Lesson Plan Format

Component of Unit with the Big Idea of \_\_\_\_\_\_Fear Factor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Lesson Title | Monsters, Bats & Ghosts Oh My | |
| Grade Level | Pre-school/Multi age | |
| Time Frame (How many days in the lesson?) | 1-3 days | |
| Goal of Lesson  (Essential questions) | How can exploration with shapes using collograph printing, kinetic art and origami illustrate the big idea of fear? | |
| Objectives (After the lesson the students will be able to \_\_\_\_\_\_\_) | Students will work with shapes, through origami, collograph printing, and kinetic art to create objects that illustrate the big idea of fear. | |
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| Resources & Materials for Teacher (Cultural exemplar/Visual: Supplies and equipment; URLs) | http://www.layers-of-learning.com/origami-bats/  **Bats**: square sheets of black construction paper,  White pastels.  **Ghosts**: Bamboo skewers with blunt ends, paper plates or poster board, scissors, google eyes, glue, yarn, pencils, masking tape, prepared foam pieces for attaching yarn  **Monsters**: Styrafoam sheets for printing plate, sticky backed foam for cutting collograph shapes. scissors, block printing ink, brayers, glass, for rolling out ink, paper towels, wet wipes, paper for prints, magazines for clean positioning pages.  Related books ie. *Bats on Parade* by Kathi Appelt, *Bats Around the Clock*, by Kathi Appelt, *The Hungry Ghosts,* by Julius Lester, *I Don’t Like the Dark* by Ann de Bode, *Don’t Be Scared Little Cub* by Jillian Harker, *The Monster who Lost His Mean* by Tiffany Haber, *Who is your Favorite Monster, Mama?* By Barbara Shook Hazen, and *Monster Stew* by Mitra Modarressi  Picture of Kate Clark’s, *Bully* and Patricia Piccinini , *The Long Awaited.* | |
| Instructional Sequence/Teaching Procedure |  | |
|  | Introduction (\_\_5\_\_min.) | Introduce students to the idea of fear factors. Ask what makes them afraid. Discuss when fear is a good thing. Ask what can students do when they are afraid. Explain that often ghosts, bats and monsters are associated with fear. Ask children why we may be afraid of these things. Sometimes we are afraid of those things that are different and call them monsters. Sometimes we need to just have more understanding about what makes us afraid like bats. Explain that students will be playing with shapes to depict some of the things that we associate with fear such as bats, ghosts and monsters. |
|  | Instructional Activities (\_30\_\_min.) Perceptual or studio activity; instruction/demonstration | Divide into groups show ghost, bat or monster plate and collograph. Demonstrate how to fold bat, cut shapes for the collograph and attach pieces to the ghost marionette. |
|  | Closure (\_\_\_5\_\_ min.) | Critique projects. Ask students to share what they learned about fear |
|  | Management/Cleanup Procedures (Any safety issues to consider?) | Return supplies. Use wet wipes to clean plates and hands. Snip ends of bamboo skewers |

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| Interdisciplinary Connections | Language Arts | |
| Arkansas Standards | For Kindergarten  VA.6.K.6 transfer ideas and feelings through original works of self-expression  VA6K7 Produce artwork connected to content from other disciplines  VA6K.1 Experiment with mark making using various wet and dry media  VA5K.8 Demonstrate proper use of tools, materials and equipment  VA5.K.1 Investigate basic shapes | |
| Modifications/Enrichment | Ipad application of making monsters (See free apps *Monster color*, *Monste Kit* and Sketchbook Express.) Assist as needed with cutting and tying. | |
| Evaluation |  |  |
|  | Formative  Ask students questions about process as instructor observers | Summative  Critique ghosts, bats and monsters |

Have you considered criticism, aesthetics, studio, history, students’ ability to make personal connections?