

Lesson Plan Template

Grade: Kindergarten		Subject: Art and Language Arts	
Materials: <i>The Rainbow Fish</i> book, large construction paper, pencils, black crayon, paper, pencils, black crayons, watercolor, silver glitter puff paint, paint brushes, water cups		Technology Needed: n/a	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) K.RL.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Art 4.1.2 - Know the different techniques* used to create* visual art. 4.2.1 - 4.2.1 Know the differences among visual art structures and functions. 4.1.6 Use visual art materials and tools* in a safe and responsible manner.		Differentiation Below Proficiency: Provide the student with an outline of the fish. Then they can work on overlapping the scales and drawing the eye and lips. Or assist the student in drawing the outline then allowing them to just make circles for the scales. Above Proficiency: Challenge the students to make the fishes fins curved like he is swimming (show a picture from the book). Challenge them to blend watercolors in the fish's fins. Approaching/Emerging Proficiency: Students will complete the activity as is. Modalities/Learning Preferences: Visual, Tactile	
Objective(s) By the end of the lesson students will be able to explain what an illustrator's role is. By the end of the lesson the students will create a fish using line, space (overlapping scales), and color.			
Bloom's Taxonomy Cognitive Level: Understanding and Creating			
Classroom Management- (grouping(s), movement/transitions, etc.) The class will be sitting at their desk/table. We will work as a whole group then spend time working at their own pace. Each student will have their own paper and their own paint. They will start with just paper and a pencil.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to be engaged and participating in the lesson. They are expected to use the materials correctly and clean up when they are finished. Not only will they use the materials correctly but they are expected to show good behavior while working with the materials.	
Minutes	Procedures		
	Set-up/Prep: Gather materials – paper, large construction paper, pencils, black crayons, watercolor, silver glitter puff paint, paint brushes, water cups		
15 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “Today we are going to be reading <i>The Rainbow Fish</i> . Written by Marcus Pfister and illustrated by Marcus Pfister. Does anyone know what an illustrator is?” Wait for response. “An illustrator is the artist who draws/paints the pictures to go along with a story. What about the author, what do they do?” Wait for response. “The author writes the story.” “This is a cool book because the same person is the author and illustrator.” Read the story.		
5-10 min	Explain: (concepts, procedures, vocabulary, etc.) Your job today is to be an illustrator. “What do you think your job is going to be if you are the illustrator, what does that mean?” drawing and painting. “Exactly you are going to draw and paint a rainbow fish. But I want you to make your rainbow fish looks like what you would look like if you were the rainbow fish, color, lips, eyes. Remember that all the fish didn't look alike, so we don't want all of ours to look alike. Give me a thumbs up if that makes sense. Turn and talk with your neighbor about some of your ideas of what you are going to draw/paint.” Allow students time to talk. “Would anyone like to share an idea they have?” Allow students time to talk. Pass out paper and make sure everyone has a pencil. “We are going to draw our fish using line. Our fish is going to be composed of basic curved lines. When it comes time to draw the scales we are going to overlap them. What does it mean if something overlaps?” Allow students to respond. “One piece covers up a part of another piece. This allows us only to see a part of the object but we know		

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	<p>it is all there. Let's take a look at the rainbow fish in the story. His whole body is made of simple curved lines put together. What do you notice about his scales?" Talk about how they all overlap just a little bit. They aren't a bunch of full ovals next to each other. Continue looking at the rainbow fish from the story, how straight and curved lines compose his body."</p> <p>"On the sheet of paper in front of you we are going to practice drawing slightly curved lines like I am drawing on the board. We will also practice a few that will be used for the body, like this. I am going to draw a line, once you have practiced it hold up your pencil." Go through many different line shapes one-by-one with the students.</p> <p>"Now we are going to work on overlapping an object. I have drawn a circle, if I want to overlap this circle with another I am going to start the second on the side of the first just like this. My second circle won't be closed all the way, but it looks like it is. Give me a thumbs up if this makes sense. You can try this on your paper." Allow the students a short time to practice once or twice.</p> <p>Call students by tables to come back to the carpet.</p>
<p>30 min</p>	<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>"Now we are ready to draw our rainbow fish. When you draw your fish it should take up almost the whole page. You want your scales to be big so you can paint inside of them."</p> <p>Step by step draw the rainbow fish outline allowing students to follow along. Draw only a few scales and then have the students do it themselves along with the eye and lips.</p> <p>"Once you have your fish drawing you will go over your outline in black crayon. You are going to write with a black crayon the title of the book that we read. Then you will write the illustrator's name of your picture. Who do you think would be the illustrator of your picture?" You because you are the one that drew and painted the picture. "So you will have the title on the top and then illustrated by: your name on the bottom."</p> <p>Wait to introduce water coloring until a majority of the group is done drawing.</p> <p>"After you have the black crayon on you are going to watercolor the inside of the black lines of your fish. When we use watercolors we try to keep the paint on the paper. After using one color you will have to wash off your brush in your water cup. Once you are ready for watercolors you will move everything off your table, one person will come and get watercolors and two people will come get the brushes and water cups for your table. You can make your fish any color that you would like, paint your fish how you would want to look if you were the rainbow fish."</p> <p>Allow students time to work. Walking around monitoring their progress assisting if needed. Once students are getting close to being done painting call all students back to the carpet.</p> <p>"Once you are done with the watercolors you will place them back on the table with your brush and empty your water cup. Can someone tell me what they will do when they are done water coloring?"</p> <p>"When our watercolors are dry we will add one shiny scale with glitter."</p> <p style="text-align: center;">Take students one by one when their watercolors are dry and help them glitter.</p>
<p>5 min</p>	<p>Review (wrap up and transition to next activity):</p> <p>"Once you have finished your fish, place it on the drying rack. You then need to make sure your area is cleaned up and materials are put away. You guys did a great job being illustrators using line and overlapping to create a rainbow fish that depicts you. (once fish are dry) We are going to take a walk around the room and look at everyone's fish they created. Notice what are some things that you did similar and some things that you did different from them. Maybe they used more blue or you both had big lips." Allow students time to look at others artwork.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Questioning throughout. Thumbs up/down Teacher observation of students practice drawing Turn and Talk</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will have created a fish using lines and overlapping scales. LA: Students will list who illustrated their picture. If applicable- overall unit, chapter, concept, etc.:</p>

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Allow students to color their fish with crayons. Then we could just watercolor the background.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

The students were really engaged the whole time and liked the activity! I liked talking about the illustrator right away because then I knew some of them didn't know what the illustrator was, so then we could talk about it before we read them book. This was my assessment of their prior knowledge. Then after we read I told them they were going to be the illustrator and asked what they thought that meant and most of them got it, that they would be drawing since that is what the illustrator does. Then when it came time to write illustrated by, I asked them what they would put and almost all of them said their name. Those that didn't understand, did by watching what everyone else was doing. I really liked the design of this lesson. I let them choose how to make their lips, after I showed them how I made mine. They did a really good job, some of them were so creative! Then they finished their scales, which even though I explained to make them big many of the students made them really small. Then they used their black crayon to trace.

I have changed it to practicing drawing lines one-by-one with the students. This way I know they will be practicing all of the different lines and can explain each one while they practice instead of all at once. I then changed it for the students to come back to the carpet after this so I can explain the rest of the instructions. I also changed how the students got their painting supplies to make it more efficient. I also added regrouping the class when everyone is close to being done painting. This way I can re-explain the procedures for cleaning up as well as how we are doing the glitter. Ideally I would split this lesson into two days; drawing and tracing one and painting the second. I would also like to add having the students choose a word that could describe how they can be kind and put that somewhere on the art.