

## Cameo Lakey, CE 19C and Art Obs Event

Lesson by Cameo Lakey (created 09/16/18 with the CalStateTEACH Lesson Plan Assistant)

### ATTACHED FILES AND VIDEOS

[Lakey\\_CE19C\\_EL\\_Vocabulary.docx](#)

[Lakey\\_CE19C\\_Assessment.docx](#)

[Lakey\\_CE19C\\_SentenceFrames.docx](#)

[Lakey\\_CE19C\\_Art\\_Example09172018.jpg](#)

[Lakey\\_Cameo\\_CE19C\\_VisualandPerformingArts\\_Lesson\\_enc.mp4](#)

### GENERAL COMMENTS

### I. ESTABLISHING GOALS AND STANDARDS

#### Subject Area(s)

Arts

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#### Central Focus

Create a painting using warm or cool colors expressively and demonstrate beginning skill in the use of watercolors. Students know there is variation among individual plant leaves within a population. Follow three and four-step oral directions, participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups, and use words and phrases acquired through conversations. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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## Standards

### California Academic Content Standards

#### Visual & Performing Arts, Grade 2

*Visual Arts | 2.0 CREATIVE EXPRESSION: Creating, Performing, and Participating in the Visual Arts | Skills, Processes, Materials, and Tools*

- Standard 2.2: Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

*Visual Arts | 2.0 CREATIVE EXPRESSION: Creating, Performing, and Participating in the Visual Arts | Communication and Expression Through Original Works of Art*

- Standard 2.4: Create a painting or drawing, using warm or cool colors expressively.

#### Science, Grade 2

*Life Sciences | 2 Plants and animals have predictable life cycles. As a basis for understanding this concept:*

- Standard 2d: Students know there is variation among individuals of one kind within a population.

#### English-Language Arts, Grade 2

*Listening and Speaking | 1.0 Listening and Speaking Strategies | Comprehension*

- Standard 1.4: Give and follow three and four-step oral directions.

*Listening and Speaking | 1.0 Listening and Speaking Strategies | Organization and Delivery of Oral Communication*

- Standard 1.6: Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

*Writing | 1.0 Writing Strategies | Organization and Focus*

- Standard 1.1: Group related ideas and maintain a consistent focus.

*Writing | 1.0 Writing Strategies | Penmanship*

- Standard 1.2: Create readable documents with legible handwriting.

### Common Core Standards

#### English-Language Arts, Grade 2

*Speaking and Listening Standards | Comprehension and Collaboration*

- Standard 1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion.

*Speaking and Listening Standards | Comprehension and Collaboration*

- Standard 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. a) Give and follow three- and four-step oral directions.

*Speaking and Listening Standards | Presentation of Knowledge and Ideas*

- Standard 6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

*Language Standards | Vocabulary Acquisition and Use*

- Standard 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

*Writing Standards | Production and Distribution of Writing*

- Standard 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

### California English Language Development Standards

#### Listening and Speaking, Grades K-2

*Strategies and Applications | Intermediate ELD level | Comprehension*

- Standard : Ask and answer instructional questions by using simple sentences.

*Strategies and Applications | Intermediate ELD level | Comprehension and Organization and Delivery of Oral Communication*

- Standard : Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

#### Writing, Grades K-2

*Strategies and Applications | Early intermediate ELD level | Organization and Focus, Evaluation and Revision*

- Standard : Write one to two simple sentences (e.g., "I went to the park").

*English-Language Conventions | Early intermediate ELD level | Capitalization*

- Standard : Use capitalization to begin sentences and for proper nouns.

*English-Language Conventions | Early intermediate ELD level | Punctuation*

- Standard : Use a period or question mark at the end of a sentence.

### Technology Standards

#### NETS (National Educational Technology Standards), Grades K-12

*NETS for Students | 6. Technology Operations and Concepts*

- Standard a: Students understand and use technology systems.

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## Grade/Level

2

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## Content Objective

Second grade students will show their understanding of warm and cool colors by creating their own warm or cool watercolor painting on a sheet of paper and by writing whether a painting is warm or cool and how they know that it is warm or cool.

75% of the class will meet the objective.

