



DION ROBINSON

THE COLOR MONSTER

K-3rd Grade | Mixed Media

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

Name:	Dion Robinson	Email:	diondr123@gmail.com
Lesson Title:	The Color Monster	# of Sessions	1
Level/Grade/Age:	Kindergarten-Third Grade		

BIG IDEA

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

The big idea in this lesson is teaching students how to manage their emotions through color meaning. In many ways emotions can affect a child’s ability to learn, through this lesson students will learn the causes and effects of how they are feeling and ways to control them. Students will also learn emotions of others, which can teach them the importance of empathy. This lesson concentrates on color meaning which helps students separate their emotions by linking them to colors they are familiar with.

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

Art	Other Subjects
<p><i>Creating</i></p> <p>VA: Cr.1.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p><i>Producing</i></p> <p>VA: Cr2.31a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other</p> <p><i>Responding</i></p> <p>VA:Re.7.1.1a Select and describe works of art that illustrate daily life experiences of one’s self and others.</p> <p><i>Connecting</i></p> <p>VA:Cn11.1.1.Ka Identify a purpose of an artwork.</p>	<p>Language Arts</p> <p><i>Speaking & Listening</i></p> <p>SL.K.2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><i>Reading Literature</i></p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p>

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

<p>Academic language to be used: http://edglossary.org/academic-language/</p>	<p>Academic language will be introduced through reading the story titled <i>The Color Monster: A Book About By</i>, Anna L. Lenas (Illustrator and Author).</p> <p>Visual representation of the story (YouTube Video) and color meaning presentation including vocabulary.</p> <p>Visual vocabulary flashcards created for important words presented in the story.</p>
<p>Where academic language will be practiced (<i>i.e. through writing, speaking, art making</i>):</p>	<p>Academic language will be used through speaking, visualizations and through art making.</p> <p>Vocabulary: (list & define)</p> <p>Emotion: An expression of feelings when you see, hear, remember, and do.</p> <p>Color: is the element of art that is produced when light, striking an object, is reflected back to the eye: that's the objective definition.</p> <p>Color meaning: Color has the ability to affect our emotions and moods.</p> <p>Express: To make something known through words or actions.</p> <p>Overlapping: to place one object over another.</p> <p>Ripping: The process of tearing.</p> <p>Geometric Shapes: A figure that is closed off by boundaries and has curves, lines and points.</p> <p>Organic Shapes: Figures that are irregular that tend to have a curvy flow to them.</p>

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

<p>Type of language function: http://www.eldstrategies.com/languagefunctions.html</p>	<p>The type of function that will be used is personal and Interactional language.</p>
<p>Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):</p>	<p>Students will have the opportunity to share their own experiences through discussion which will allow them to connect their experiences with other students in the classroom.</p>
<p>Where language function will be practiced (<i>i.e., through writing, speaking, art making</i>):</p>	<p>This function will be practiced through speaking and during art making.</p>

UNIT or LESSON OVERVIEW:

<p>The object of this lesson is to zone into our emotions by linking them to colors. Students will explore art materials in reference to the story titled <i>The Color Monster: A Book About Feelings</i>.</p> <ul style="list-style-type: none"> ● Student will pick key elements of the story with support and prompting. ● Students will be able to retell important parts of the story (which colors are linked to which emotion by pointing to our buckets). ● Students will be able to express an emotion and name one (What makes you happy, sad, angry).

- Students will be able to identify the main character (the Monster and the little girl) and identify key points (how the little girl helps the monster).
- Students will be able to construct a collage using paper, cardboard, scissors and glue.

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

Motivation/introduction:	Open with a question that will introduce the story. Allow students to respond to the question. Talk about the author and show illustrations of the artist style. Ask pre-question in observation to the story before reading it. Introduce a small portion of the definition of feelings so students can understand the big idea and why it is important to them.
Art Making:	<p>Supplies: found objects, paper, fabric, magazine paper, cardboard, glue, scissors and markers.</p> <p>Teacher instruction: Teacher will demonstrate project to students and important skills they need to know before creating. Teacher will demonstrate the correct way to use the art materials and the importance of recycling. Each student will pick a feeling of their choice that they want to display. Students will have the opportunity to explore a various amount to materials to create their expressive collage monster.</p> <p>Objective: Students will create their own monstrous expressive collage face by using different shapes, cutting techniques, cardboard and paper that represent different emotions in the story.</p> <p>Students at work: Students will be asked questions to check their comprehension that refers back to the art skills they are taught, vocabulary or what was read in the story.</p> <p>Closure: Students will share their work with the class and explain what expression they are representing in their work and why.</p>

