

## Modified Education Department Lesson Plan

*Template includes directional text that should be deleted. Remember that lesson plans should be student-focused rather than teacher directions.*

A lesson plan should not exceed four pages.

If you refer to a text, worksheets, slides or whiteboard images, include a copy. These extra items should not exceed five pages.

<b>Teacher</b>	Liv Henson
<b>Subject and Grade Level</b>	Fiber Sculpture. 6 <sup>th</sup> Grade
<b>National and/or State Standard</b>	5.6.2.2.1 Elaborate upon an initial concept for making.
<b>Central Focus</b>	This lesson focuses on expanding upon Judith Scott's wrapped sculptures to create their own collaborative group sculpture.
<b>Objective(s) or Learning Target(s)</b>	SWBAT build upon the initial understanding of Judith Scott's wrapped sculptures to create their own collaborative group sculpture.
<b>Academic Language</b>	<p>Function:</p> <ol style="list-style-type: none"><li>Elaborate</li></ol> <p>Language Demand:</p> <p>Vocabulary:</p> <ol style="list-style-type: none"><li>Fiber<ol style="list-style-type: none"><li>Thin threads of natural or fake materials that make up things like the clothes we wear. Fibers can be cotton, linen, yarn, felt, hemp, string, wool, silk, and so many more</li></ol></li></ol> <p>Discourse:</p> <p>Write- N/A</p> <p>Tell- I will ask the students what they think fiber is and give me some examples. I will talk with the students about the respect agreement and how that applies to this project. They will respond with their own ideas as well.</p> <p>Show- Collaboration in creating each art piece as they move from table to table.</p> <p>Syntax:</p> <p>Language Supports</p> <ul style="list-style-type: none"><li>Pictures accompanying any /all vocab words/examples</li><li>Having what we came up with as a class for our group identity up on the board as they create</li></ul>

<b>Instructional Resources/Materials</b>	<p>Tangible</p> <ul style="list-style-type: none"> <li>- Found objects to wrap fibers around – all sizes and shapes (30)</li> <li>- Cardboard (a wide array of many sizes)</li> <li>- Rubber bands (30)</li> <li>- Twistees (30)</li> <li>- Pipe cleaners (30)</li> <li>- Scissors (one for every student)</li> <li>- String (large assortment)</li> <li>- Felt (large assortment)</li> <li>- Yarn (large assortment)</li> <li>- Wool (large assortment)</li> <li>- Fabrics (large assortment)</li> <li>- Cardboard pieces for MY demonstration</li> <li>- Cardboard Print out (one for each table)</li> <li>- Attaching print out (one for each table)</li> </ul> <p>Intangible</p> <ul style="list-style-type: none"> <li>- Presentation</li> </ul>
<b>Management (anticipate)</b>	<p>Is this a child-directed or teacher-directed lesson? Both. Teacher-directed during instruction on the concept and how the activity will work. Student-directed in making of the project.</p> <p>What special planning is required for this lesson? Planning of gathering materials, visual aids, and presentation.</p> <p>Manage Behavior? Impulse control with the materials, getting too loud.</p> <p>Manage materials? Impulse control with materials</p> <p>Manage technology? Only during presentation, typing on slides, and turning timer on and off on presentation.</p> <p>Manage learning centers? The teacher will manage the table rotation of the activity, keeping track of time with a timer on the board. Four tables, each with a sculpture on them.</p> <p>How much time is needed for this lesson? 50 minutes is needed for this lesson.</p>
<b>Learning Diversity (anticipate)</b>	<p>Multi-lingual learning</p> <ul style="list-style-type: none"> <li>- I will pair each vocab word with a picture on my presentation and reinforce the material with the tangible item.</li> <li>- I will also show how to attach without adhesives in front of students and verbally explain it.</li> </ul> <p>Specific Learning Disability (Yariel, Riley, Emrys)</p> <ul style="list-style-type: none"> <li>- Broken down into smaller steps to allow for more processing time.</li> </ul>

	<ul style="list-style-type: none"> <li>- Ask him to repeat directions back to me to check for understanding orally rather than writing.</li> </ul>
<b>Anticipatory Set</b>	<p>I will present photos of fiber sculptures to the students and ask them to identify things they see in the images.</p> <p>Things I will point out to engage conversations:</p> <ul style="list-style-type: none"> <li>- What are some shapes you see?</li> <li>- What are some materials you see?</li> </ul> <p>Right! These fibers are wrapped around common objects that we recognize!</p> <p>So we are going to create our own found objects and create our own fiber sculptures!</p>
<b>Procedure: Explore (Question)/Explain / Elaborate (Script out)</b>	<p><i>*How will objectives and the lesson be summarized?</i></p> <p>I will start the lesson by introducing fiber sculptures and images of what they will be making in relation to Judith Scott.</p> <p>Next, we will talk about what project we will doing, building off of Judith Scott's work. Then we will have a group discussion of what fiber is. I will ask students what they think fiber is. Then we will talk about it. Then I will introduce the method of attaching. We will not be using adhesives, so I will pose the question of how we can attach things without sticky surfaces. We will talk about it as a group. I will demonstrate for them a few examples of how they can use cardboard in different ways of attaching as well as demonstrate (model) different ways you can attach fibers without adhesives.</p> <p>Next, we will go in depth on our process for the project. Asking if there are any questions.</p> <p>Then we will dive deep into a reinforcement of the respect agreement, specifically for this class as this is a very active lesson and outside the norm for this class. We will verbally talk about what it will look like.</p> <p>Then we will do four five-minute rotations where students will have five minutes to work on the sculpture in front of them. After five minutes they will move to a new table and work on the sculpture already started by other students. They will do this rotation until they get back to the original sculpture.</p> <p>Teacher will move sculptures to the front table. Students will have the next five minutes to clean up and then return to their seats.</p>

	<p>*How will you get information across one more time</p> <p>Once everything is cleaned up and students have returned to their seats we will do a group discussion/call and response about what we see in the sculptures. I will type them on the board as the students tell me.</p> <p>We will end the lesson with a discussion of how we took the artwork of Judith Scott and make it our own.</p>
<b>Evaluate/ Assess: (Script out)</b>	<p>Objective 1: SWBAT build upon the initial understanding of Judith Scott's wrapped sculptures to create their own collaborative group sculpture.</p> <p>LOOKING FOR:</p> <p>*How will students apply/demonstrate what they have learned?</p> <ul style="list-style-type: none"> <li>- Students paying attention during the instruction part of the lesson and contributing to large group discussion/call and responses in accordance with the presentation.</li> <li>- Students working together on their project, being respectful of the agreement we created in class about how we will act during this project.</li> </ul> <p>*How will you assess during the lesson (formative)?</p> <p>TOOL:</p> <p>Checklist</p> <ul style="list-style-type: none"> <li>- Did students contribute during the group discussion during the presentation? (ie. What is fiber, what is group, what is identity, re-defining respect agreements)</li> <li>- Did students act in accordance with the respect agreements?</li> <li>- Did students participate in the sculpture making?</li> <li>- Did students participate in the discussion after the activity?</li> </ul> <p>How will you provide feedback during the lesson?</p> <ul style="list-style-type: none"> <li>- Validating answers to call-and-responses</li> <li>- Feedback during the critique at the end and in the creation of what group identity means.</li> </ul>
<p>Adapted from Tarleton State University Education Department Lesson Plans:  <a href="http://www.tarleton.edu/~becker/t4/ConstructivistLessonPlanFormrtf.rtf">www.tarleton.edu/~becker/t4/ConstructivistLessonPlanFormrtf.rtf</a></p>	