

### *Saturday Class Lesson Plans*

7B: understands a variety of current age-appropriate instructional strategies and their applications.

#### **Description:**

These two documents are lesson plans from two different art classes I taught.

The first lesson is from a kindergarten class of 15 students. The lesson focused on a living artist, illustrator Richard Johnson. The students were introduced to the concepts of 2-dimensional and 3-dimensional art. They created 3-dimensional characters from their favorite stories using foam. A variety of instructional methods were used, like whole class instruction, teacher demonstration, independent work, one-on-one instruction, hands-on student involvement, and group discussion. Whole class instruction was used during the launch, questioning, and directions for the art project. Teacher demonstration was used when showing the students how to use the materials to create their art projects. Independent work, one-on-one instruction, and hands-on student involvement were all used when students worked on their projects. Hands-on student involvement was also used during the voting activity, which required students to hold up a voting sign. The card had a 2 on one side and a 3 on the other side. As the teacher pointed to objects around the room, students held up their signs to vote if the object was 2-dimensional or 3-dimensional. Group discussion was used during the student-centered closure, which allowed students to explain what they learned that day.

The second lesson is from a 3<sup>rd</sup> grade class of 15 students. The lesson focused on Chinese culture, specifically Chinese opera masks. The students learned about ceramics and different techniques, like additive and subtractive methods. Subtractive methods in ceramics involve carving into the clay and/or removing clay. Additive methods in ceramics involve connecting pieces of clay together. They practiced using these techniques while making clay masks that were personally meaningful to them. A variety of instructional methods were used, like group discussion, whole class instruction, teacher demonstration, and independent work, and hands-on student involvement. Group discussion was used during the launch and closure of the lesson. Whole class instruction was used when presenting information about Chinese culture and Chinese opera masks. Teacher demonstration was used when showing the students how to use the materials to create their art projects. Independent work, one-on-one instruction, and hands-on student involvement were all used when students worked on their projects.

#### **Rationale:**

The kindergarten lesson demonstrates my understanding of a variety of instructional strategies, their applications, and age-appropriateness. The lesson shows that I used whole class instruction to address the entire class when needed. For example, in the launch section I asked questions that activate prior knowledge to the whole class because it was important to grab the attention of all the students. This was an appropriate strategy because at this age, the majority, if not all, of the students were eager to share their ideas. It was also appropriate to use whole class instruction when introducing important concepts and directions for the lesson because it was more efficient than explaining them multiple times. Teacher demonstration was necessary to show the students how to create their foam characters. It was beneficial scaffolding for students to see the process prior to trying it on their own. While students explored the materials on their own during independent work, I assisted students one-on-one. This strategy is appropriate because each student will have unique needs while working on their projects. Sometimes switching back to whole class instruction was necessary if a student had a question that pertained to everyone.

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Hands-on student involvement was beneficial for students that are tactile learners. Group discussion was the best way to allow students to describe what they learned that day because at this age, they are still learning to write. It was quicker and easier to allow them to verbally explain their ideas. Furthermore, I chose to use a wide variety of strategies with the kindergarteners. Because younger students have shorter attention spans, it is important to alternate strategies more frequently to increase engagement. Finally, the wide variety of strategies was beneficial for reaching a variety of learners.

The 3<sup>rd</sup> grade lesson demonstrates my understanding of a variety of instructional strategies, their applications, and age-appropriateness. I tried to use less whole class instruction in this lesson because the students were more advanced, and I wanted to challenge them more. Group discussion held them more accountable for participating and being engaged. Plus, at this age they are more capable of this type of instruction than kindergarteners, who tend to get off topic during group discussion activities. However, whole class instruction was necessary to present concepts and artwork relevant to the lesson because it was most efficient. Again, teacher demonstration was important for scaffolding students to be able to work independently. While students explored the materials on their own during independent work, I assisted students one-on-one. This strategy is appropriate because each student will have unique needs while working on their projects. Sometimes switching back to whole class instruction was necessary if a student had a question that pertained to everyone. Hands-on student involvement was beneficial for students that are tactile learners. Group discussion was the best way to allow students to describe what they learned that day because even though they can write at this age, they are more motivated to verbally explain ideas. Furthermore, I chose to use a wide variety of strategies not only because younger students have shorter attention spans, but also because it was beneficial for reaching a variety of learners.