

Lesson Plan Template (EXPLORE)

Date: 3/13/18

Grade: 4th	Subject: Social Studies, Art
Materials: PowerPoint, Construction paper, Students' art supplies	Technology Needed: Smart Board, Computer, Ipads
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) Social Studies 4.2.10 Explain the significance of agriculture in North Dakota history (e.g., immigration, railroads) Art 4.1.2 Know the different techniques* used to create* visual art. (Line and Shape) 4.2.1 Know the differences among visual art structures and functions. 4.2.2 Know how expressive images cause different responses and communicate ideas.	Differentiation Below Proficiency: Student will include 1 or none agriculture illustrations in their visual. Allow these students to use visuals and trace onto their project. Above Proficiency: Student will go above and beyond to incorporate many agriculture illustrations and models in their visual. Have these students give other students ideas. Approaching/Emerging Proficiency: This lesson plan tailors to students who are approaching/emerging proficiency. Student will include 2-3 agriculture illustrations in their visual. Modalities/Learning Preferences: Visual Auditory
Objective(s) Students will describe the significance of agriculture in North Dakota using expressive images, visual art structures, and functions by creating a visual of North Dakota's Agricultural Economy using different mediums. Bloom's Taxonomy Cognitive Level: Create	
Classroom Management- (grouping(s), movement/transitions, etc.) Students are expected to think about respond to my questions. They are to sit in their desks while listening to my presentation and make connections to what they know. While they are creating their picture they can grab iPads to use and return to their seats.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to create their portrait with the noise level staying at a 2 or below. If the noise level rises above a 2 I will use Mr. Larson's countdown from 5 strategy.
Minutes	Procedures
2	Set-up/Prep: Hand out Hand out white construction paper. Have the students get out the different mediums they want to use (color crayons, color pencils, and markers)
3-4	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Stimulate Interest- "Today for social studies were going to make art project" Generate questions- <ul style="list-style-type: none"> • "What do you guys know about agriculture in North Dakota?" • "Do you think Agriculture is important in North Dakota?" • "Why do you think Agriculture in important for North Dakota?" Transition to going over the PowerPoint. –Social Studies Lesson
10	Explain: (concepts, procedures, vocabulary, etc.) Present PowerPoint on history of North Dakota's Agriculture to target academic learning. The PowerPoint will show several visuals of crops, animals, farm equipment, buildings and demonstrate different objects they can incorporate into their project. While going through the slide have them connect to what they know and see in their everyday life. (if they live on a farm or relatives have a farm) <ul style="list-style-type: none"> • The crops they see • The farm animals they see or encounter • The equipment they see • The buildings on farms Vocabulary- Mandan Indians, Hidatsa Indians, Arikara Indians, Three Affiliated Tribes, Crops, Fertile, Machinery, Flax <u>Ask students</u> <ul style="list-style-type: none"> • If they know what fertile means. • If they know what machinery is. • If they know what the purple crop is. Some students have seen flax. (Give examples of different shapes and line structures they could use) <ul style="list-style-type: none"> • Explain to the students they need to use different shapes to create the structures in their picture.

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	<ul style="list-style-type: none"> Then explain how they need to use different line elements to create different looks. <p>Transition to explaining what the students will be creating.</p>
25	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I will give the students several examples they can incorporate their picture; farm animals, different types of equipment, different crops that are planted in ND, different pieces of equipment/machinery that is used on the farm, barns, silos, shops, and vegetation. Then have the students start creating their visual of North Dakota's Agriculture Economy.</p> <p>Allow the students to use iPads to when creating their picture.</p> <p>Go over safety and rules when using iPads.</p> <p>The students will have the opportunity to use different mediums if they choose to do so.</p>
5-6	<p>Review (wrap up and transition to next activity):</p> <p>For review I will have the students show their peers the visual they created and explain what agriculture representations they included in their portrait.</p> <p>Have them explain how they used line and shape in their visual.</p> <p>At the end of lesson when they transition to the next activity, tell the students to keep their art projects in their folder and gather up all of their art materials.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>To monitor progress while they are creating their visual I can stop in at different pods and see if they have any questions or concerns on the project.</p> <p>Have the students fill out a 3-2-1 exit slip individually and hand it in before the next class period.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>I will have the students create their own PowerPoint project of North Dakota's Agriculture Economy demonstrating their knowledge on the subject.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	