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## Academic Language Demands

The academic language students will be learning includes warm colors and cool colors (for visual arts) and the academic language that students will be strengthening includes medium and watercolor (for visual arts) and blade and vein (for science). The language demands to be reinforced will consist of using the vocabulary terms orally, sharing thoughts and ideas orally with a partner and with the whole group, and following oral directions. Students will understand the vocabulary and demonstrate their ability to perform the language demands by sharing with a partner which colors on the color wheel they think are warm and cool, saying the names of warm and cool colors aloud, discussing why a particular painting is considered warm or cool as a whole group, listening to and following my directions while I model the completion of the art piece to them, giving positive feedback to their peers as they complete the art piece, completing an assessment where students determine whether a painting is warm or cool, performing a think-pair-share where the students reflect on how well they understand the material of the lesson, and sharing one thing they learned from the lesson.

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## II. LEARNING ABOUT STUDENTS

### Class Information

- Total Number of students: 20
  - Number of boys: 9
  - Number of girls: 11
  - African American: 4
  - Caucasian: 9
  - Hispanic/Latino Americans: 5
  - Two or More Races: 2
  - English Language Learners: 1 (Spanish) [Overall: Intermediate | Listening: Intermediate | Speaking: Intermediate | Reading: Early Intermediate | Writing: Early Intermediate]
  - Special Needs: IEPs - 5 (Speech - 1 , Health related - 4)
  - 504s - 0
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## III. MAKING ADAPTATIONS

### Adaptations

Wait Time, Grouping, Other Resources

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### Adaptation Details

The English Learner (EL) student will be provided with a sheet of the vocabulary terms accompanied with an image and definition of each term (see Lakey\_CE19C\_EL\_Vocabulary attachment). While the students are completing the independent practice, I will review the vocabulary terms with the student by having the student read the terms aloud to me and orally tell me what they mean by using the images provided as well as the concrete leaf example (i.e. having the student point to the blade and veins on the leaf). Additionally, this student loses focus easily but openly asks for help when they need clarification, thus; when walking the room, I will approach this student first in order to provide them with assistance/direction if needed. This student will be partnered with an English fluent student for scaffolding and will be provided with sentence frames to complete the assessment (see Lakey\_CE19C\_SentenceFrames attachment).

The speech student will be provided with the time they need to formulate verbal responses and they will be partnered with students who are not in speech during verbal discussions for scaffolding.

Additionally, I know of specific students who are advanced at drawing; thus, I will be providing students with a choice of which type of leaf they want to draw (with some being more complex than others) and will encourage the advanced students to select the more challenging leaves (and vice versa). There is also one student who becomes frustrated easily when they think their art is not good, so I will be mindful of providing this student with positive feedback.

I will also walk the room throughout the lesson in order to assist any struggling students, to make sure students are on task, and to allow them to share their thoughts with me.

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## IV. ANALYSIS OF STUDENT LEARNING

### Assessment

Formative, Informal

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### Description of Assessment

Students will trade their warm or cool watercolor painting with their partner and will write whether their partner's watercolor painting is warm or cool and how they know that the painting is warm or cool on a separate sheet of paper (see Lakey\_CE19C\_Assessment attachment).

### Assessment Differentiation:

- Advanced Learners: Will be required to write their answers in complete sentences
  - Struggling Learners and ELs: Will write their answers using sentence frames (they will fill in the blanks on the sentence frames and then will transcribe the entire sentence).
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## V. PROCEDURE

## Prerequisite Background Knowledge/Skills

Students must know how to share their ideas orally with a partner and orally talk about what they have learned. Students must also be familiar with painting with watercolor (in which the students had previously completed a watercolor painting during the first week of school).

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## Materials

### Technological Materials:

- Computer
- ELMO Projector
- Prezi (<https://prezi.com/view/li1Y9MkxSVCxDdbmyi45/>)

### Other Materials:

- Color Wheel
  - White Paper
  - Crayons
  - Leaves
  - Watercolors
  - Cups with water
  - Paintbrushes
  - Paper Towel
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## INSTRUCTIONAL STRATEGIES

### Open

#### LINKS TO PAST LEARNING:

1. I have students partner share what the primary colors are on the color wheel.
2. After students have partner shared, I have the students say the primary colors out loud, together as a class, as I place the colors on the whiteboard.
3. We follow the same two steps for the secondary colors.

#### STATE THE OBJECTIVE:

4. Using a sheet of paper on the whiteboard, we read the lesson objective together as a class. "Students will show their understanding of warm and cool colors by creating their own warm or cool watercolor painting and by writing whether a painting is warm or cool and how they know this."

#### WHAT THEY WILL BE LEARNING :

5. I tell the students that today they will be learning which colors on a color wheel are warm and cool and how to create a warm or cool painting of leaves using watercolors.

