

Introductory Information

Name: Shannon Edwards

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Lesson Title: FOLDABLES are “FUNdables”: A Visual Study Guide

Grade Level/Subject: 9th /Art 1

Background

MO/National Standards or District Standards

CONNECT: HS Accomplished **VA:Cn10A.II** - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

CREATE: HS Accomplished **VA:Cr1B.II** -Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Learning Objective(s)/Learning Outcomes

1. Students will be able to understand the information that they research about vocabulary words that are unfamiliar to them and create art to represent those terms.
2. Students will be able to choose from a variety of contemporary art materials and decide which ones will work best for the art they are trying to represent and create.
3. The Foldables for each chapter have already been created in a previous class. Students will be able to evaluate the information presented and make personal choices on what they need extra help with, establishing a point for responsibility in their educational journey and inside the creativity of art, and organize that information inside of the foldable.

Lesson Assessment & Key Features of the To-Be-Remembered Content

Assessment: How will you know if students mastered your lesson objective?

Question(s)/Task(s): Pre-Assessment will include a classroom discussion over the foldable and how it will be of value when reflecting back on vocabulary words. It will also include questions:

1. What vocabulary words do you personally struggle with from chapter 4? From chapter 5?
2. What mediums do you think would be good for this art project?
3. Are there any challenges or concerns that you can see with this project?

Tasks for lesson will be as follows:

1. Research vocabulary words at the beginning of chapters 4 and 5 in your book.
2. Decide which words are hardest for you out of both chapters, choosing 6 for each chapter to focus on.
3. Research the definition for vocabulary words you are working on but then write the idea of that definition down on your worksheet in your own words summarizing it so that you can remember it more easily.
4. Decide what type of art image or design would express your definition. You may use your book or Chrome books to help inspire but please create your own art.
5. Make sure you label each page at the bottom WITH your VOCABULARY WORD so that you know what that page represents.
6. Create your art image or design on each given page that corresponds to its vocabulary word and write your summary of the definition on each page as well.
7. Make sure your name is written on the back in pencil, along with the class period and date.

EXAMPLES and NON-EXAMPLES will be part of my TASK for classroom discussion as well at beginning of lesson plan.

Example:

I will show my physical examples (I have two different ones) to the class briefly but will not allow them to study it. I learned from teaching this to two other classes that the students will not use higher thinking to create their own if I let them have my sample. They will copy it so I'm learning that I can do too much to help them. This time I will simply show them the example and put it away.

I will also share a verbal example of one of the word definitions and how we can simplify it.

Non-Example:

I'll verbally explain to them that we don't want a page that has no art and is all definition and similarly we don't want a page that is all art and no definition. We also don't want the textbook definition we want to know how they understand the word, so they need to create their own idea and write it down. I'll also tell them NOT to choose a simple word that they already understand. I'll explain to them that won't help them

learn the new information for tests in the future. We want to grow and learn the new words so that we have a full understanding of these art terms.

Formative Assessment: I will continually ask students if they have questions so I can fill in the gaps. I'll also walk around the classroom to notice when students are struggling and let them bounce ideas and questions off me. I won't do the work for them, but I'll direct them in areas that need some guidance and if it's a technical question I'll help direct them to where they can find it.

Summative Assessment: Seeing the end result of an accurately created Vocabulary Foldable over the harder terms in chapter 4 and 5 of student's textbook.

Exemplar Response to Classroom Discussion:

1. Answers will vary. Students will be directed to look it up in their book and on the internet for clearer understanding.
2. Students ideally will say colored pencil, marker, and crayon but some may venture to watercolor. They won't be wrong, but we won't be using watercolor because of time limit. Students may also mention cutting construction paper if they are adventurous and think outside the box.
3. Answers will vary and I will address concerns if students have any.

Key Features of To-Be-Remembered Content: What should the questions and tasks in your lesson focus on?

