

# School of Education

Service \*Leadership\*Competence\*Character


# WRITTEN LESSON PLAN

Teacher Candidate – Morgan Rost \_\_\_\_\_ School – \_\_\_\_\_

Mentor Teacher – \_\_\_\_\_ University Coordinator – \_\_\_\_\_

Grade/Subject –2<sup>nd</sup>/ Fine Arts \_\_\_\_\_ Lesson Title – Main Street: Store Front Signs \_\_\_\_\_ Date – Lesson #2 \_\_\_\_\_

Learning Targets		
EALRs	GLEs	Objectives
Visual Arts: 3. The student communicates through the arts.	3.2.1. Understands that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.	Students will learn why stores use signs and what is needed in front of a store to make it appealing. Students will use colors and graphics to create store signs for their store on Main Street.
<b>Assessment</b> – What will students do to demonstrate competence specific to learning?	<b>Learning Experiences</b> – What learning experiences are the students engaged in to demonstrate the learning target's knowledge and skills?	<b>Strategies for Creating an Inclusive, Supportive Learning Community</b> – What strategies will be used to facilitate effective classroom management at key points during the lesson?
<b>Be sure to align all assessments with their corresponding learning experiences.</b>		
<p>Make sure lots of students are participating, that way they are showing their understanding.</p> <p>Make sure the store groups are working well together, and discussing problems in a productive way.</p> <p>Look at their first drafts and make sure they understood what the object of the lesson was.</p> <p>Listen to make sure each student did work on the poster, not just one student.</p>	<p>The teacher will start this lesson by having the students look at different store fronts and signs that the teacher has taken, or found on the internet. Have the students look at the different storefronts and signs and as a class discuss some ideas.</p> <p>Students will need to understand what makes a store look appealing while also showing to customers what the store has to offer.</p> <p>Students will then work with their store group and think of ideas that they would like to put on their store sign. After they have a list of a few ideas, they will draw a sketch of what their sign should look like.</p> <p>Once the students have worked together to think of some ideas, and their rough draft is finished, they will get some large poster paper for their final draft. The students will work together to make the sign colorful and appealing to customers.</p> <p>The students will also make a smaller version of the sign for the freeze once they have finished the larger version.</p> <p>When all of the students have finished their signs, as a group they will show the class what they have created</p>	<p>Make sure to call on different quiet students with their hands raised.</p> <p>Check on the students to make sure they are working well together. If any problems arise, defuse the situation as quickly as possible.</p> <p>Have the students bring rough drafts to the teacher. Ask them why they chose certain colors, and certain words. Then make sure they know which part they will each be doing on the final larger poster before giving it to them.</p>

	<p>and show the rest of the class what they have done.</p> <p>As each group finishes, the teacher will tape the bigger signs onto one of the desks in the group to show off their sign to the rest of the class. (This is done after the room has been moved around to be a larger model of the freeze). The small signs will be added to the freeze as well.</p> <p>Once all of the students are done, ask them to come and sit at the carpet and bring up the word “employee” to them. Explain what the word means, and some different ideas of what employees do, and why they are so important to a place of work.</p> <p>Then explain to the students their homework, which is to think of a few different employees that they will need to make their store run.</p>	
<p><b>Grouping of Students for Instruction</b></p> <p>Students will be sitting at their desks that will be placed in groups of 3-4 students that all will be running the store together.</p>	<p><b>Instructional Materials, Resources and Technology</b></p> <p>Pictures of storefronts, markers, pencils, large poster board, and students Main Street notebooks.</p>	
<p><b>Accommodations and Modifications</b></p> <p>Any students that may need help, make sure to check with their group to see that their ideas are being heard, and that they are sharing when they present.</p>	<p><b>Family Involvement Plan</b></p> <p>For homework, the students will think of three or more, different employees that will be needed to work in their store. Ask them to write a sentence for each one, saying what the employee job title would be, and also what they would do in the store.</p> <div data-bbox="1627 885 1980 958" style="text-align: right;">  <p><b>Seattle Pacific</b> UNIVERSITY</p> <p><small>Engaging the culture. changing the world.</small></p> </div>	