

Lesson Plan Template

| | | | |
|---|---|---|--|
| Grade: 4 | | Subject: Language Arts – Writing ; Art | |
| Materials: Autobiography Fingerprints PP, student fingerprints, trace paper, thumb print template | | Technology Needed: teacher computer | |
| 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: Art Integration <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic | |
| Standard(s) <ul style="list-style-type: none"> • 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ○ a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ○ b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ○ c. Link ideas within categories of information using transitional words and phrases (e.g., another, for example, also, because). ○ d. Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ e. Provide a concluding statement or section related to the information or explanation presented. • 4.1.5 Know how different visual art media*, techniques*, and processes* are used to communicate ideas, experience, and stories. | | Differentiation Below Proficiency: <ul style="list-style-type: none"> • Aid these students in getting started – prompts ; check in frequently on their progress. Above Proficiency: <ul style="list-style-type: none"> • Encourage these students to incorporate different colors to place emphasis on particular words. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> • Check in on these students frequently ; encourage students to incorporate some color. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Auditory – lecture • Visual – powerpoint images, modeling thumbprint • Kinesthetic – creating art | |
| Objective(s) <ul style="list-style-type: none"> • By the end of the lesson, the student will construct an autobiography. • By the end of the lesson, the student will create a unique thumbprint, which is constructed from the autobiography. Bloom’s Taxonomy Cognitive Level: Creating | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will need to take turns tracing their thumbprint. While students work on their autobiographies, 2 – 4 students can use the window to trace their thumbprints. | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students may collaborate about writing prompts, but may do so at a Voice 1 Level. • Students who do not follow directions correctly when creating the thumbprint will have to redo their project. | |
| Minutes | Procedures | | |
| 2 | Set-up/Prep: <ul style="list-style-type: none"> • Pull up Autobiography Fingerprints powerpoint • Pull up youtube video – PLAY ONLY TO 41 SECONDS https://www.youtube.com/watch?v=WZL7OpFq0fw • Have student fingerprints ready, have tracing paper ready. | | |
| 4 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Show students the first 41 seconds of youtube video. • Ask students if they knew everybody’s fingerprints were different, even identical twins. • Inform students that our fingerprints make us unique. • Explain to students that they are going to be creating a piece of artwork that demonstrates how each individual is unique and how each individual’s thumbprint is unique. Today while we work on our autobiographies, we are also going to work | | |

Lesson Plan Template

| | |
|--|---|
| | <p>with artistic elements of line, emphasis, and pattern. Artists use these kinds of elements to create unique, non-traditional artwork.</p> |
| <p>30</p> | <p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Show students powerpoint. • Have students look at their fingerprints and see if they can determine their fingerprint type. • Inform students that today we are going to write about our own unique selves by writing an autobiography. • Ask students what an autobiography is. What kinds of information is included in an autobiography? <ul style="list-style-type: none"> ○ An autobiography includes things like: where you were born, where you live, what you look like, family members, pets, favorites, interests etc. • Read students example of an autobiography about me. • Show students powerpoint slide of autobiography prompts to write about. • Explain to students that they are going to first write their autobiography in their journals. • Then students are going to write their unique autobiography on their own unique thumbprint. • Show students an example of a finished project. • Model for students how to make the thumbprint and discuss art elements – thumbprint template on active board <ol style="list-style-type: none"> 1. We can see that thumbprint is made up of LINES, which make a two dimensional image. When we right the words over the lines, then erase the lines, we can still have an image because the words will now make up the image. (demonstrate on a less complex shape such as a circle or square). 2. Show students that they can either write on or around the lines. 3. Encourage students to use color to place EMPHASIS on words that may be important, such as student’s name, family members, and favorites. 4. Suggest to students to try and incorporate a PATTERN into their thumbprints, such as alternating colors for each word or alternating colors for each sentence. 5. Demonstrate to students how to trace over the pixelated thumbprint with a sharpie. 6. Demonstrate to students how to use the window and the light to trace their thumbprints. • Explain to students steps of the thumbprint autobiography : <ol style="list-style-type: none"> 1. I will give each student their thumbprint 2. Each student needs to trace over the major lines of the thumbprint 3. Then students will take turns using the window to trace their thumb onto tracing paper. Can use a sharpie for tracing paper. 4. After students have traced the thumb on tracing paper, students will trace their thumb onto good paper using a pencil – remind students to try and trace lightly because the lines will eventually be erased. 5. After students have traced the thumb on good paper using a pencil, students will begin writing their autobiography either on or around the lines. (Demonstrate both ways for students using the thumb print template). 6. After students have written their autobiography on the thumb print and filled all thumb print lines with words, students will erase their lines. 7. Students will need to take turns. While some students are tracing, the others will work on their autobiographies. Ms. Bergquist will call on students to trace. • Pick the students who will begin tracing their thumbprints. |
| <p>20</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> <ul style="list-style-type: none"> • Students have remainder of time to work on autobiography thumbprints. • Ask students what kinds of things they are including in their autobiographies? • Ask students if they plan to write on or around the lines when they create their thumbprint? • We used several elements of art to create our artwork. What were they? Where do you see evidence of this in your partners work? |
| <p>2</p> | <p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Remind students that an autobiography is written about a person’s life and is written by that person. • Just like the thumbprints, each students’ autobiography is unique to them. • If necessary, tells students they will have time later to finish up their autobiography thumbprints. • If time allows, do a gallery walk |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> | <p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • Student autobiographies in their journals |

