exploring with what they can do with the material.
- Yellow Table: Tape and Crayons / Markers Resist (Closest instructor)
 - Taping with painters/masking tape on the paper in sketchbooks, having the students draw with crayons and markers over the tape, the teacher facilitating the group will remove the tape after the students are done.
- Green Table: Modelling Clay (Natalie)
 - Exploring the clay, creating 3-D forms, anything they want while they explore
 - Can things be layered? Encourage keeping colors separate

Student Reflective Activity: (5 mins) (Natalie)

- Natalie will ask the tables what they learned / tried with the materials they were presented with.
- Other ideas: Have students share with one student from the table to their left what their materials were and how they used them.

Clean up Time: (5 mins) (Cassie)

- Organize materials on each table in a bin
- Clean tables
- Take photos of sculptures

Materials and Resources: What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Modelling clay
- Modelling clay boards
- Bins for station materials
- Cups of glue
- Cheap paint brushes
- Sketchbooks
- Markers, crayons
- Newspaper for oil pastel table
- Tik Tok (Timer clock)
- Material Bins
- Sketchbook Bins
- Tape
- Cotton balls
- Qtips
- Oil pastels
- Materials bin
- Free draw paper
- Construction paper

Preparation and Safety: What do you need to prepare for this experience? What safety issues need to be addressed? List steps of preparation and safety in a bulleted format.

- Put out bins on tables for materials with materials in them.
- Have sketchbooks out.
- Give students explanation of safe use of materials at each table.
- Scissors shall be made unavailable, unless at special request and with supervision/ help

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...Access (Resources and/or Process) and Expression (Products and/or Performance)?

- Provide ear covers for students who are sensitive to loud environments
- Provide aprons to students who prefer them
- Can use markers in the table with crayon resists.
- Early finishers:
 - They can have free draw with the markers and crayons if they finish as an alternative to toy time.