Part 1:

Successfully organized directions, I think, are vital here. They have been written well for future explaining. Students will be able to look at them and know exactly what step they are on and where they are heading for their next step. At the end, when they have applied each one, they will end up with a written and visual example of the meaning of their vocabulary words and a new understanding of them.

Each step builds on top of the one before it so each one builds on the student's success to create a work of art that helps them study as the same time.

The directions should cover any questions students have as far as the actual application of the assignment, but I will verbally help them in anyway they need with understanding it.

The only questions I think would really arise would have to do with mediums and what is best to use. There isn't a particularly wrong or right answer in this lesson so even that will be a matter of directing students to the best choice for them and how they feel about it.

Part 2: The book definitions were important to make sure that students had a knowledgeable base of understanding to start with, then they could form the idea how they needed to in order to connect with it. They will have a hard copy to keep reverting back too, so I won't need to repeat the actual definitions. This assignment creates a study guide for them to help them remember the meanings and actually "learn" them.

Part 3: Students could choose words that are simpler so that they don't have to work as hard.

Lesson Structure

**Daily Routines,
Spiraled Review, Do
Now Review, Activation
of Prior Knowledge,
Etc.**

Introductory:

- At the beginning of class students should have already gotten out their portfolios which should contain their previously made foldables. These portfolios should be at their desks. This is a daily classroom routine already established from the start of the semester.
- I'll ask them to go ahead and retrieve those from inside their portfolios.
- Students will be instructed to get textbooks from the bookshelf if available or to share the ones on their tables. They will also be told they need to have their chrome books out and if they don't have one to please get them.
- I'll have already passed out the worksheets for both chapters and they will be ready on the desk. I'll let the students know that they are there and to divide them up, so everyone has one. If something happens that this doesn't work out, I'll have a student pass them out while I'm talking with class.
- Classroom discussion over assignment including questions that will help students think deeper.
- Explain and talk about SUMMARIZING the definition into something that makes sense to them.
Give an example: For example – The word Hue. The technical definition includes the understanding that hue refers to the color's position in the spectrum. This isn't the most important fact though. What is important for you to understand is that the word hue means the color itself. We can literally replace the word color in a sentence with the word hue, right? So, my definition summarized would be "Hue: The name of the color itself." You don't have to write

	<p>a book. You just have to have the key point that will trigger remembering what the word actually means and how you identify with it in your understanding.</p> <ul style="list-style-type: none"> • Any questions? <p>Prior Knowledge may not be applicable as far as the vocabulary words. Students may not have had them before. This is Art 1. However, students will have had prior knowledge of vocabulary words and definitions, in and of themselves, so they will be building on a prior knowledge of understanding on how to identify definitions and important information that ties to that word. I'll remind them to summarize these meanings and give an example.</p>
<p>Introduction to New Material <i>(I do)</i></p>	<p>How will you introduce the to-be-remembered content to students?</p> <p>To-Be-Remembered content will be the vocabulary words themselves.</p> <p>I'll share the worksheets with them for their vocabulary words so that they will have concrete information in front of them as they work through the research.</p> <p>When students think deeper to summarize the definition, they will have a chance to encode and learn the information. When they work on drawing and creating an example, they will have the chance to encode and learn the information. Their thoughts on the word and definition repetitively will help them to remember it.</p> <p>Example:</p> <p>I will show my physical examples of the foldables (I have two different ones) to the class briefly but will not allow them to study it. I learned from teaching this to two other classes that the students will not use higher thinking to create their own if I let them have my sample. They will copy it so I'm learning that I can do too much to help them. This time I will simply show them the example and put it away.</p> <p>I will also share a verbal example of one of the word definitions and how we can simplify it. (For example – The word Hue. The technical definition includes the understanding that hue refers to the color's position in the spectrum. This isn't the most important fact though. What is important for you to understand is that the word hue means the color itself. We can literally replace the word color in a sentence with the word hue, right? So, my definition summarized would be "Hue: The name of the color itself." You don't have to write a book. You just have to have the key point that will trigger remembering</p>

