**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: The Dot** | | | | |
| **Your name:**  **Nicole Moore** | **Age or Grade Level:**  **Preschool** | | **Integrated Disciplines/Subjects:**  **Art** | **Time frame for Lesson:**  **30-40 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **NE-ELG: (CA.02)**   * **⮚  Child progresses in exploration and experimentation with new materials and techniques**   **▪ Uses materials to make a simple representation and describes or demonstrates how it was made**   * **⮚  Child gains experience in making shapes and linear patterns ▪ Draws or paints images with a few details**   **FA 2.2.1.a: Experiment and explore ideas and materials (glossary) (e.g. 2D, 3D).** | | | | |
| **Objectives:**  After reading the story *The Dot*, students will be able to demonstrate their ability to create circles using a variety of materials. | | | | |
| **Assessment:**  The assessment for this project will just be seeing if the students are listening to the story being read and the creation of their artwork. | | | | |
| **Materials:**  ***The Dot* by Peter Reynolds, paper, markers, crayons, watercolors, traceable circle items(paper plates, bowls, lids/caps, etc.), Q-Tips, cotton balls** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:**  To get the class’s attention I will start by having them gathering together on the front or large space in the front of the classroom. Then I will introduce and read the book *The Dot* by Peter Reynolds. | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** | | | | |
| **Teacher will do:**   * The teacher will gather the class in a whole group, introduce the book *The Dot*, and begin reading. * The teacher will then ask questions regarding Vashti and her journey (How does Vashti feel at the beginning of the story? What does Vashti’s teacher do to help her? Do you think Vashti is a good artist? Do you think you are a good artist?) * The teacher will then ask the class to return to their seats and will introduce the art project. * The teacher will pass out materials and tell that class that they are to create their own dot art. * Once the class is finished, the teacher will call students to go hang their artwork on the wall for display. | | **Student will do:**   * The students will gather as a class and listen to the teacher introduce and read the book, *The Dot.* * The students will raise their hands if they are able to answer one or more of the questions that is asked by the teacher regarding the story. * The class will return to their seats and wait for the teacher to give directions regarding the art project. * The students will wait while the teacher passes out materials and will then start to create their dot art. * The students will wait for their names to be called so they can go hang their creations up for display. | | |
| **Closure:**  After the students are done hanging up their artwork, the teacher will regroup with the students on the front rug to discuss. The teacher will ask the students to if they liked the project by doing either a thumbs up or thumbs down. She will then ask questions involving the students and their drawings. She will ask if anyone wants to go and point out his or her dot and talk about certain colors they used or items to trace. | | | | |
| **Differentiation:**  For students who are ELL and are having difficulty understanding the book, I would use the help of a para or do some one on one time with the student. For a student who has a disability and maybe won’t be able to draw circles or trace objects, I would still give them all of the materials and see if they can do it and if not, it will be fine because it is still their own creative artwork. If someone as a teacher wanted it to be a dot, you could cut out a circle on a white piece of paper and then have them cut it out. Either one I think would work. | | | | |
| **References:**   * *The Dot* by Peter Reynolds | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  By having the students use various types of drawing tools (paints, markers, crayons, colored pencils) and having different circular objects available, or the option to draw their own, children will explore and experiment with techniques and materials. Students will also be practicing using shapes (circle).  **Teaching Methods/Strategies:**   * Reading aloud to the class * Individual student art projects * Teacher lead conversations * Student discussing work (optional, not required) | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Updated by Dr. M. K. Felton

September 2014