 **St. Louis Public Schools**

**Standards-Based Blended Learning Lesson Planner**

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|  | **Weekly Instructional Planner**  |
| **Name**  |  **g.wyatt** | **Date**  | **1-16-24** | **Grade & Subject**  |  **Art k-5** |
| **Lesson Topic**  |  Aquatic animals of fresh water biomes |
| **Lesson Objectives**  | **Content Objective(s)**  | **Language Objective (ESOL)**  |
|   Re-Introduction to art-procedures, protocol, sequencing in art-St.Louis Zoo Art Contest –aquatic animals and their habitats |  Elements of art-terms and definitions |
| **Focus Standard(s)**  | **Standard**  | **Prior Knowledge and/or Unfinished Learning Needs**  |
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| [VACr2AK](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/jgrapper5994_slps_org/EeXxoFM9KOZOiuOHu9CKy_kBqaFGVIi27VAl2hBov8eyZw?e=Tva6G6) Through experimentation, build skills in various media and approaches to art-making. [VACr2A1](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/jgrapper5994_slps_org/EVMSohAEYUtGg9MkNmKkWJ0B9ptGuFXm-rasF0tsiJZk9g?e=HQkn28) Explore uses of materials and tools to create works of art or design. [VACr1B.2](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/jgrapper5994_slps_org/ETkCNoe6fNdCnE1UOgCMPbIBzR7MbNaKNqcriDe8ziGF8Q?e=QdWjhz) Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

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| [VACr1B3](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/jgrapper5994_slps_org/ERaXRpjU5gZEne5WvnJHBA8BxWsbHVUr3M5_70xuKQvLsQ?e=9ylo0g) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. |

[VACr1A4](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/jgrapper5994_slps_org/EYA4ALLoqMJOgf-xJ-OiOU8BNksk5PgCZuOHdXlLRh1jbw?e=vDRv4J) Brainstorm multiple approaches to a creative art or design problem.[VACr2C5](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/jgrapper5994_slps_org/EYH00eKHZmlJhndcoSjKxzwBpU-7XYFpAwjHT0ahl9KZ1A?e=D5j4b7) Identify, describe, and visually document places and/or objects of personal significance. |

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| **Essential Question & Vocabulary**  | **Essential Question**  | **Lesson Vocabulary**  |
|  What are some of the aquatic animals at the St.Louis Zoo ? What does aquatic mean? What is the difference between a reptile and amphibian?What is a biome? |  Art, Signals · Visual Representations · Proficiency Scale · Exit Tickets · Assessment Bank Summative Tasks Project Assess |
| **List of resources or strategies related to learner’s style &** **needs embedded** **throughout lesson**  | **Cultural Context Differentiation**  | **Integrated Technology**  |
| How do artists from other cultures represent aquatic animals in their artwork? |  promethean board, document camera |
| **Multi-Tiered Systems of Support (MTSS) Resources**  |
|  Formative Options · Art Projects – with Rubrics · Direct Observation · Oral Discussions · Curator’s Notes · Checklists · Critique · Admission Tickets · Kinesthetic Signals · Visual Representations · Proficiency Scale · Exit Tickets · Assessment Bank Summative Tasks Project Assess |

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|  | **MONDAY**  | **TUESDAY**  | **WEDNESDAY**  | **THURSDAY**  | **FRIDAY**  |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see th***[***e*** Lesson Plan Guide Book ***f***](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ)***or examples and more information.***  |
| **Do Now** *(Prior Knowledge or* *Unfinished Learning)* |  **No school** | **Revue artroom rules and procedures** |  **Revue artroom rules and procedures** |   **Revue artroom rules and procedures** |   **Revue artroom rules and procedures** |
| **Engage** *(Hook / Launch)*  |   |  <https://www.youtube.com/watch?v=SexLZIyo_FA> |  <https://www.youtube.com/watch?v=SexLZIyo_FA> |  https://www.youtube.com/watch?v=i8bStNahIjw |  https://www.youtube.com/watch?v=i8bStNahIjw |
| **Explore***(Activities)* |  |  **k-1st- Create an artwork incorporating aquatic themed animals as subject, simple geometric shapes to render salamanders . 2nd-3rd-drawing overlapping free form shapes for animal reference, salamanders 4,5th- , including detailed textured surfaces in artwork** | **k-1st- Create an artwork incorporating aquatic themed animals as subject, simple geometric shapes to render salamanders . 2nd-3rd-drawing overlapping free form shapes for animal reference, salamanders 4,5th- , including detailed textured surfaces in artwork.** | **k-1st- Create an artwork incorporating aquatic themed animals as subject, simple geometric shapes to render frogs . 2nd-3rd-drawing overlapping free form shapes for animal reference, frogs 4,5th- , including detailed textured surfaces in artwork.** | **k-1st- Create an artwork incorporating aquatic themed animals as subject, simple geometric shapes to render frogs . 2nd-3rd-drawing overlapping free form shapes for animal reference, frogs.4,5th- , including detailed textured surfaces in artwork.** |
| **Explain***(Demonstrate* *Learning)* |  **.** |  **. Instructor will use promethean whiteboard to draw aquatic freshwater animals living at the St.Louis Zoo.** |  **Instructor will use promethean whiteboard to draw aquatic freshwater animals living at the St.Louis Zoo.** |  **Instructor will use promethean whiteboard to draw aquatic freshwater animals living at the St.Louis Zoo.** |  **Instructor will use promethean whiteboard to draw aquatic freshwater animals living at the St.Louis Zoo.** |
| **Elaborate***.* *(Extend Thinking)* |  **.** |  **Students demonstrate how to place animal subjects in their natural habitats-landscapes** |  **Students demonstrate how to place animal subjects in their natural habitats-landscapes** |  **Students demonstrate how to place animal subjects in their natural habitats-landscapes** |  **Students demonstrate how to place animal subjects in their natural habitats-landscapes** |
| **Evaluate** *(Exit Ticket)* |  |  **Performance event- student compositions will follow rubric assigned for St.Louis Zoo Art contest** | **Performance event- student compositions will follow rubric assigned for St.Louis Zoo Art contest.** | **Performance event- student compositions will follow rubric assigned for St.Louis Zoo Art contest.** | **Performance event- student compositions will follow rubric assigned for St.Louis Zoo Art contest.** |
| **Closure** *(Brief Review)* |   |  <https://www.youtube.com/watch?v=fb928zYzBQU> |  <https://www.youtube.com/watch?v=fb928zYzBQU> | <https://www.youtube.com/watch?v=fb928zYzBQU> | <https://www.youtube.com/watch?v=fb928zYzBQU> |
| **Extended Practice** (Homework) |  none |  none |   |  none |  none |

**Lesson Reflections**

***Instructor will revue posted rubric for each activity.Student self critique,display student examplars meeting all criteria.***

1. Did scholars demonstrate, through their work and activities, that they are moving towards proficiency? If so, how do you know? What pieces of scholar evidence did you use to determine this?
2. How have you / will you provide feedback to scholars?
3. What questions or activities did you plan for to help scholars increase their depth of knowledge (DOK)?
4. Were the scaffolds planned in last week’s instruction effective? What new supports might be added this week to help scholars demonstrate proficiency?
5. How are formative assessments or exit tickets being used for the following day’s Do Now?
6. How are you embedding and/or using vocabulary throughout your lesson?