

School of Education

Service *Leadership*Competence*Character


WRITTEN LESSON PLAN

Teacher Candidate – Morgan Rost _____ School – _____

Mentor Teacher – _____ University Coordinator – _____

Grade/Subject –2nd/ Art _____ Lesson Title – Main Street: Coupons _____ Date – Lesson #4 _____

Learning Targets		
EALRs	GLEs	Objectives
<p>Visual Arts: 4. The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.</p>	<p>4.2.1. Remembers and understands skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.</p>	<p>The students will understand why stores use coupons. The students will make coupons for their own stores.</p>
<p>Assessment – <i>What will students do to demonstrate competence specific to learning?</i></p>	<p>Learning Experiences – <i>What learning experiences are the students engaged in to demonstrate the learning target's knowledge and skills?</i></p>	<p>Strategies for Creating an Inclusive, Supportive Learning Community – <i>What strategies will be used to facilitate effective classroom management at key points during the lesson?</i></p>
<p>Be sure to align all assessments with their corresponding learning experiences.</p>		
<p>Listen to student's responses, and make notes on which students really understand it and some that are not to help later.</p> <p>When walking around, check with students that seem confused and help if necessary.</p>	<p>For homework the students were asked to clip coupons and bring them to school.</p> <p>We will start this lesson by looking at the coupons that the students brought into class. The students will make observations about the coupons, like what they look like, what types of products are being discounted, and anything else they notice. Write all of the ideas on a poster board that can be displayed in the class.</p> <p>Once the students have thought of some ideas, ask them why do they think stores use coupons? Write their ideas on the poster board as well.</p> <p>Tell the students that they will be making coupons for their own stores. First as the students to bring out their items list, and then ask them to talk with their store group to see if they can think of any items they would like to make coupons for. Ask the groups to write down the item, and the reason why they think it needs a coupon.</p> <p>Once a store group has thought of about 5 items that they think would need coupons, give the store group paper strips that are about 4 in. by 7 in. so they can</p>	<p>Call on quiet students with their hands raised. Call on lots of different students to gain more perspectives.</p> <p>Call on quiet students with their hands raised.</p> <p>Walk around and make sure all students are participating.</p>

	<p>make more life sized coupons for the items they listed.</p> <p>Once the students have finished making at least 5 coupons, ask the students to think of who they would give these coupons too.</p> <p>For homework, the students will write some of these ideas down.</p>	
<p>Grouping of Students for Instruction</p> <p>Students will be seated in the front of the room on the carpet for the first part, then when they meet with their group they will be seated at their desks in their store groups.</p>	<p>Instructional Materials, Resources and Technology</p> <p>Poster board, markers, strips of paper for coupons, students will also need their Main Street notebooks.</p>	
<p>Accommodations and Modifications</p> <p>Make accommodations as necessary, if students seem confused or behind, check on them and help until they understand.</p>	<p>Family Involvement Plan</p> <p>Ask the students to explain to an adult at home what they learned about coupons today in class. With the adult, or on their own, ask the students to write down the coupons they made in class, and then write down who they think they should get the coupons. Some options: put them in the newspaper, hand them out to customers, or maybe send them to customers that have already been to the store and given their information. Then ask the students to also write down the type of distribution they chose, and why.</p> <div data-bbox="1627 909 1988 982" style="text-align: right;">  <p>Engaging the culture, changing the world. Seattle Pacific UNIVERSITY</p> </div>	