	<p>what the word actually means and how you identify with it in your understanding.)</p> <p>Non-Example: I'll verbally explain to them that we don't want a page that has no art and is all definition and similarly we don't want a page that is all art and no definition. We also don't want the textbook definition we want to know how they understand the word, so they need to create their own idea and write it down. I'll also tell them NOT to choose a simple word that they already understand. I'll explain to them that won't help them learn the new information for tests in the future. We want to grow and learn the new words so that we have a full understanding of these art terms.</p> <p>Pedagogical Strategies:</p> <ul style="list-style-type: none"> • <u>Pedagogical creativity</u>: visually seeing examples of definitions and drawing concepts in the book, on the internet, and that I created will help students form their own conclusions on what to include and in their foldable and how to share that information. They will engage in effortful thinking to summarize the information and in order to be creative in sharing that information visually through art. <p>Formative Assessment:</p> <p>I will continually ask students if they have questions so I can fill in the gaps. I'll also walk around the classroom to notice when students are struggling and let them bounce ideas and questions off me. I won't do the work for them, but I'll direct them in areas that need some guidance and if it's a technical question I'll help direct them to where they can find it.</p>
<p>Guided Practice <i>(We do, You do together)</i></p>	<p>How will students build their knowledge/skills with the to-be-remembered content?</p> <ol style="list-style-type: none"> 1. How can you summarize this definition in a way that still says what the word means but makes it easier for you to understand? 2. What are you thinking you would like to draw to show this idea for this particular vocabulary word? Do you think that conveys the meaning well? Why? 3. What medium will you use to do this or will you add more than one medium?

	Pedagogical Strategies:
	<ul style="list-style-type: none"> • Pedagogical creativity: Students will be applying the information and visual aids we've gone over, and this will continue to spark creative concepts and ideas for their designs. I'll be walking around and if I see someone struggling, I'll talk with them to help get them back on track using questions to guide them into deeper thinking about the definition summaries and art expressions for themselves.
	Formative Assessment:
	<p>I will walk around and ask students about what they are doing and visually see the evidence of their understanding along with verbally hearing where they are in their understanding. Does this summary of the definition tell us what the vocabulary word means? Do you think this image conveys the idea of this vocabulary word? Why?</p>
Independent Practice <i>(You do independently)</i>	How will students build fluency with the to-be-remembered content?
	<p>1.How can you summarize this definition in a way that still says what the word means but makes it easier for you to understand?</p> <p>2.What are you thinking you would like to draw to show this idea for this vocabulary word? Do you think that conveys the meaning well? Why?</p>
	Pedagogical Strategies:
	<p>I will question students, as I walk around the classroom, asking them to explain their thinking and ideas on what I'm seeing the evidence of inside their work. What is the meaning of the vocabulary word? How are they summarizing it? What is the idea behind the drawing or design they have created, and does it connect to the definition?</p>

	<p>Formative Assessment:</p>
	<p>As I see students finishing their foldables, I'll ask to view them individually before they turn them in. I'll skim them to see if students have accomplished the tasks that were created and look to have followed directions. If I need to re-direct the student to correct what has been done I will. If they have been successful in their understanding and application of the information, then I will have them turn them in and work on sketch books until the end of class.</p>
<p>Closing (Lesson Summary)</p>	<p>How will you solidify student learning?</p>
	<p>"Today, what you have created, is a wonderful study guide that you will be able to go back and look at to help you remember these terms and definitions. Seeing the examples and your summary of the vocabulary words will help you recall that information later. You can do this all throughout your schooling to help you in all subjects, not just math so this is a valuable study tool that you can take into your future!"</p>

Differentiation

In this amount of time (30 minutes) modifications would need to be simple. Students who have a hard time with content and process could have their choices simplified and only use one art medium: colored pencils. If they had a hard time drawing, then they could cut out images from magazines that we have there in the classroom and use often. Students who excel and are gifted, would normally be able to use watercolor or acrylics but there isn't enough time with this mini lesson. I would challenge them, instead, to use all three mediums (colored pencils, markers, and crayons) in each image.