

UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

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Lesson Title:	Literacy, Mathematics and playacting	# of Sessions	7
Level/Grade/Age:	k-2		

BIG IDEA

(Describe how the big idea is important to this age group in relation to student assets and the content area):

When gesturing and action occur, language is taken to a new level of comprehension and understanding. CGI (Cognitively Guided Instruction) mathematical word problems provide context for a child to problem solve, instead of abstract symbols.

The interactive play acting allows that child to develop leadership, teamwork and presentation skills.\ Along with oral performing, the child develops a deeper understanding of mathematical logic and reasoning.

OBJECTIVES AND NATIONAL STANDARDS: <http://www.nationalartsstandards.org/>

Art	Other Subjects
<p><i>Creating</i> <i>By using simple word problem and creating context, characterization, they allow themselves to add more dimension to the problem solving,</i></p> <p>Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.</p> <p><i>Producing</i></p> <p>In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of</p>	<p>Mathematics: CCSS Math practices- using multiple representations to solve a problem.</p> <p><i>Literacy</i> <i>Comprehension and Collaboration:</i> <u>CCSS.ELA-LITERACY.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>

Through seven sessions, children will each be given a mathematical scenario with assigned character parts. Using the book “[15 Irresistible Mini-Plays for Teaching Math](#)” The goal is to create a logical scenario, a well performed/articulated problem, and the solution.

UNIT or LESSON DETAIL (provide for each lesson session):

Motivation/introduction:	<p>Start Start reading “Baby Robins” to engage interest</p>
Art Making:	<p>Supplies: Manipulatives/ 15 Irresistible Mini-Plays for Teaching Math</p> <p>Baby bird finger puppets</p> <p>tape</p> <p>Teacher instruction: Act out following scenarios to introduce Have students create baby birds and follow along with Baby Robin “scene” reenacting with their puppets Objective: Establish the connection of speaking, movement and mathematics</p> <p>Students at work: Creating, cutting, and applying finger puppets</p> <p>Closure: Sing in Unison – the song with successful reenacting</p> <p>Session 2 Teacher instruction: Read the “Chicken Pox Party” skip counting chant Skip Counting, Students will creating dot to dot for each other to complete Children will create hair, eyes and sets of feet for “Skip”</p> <p>Objective: Students will understand that the hair is in groups of ten, eyes are groups of two, and feet are in groups of five</p> <p>Students at work: Cutting, gluing, coloring and attaching monster</p> <p>Closure: We will successfully counting by 10s, 5s and 2s</p>

Supplies:
Construction paper
Scissors
Glue stick
Stapler

Session 3

Teacher instruction:
Order of Events (ordinal words, first, second,last)

Objective:

Students understand how to sequence events in a story, but also learn ordinal words in math.

Students at work:

Student will practice their parts with the script, afterwards
Students will cut and paste the correct order of the events of the story.

Closure:

Have students share their events, using the correct ordinal words.

Supplies:
Copies of story sequences
Copies of script

Session 4

Teacher instruction: Addition Ants
Introduce Ants chant, have them repeat.
Have them cut out ants (or make from found art supplies)
Dice

Objective:

1 to 1 correspondence, joining objects within context

Students at work:

Creating ants with pipecleaners, puff balls or reproduced paper

Closure:

Ask students what they noticed (they joined /added objects)

Supplies: Manipulatives/
Pipe cleaners
Puff balls
Reproducible ants
Dice

scissors

Session 5

Teacher instruction:

Almost Carrot Stew- Subtraction

We're all going to bunny rabbits eating carrots!

Read bunny poem, have them choral read

Have them create bunny ears, then have them take turns being the bunny that eats the pretend carrots

Objective:

Students will learn the concept of separating or taking away. Students will also be able to practice playacting a rabbits.

Students at work:

Cutting and making ears for their head

Learning and performing the various tasks of eating a certain amount of carrots.

Closure:

Ask what they noticed (patterns, more efficient ways to subtract)

Supplies:

Ear and headbands

Scripts

Construction paper carrots- 20

Session 6

Teacher instruction:

Introduce the story of three pigs- review what they know about the story.

Tell students we are looking for patterns

Assign parts and read them several times.

After about three-time s read chorally, have students make wear nose

Objective:

Have students recognize the patterns of the wolves actions, and the patterns in language structure.

Students at work:\Creating the work noses, sheeps,cow and famer

Closure:

Have student successfully perform play, then be able to describe the patterns in the story.

Session 7 Money

Teacher instruction: Have student bring in things they like to do, or things that

	<p>they do during the day (toothbrush, book, ball). Pace on clock and have them act out what they do at 7:30 brush teeth,</p> <p>Have a giant clock Objects (food, ball pencil)</p> <p>Objective: Students will have concrete ways to understand time on an analog.</p> <p>Students at work: Student will color pictures of what they do during the day to supplement</p> <p>Closure: The students will act out their day according to what they placed on the clock.</p>
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ADAPTATIONS:	Can help child read , or read aloud for them while they act it out.
RELEVANT THEORIES:	GARDNERS THEORY OF MULTIPLE INTELLIGENCES
ASSESSMENTS:	<p>Initial (formal/informal): Was the problem solved successfully without scaffolding.</p> <p>Progressive/Formative (formal/informal): Upon exit, seeing if task was 8-% performed correctly</p> <p>Final/Summative (formal/informal): Pre and post CGI assessment</p>

EVIDENCE

- If you have implemented this lesson, please include **reflections** on how it went and/or **samples** of student work (artifacts).

<p>TEACHER REFLECTIONS ON IMPLEMENTATION</p> <p><i>Include student reactions, what worked/what didn't work, how you would revise the lesson, etc.</i></p> <p>The younger students were not able to read their scripts like I thought, I had to do a lot of narration and modeling (LOTS of directing) to show how to play act and solve math. They love the chants and the art that followed, it definitely makes it more concrete.</p> <p>Next time will I have to split one session into two days, we didn't have enough time and the cutting is very difficult for kindergartners,</p> <p>The students looked forward to me and I don't think they realized that math was involved- we were just "pretending."</p> <p>Love the materials</p>
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STUDENT WORK SAMPLES (ARTIFACTS)

May also be sent as a separate file

Five Baby Robins

(Read in unison.)

Early one morning up in a tree,
A nest of baby robins slept as quiet as can be.
Shhhh!



No baby robins chirped or peeped.
That means zero. They were all asleep.



One baby robin sat up in the nest.
He chirped out loud and woke up the rest!