<p>ADAPTATIONS:</p>	<p>One modification that can include differentiate learners is by creating a checklist outline agenda that will help the students know what needs to be completed during the lesson. Allow the student more time than the students that move at a normal pace. During story time I will ask several questions throughout the reading to engage students to pay attention. I will allow students to act out certain parts of the lesson to make it more relatable to their experience. At some point in the reading I would ask students to show each emotion when it is presented. (ex. The color blue they would show a sad face). To help students keep track of their paper, shapes and materials they have cut out. I will create a labeled container or folder for they to store their items. This allows for the student to reference back to their work. For ADHD students that like to fidget I will create eyecatcher or give they an appropriate toy that will help keep them focus in the moment or to sooth them. Another technique that can be helpful is by allowing the student to stand rather than sit at they desk. This allow s they some freedom, but keeping the boundaries of staying near their seat. Students that struggle with social development skills, finding adaptive ways to include them as part of the lesson is by giving they an Art Buddy, this person is at the student's availability of any part of the art lesson. Rather it is through communication or assistance with cutting or gluing. Also, creating an encouraging environment and letting the students as question in involving them in discussion to show participation. Last, creating a communication device that allows for the student to point to what he or she needs during the art class.</p>
<p>RELEVANT THEORIES:</p>	<p>Fountain says, Differentiation should help your students be invested in learning while meeting their learning goals. Once you have made this decision, the chart in the sidebar will assist you in choosing which strategy or tool you will use to differentiate your lesson. You can differentiate all three areas, but it is often helpful to start with just one area. This influence how I shape my curriculum in including diverse learners in the classroom.</p> <p>Fountain says, scaffolding in curriculum, similar to that on a building under construction, provides a supporting framework for people who are trying to accomplish a task. It gives necessary support for a worker or student to build upon previous layers of a structure or body of knowledge. For teachers, scaffolding is a process of focusing on the sequence in which they develop and introduce curriculum to students, so that each part of a lesson builds a foundation for subsequent learning. This influence on how I asses upon prior knowledge and build through questioning and supports to increase learning. It allows for the students to understand what they previously learned in a lesson and build upon their prior knowledge and to anticipate what's to come.</p> <p>Fountain says, sometimes you can use grouping to place students with similar learning styles or interests together. At other times, you may want to group students by differences. This is a technique that often works best when students have different learning styles. As a group completes a task together, each student in it will have a unique strength to offer. This often leads students to deeper</p>

	<p>understanding or discovery because their peers bring up things some members would not have thought of on their own. One important tip is to change grouping often, so that students are not continually working in the same way or with the same people. This can be helpful in the classroom for students that have a hard time learning in a larger group that needs extra attention (or one on one) to help complete the assignment given. At times small groups help students learn from peer to peer and to deepen their understanding of what is being taught. Share and telling ideas with one another can help the students relate more than the information coming from the teacher.</p>
<p>ASSESSMENTS:</p>	<p>Initial (formal/informal):</p> <p>Progressive/Formative (formal/informal): Informal: Ask students questions about key elements in the reading and during art making.</p> <p>Final/Summative (formal/informal):</p> <p>Students will complete a color monster activity book that reviews the story and color meaning. This is a guided activity with the teacher and students. Teacher will begin with giving instructions with the student on two of the sheets and the rest for the student to finish coloring. After completion students will be allowed to take their project home as a reminder. This is a review tool to help students understand what they have learned from the story and the color meaning presentation.</p>

EVIDENCE

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

TEACHER REFLECTIONS ON IMPLEMENTATION

Include student reactions, what worked/what didn't work, how you would revise the lesson, etc.

How I would revise this lesson is by allowing the students to practice skills by participating in a pre-collage assignment before creating their final product, such as ripping, cutting, folding and gluing techniques.

Explore and explain other feelings beyond what's presented in the story.

Involve other activities connected to the story that will enhance literacy skills such as writing and vocabulary development. (example: Create a feeling journal)

STUDENT WORK SAMPLES (ARTIFACTS)

May also be sent as a separate file



Student Work, *Sadness*