Lesson Plan Template

- Monitor student progress.
- Make note of questions asked – repeat question and answer to whole class.
- Frequently ask for questions.

Consideration for Back-up Plan:

- For the sake of time, maybe take some students down to the front doors to trace their thumb prints.
- May have to give students time to work the following class time.
- Skip the trace step and just trace on to good paper.

- Student autobiography thumbprints

If applicable- overall unit, chapter, concept, etc.:

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

I started off on the right foot with this lesson in that the students were really excited and really engaged. They were so curious to find out what we would be doing with their thumbprints. Unfortunately, the thumbprints taken from each individual student did not turn out as expected, and so I last minute printed templates of the three main types of thumbprints - . Although I was disappointed that each student's thumbprint technically wouldn't be their very own unique thumbprint, the students were still excited about the lesson. I have not completely let go of the idea of taking each individual student's thumbprint and blowing it up, I just need to find a better way to do it.

The first thing I would do to enhance this lesson is to focus more on the autobiography portion. To do so, I would break the lesson up into multiple days. I would break down an autobiography more and wait to start the thumbprint portion until students actually have written a 1 – 2 page autobiography. Focusing more on the autobiography would more effectively meet the writing standard. Instead of giving students free reign and ideas for prompts, I would give them more structure, meaning I would have a list of prompts they had to answer in their autobiographies. Having a list that students had to meet would aid the students who struggle with thinking about what to write. After meeting the list, students could continue to write more if they choose.

This lesson offers the opportunity for an even more interdisciplinary approach. In the future, I would also like to tie science in with the lesson. The science portion would be about DNA, which includes fingerprints. I think that making this lesson more of a unit versus just one lesson would be a more effective way of teaching and peaking student interest.

One thing I changed last minute is that I had all students trace at one time. I sent one group with my cooperative teacher and the other with me. All students traced at one time. The problem with this is that there were only 5 copies of each thumbprint, which meant some students had to sit idly and wait. Structure was also lost because the students who finished tracing first went back to the classroom and began writing their autobiographies. In addition, having all students trace at the same time, broken up into two groups, really does not accurately depict what I would do as the only classroom teacher. I felt that I really lost structure and classroom management when all students traced at the same time because then students were all over as in some students started their autobiographies and some students hadn't even started tracing. To better manage students, especially when I am the sole teacher, I will go with my original plan of having 2 – 4 students trace in the classroom while the other students work on their autobiographies.

Regarding the thumbprint, I am going to find a way that works well to implement the part of each students' individual thumbprint. Also, when I get to this part of the lesson, I am going to actually model for students how to create the thumbprint. When I did this lesson, time was of the essence. However, when I break the lesson up into multiple days of instruction, I will have time to actually model for students how to create the thumbprint. Overall, I think dividing the lesson up into multiple days will eliminate a lot of the confusion and questions that students asked during the lesson.

Overall, I thought the lesson was fun. In the future, I definitely will incorporate science, and I definitely will break up the lesson multiple instructional times. I thought the lesson was a fun way for students to create and understand autobiographies.

Lesson Plan Template

Ms. Bergquist's Autobiography

My name is Jocelyn. I was born in Bismarck, North Dakota. When I was a baby, I moved to a farm outside of a small town called Wilton. I have a mom, a dad, and one sister named Taylor. I have a lot of farm animals like cows, horses, cats, and dogs. My three dogs' names are Buddy, Sam, and Koda.

I have long, brown hair and blue eyes. I like to play basketball, go fishing, ride horse, hike, kayak, camp, shed hunt, read, play ball with my dogs, and nap. My favorite holiday is Christmas because I love to decorate, see family, and buy special gifts for my family and friends.

I go to school at the University of Mary where I am studying to be a teacher. I am a volleyball and a basketball coach at Wilton. My best friends' names are Brianna, Karley, and Tessa. I really loved Disney World, and my family has been there 5 times.

Some words I would use to describe myself are cheerful, energetic, fun, silly, athletic, smart, creative, and country. I enjoy reading inspirational and life quotes. I really like coffee and cows. Sometime soon, I would like to start a blog to tell about my farm stories and exploring adventures.

Lesson Plan Template