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### Body

1. I have the students partner share which colors on the color wheel they think are warm colors.
2. Using equity sticks, I call on a student to share which colors they and their partner think are warm colors (if they are correct, ( **MODELING**) I circle and label these colors on the color wheel; if they are incorrect, I call on another student to help them).
3. We say the warm colors together as a class as I point to them on the board.
4. We perform steps 1 through 3 again with the cool colors.
5. I show the students examples of paintings using warm or cool colors via Prezi, have the students state whether they think it is a warm or cool painting, and we discuss why these paintings are considered warm or cool (How do you know that it is a warm painting?).

#### MODELING:

6. I model to the students while I remind them of the expectations to follow when using watercolors.
7. Using the ELMO Projector, I model to the students how to complete the painting: (First, I model how to draw the vine onto the paper with crayon; Second, I model how to draw the leaves onto the paper with crayon while stressing to make each leaf a different size since not all leaves are exactly the same and tell them which parts are the blade of the leaf and the veins of the leaf as I draw them; Third, the students decide whether they want to use warm or cool colors for their painting and I model how to paint some of the art piece).

#### GUIDED PRACTICE:

8. Between each step of modeling, the students will follow the steps with creating their own painting. I will walk the room and provide students with feedback.

#### INDEPENDENT PRACTICE:

9. The students complete the rest of their paintings on their own and I encourage them to provide their peers with positive feedback as they work. (early finishers will be directed to read a book in the classroom library)

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## Close

### ASSESSMENT:

1. I give the students directions on completing the assessment and they complete the assessment. Students will trade their warm or cool watercolor painting with their partner and will write whether their partner's watercolor painting is warm or cool and how they know that the painting is warm or cool on a separate sheet of paper.

### STUDENT SELF-EVALUATION:

2. I lead the students in a think, pair, share, where they will physically show me how well they understand the material (they will move to either the back of the room [meaning "I do not understand the material and I am still very confused"], to the middle of the room [meaning "I understand the material, but there still are parts I am unsure of], or the front of the room [meaning "I understand the material and I am confident with it"]). The students will then pair with someone in their group and will take turns sharing why they chose that part of the room with their partner. I will then call on a student from each group to share what they and their partner had to say.

### WHAT THEY LEARNED:

3. I call on volunteers to tell me one thing they learned from the lesson.

~END OF LESSON~

## VI. ANALYSIS AND REFLECTION

### Analysis and Reflection

The parts of the lesson I felt were effective included having students partner share, having students discuss why a painting is warm or cool, and having students use watercolors. Having students partner share with each other throughout the lesson allowed me to check for understanding when listening to the students, made the students more engaged in the lesson, and allowed for scaffolding since I partnered high students with low students. This assisted me in catching student misunderstandings and addressing them during the lesson and there was one instance where a struggling student was struggling to formulate his answer, and his partner helped him through it. It was also beneficial because the students were able to use the vocabulary in conversation with their peers and I enjoyed hearing the complements that the students would give to each other. There are some students who struggle with being engaged throughout an entire lesson, in which one student in particular tends to get out of her seat and spends her time getting water/materials at the back of the room; however, this student was so engaged with the watercolors that she stayed in her seat and was focussed on her painting the entire time. From the outcome of the assessment (in comparison to another similar writing activity they had done earlier) I felt that having students discuss why a painting is warm or cool assisted many of them in being for specific in their assessment answer (there were many more students naming specific colors for the reason why they know that a painting is warm or cool and many less students writing things such as "Because I know." or "Because it is warm").

The changes I would make to my instruction to better support student learning includes emphasizing students to be specific for the assessment and stating my expectations for student behavior during the think-pair-share. Even though there was improvement in students being specific on the assessment section, I feel that emphasizing that their answers need to be specific while explaining the assessment to them would have been beneficial. During the self-reflection (or think-pair-share) there were some students moving around while other students were sharing. Because of this, I will now present my expectations of student behavior while students are sharing during this activity.

My objective goal was for 75% of the class to successfully write whether their partner's watercolor painting was a warm or cool color painting and how they know this. 95% of the class (18 out of 19 students) correctly wrote whether their partner's watercolor painting is warm or cool and 79% of the class (15 out of 19 students) successfully wrote why they know this. (see application/next steps below for what I would do with this information)

### Application/Next Steps

For the completion of the first part of the assessment (writing whether their partner's painting is warm or cool), the one student who answered this section incorrectly had written "I don't know" for both the first and second part of their assessment. This student was not feeling well on the day that we completed this lesson so I am going to pull her aside during reading groups while she is completing her seat work to perform an oral assessment with her in order to determine if she had written "I don't know" because she was not feeling well or because she did not understand the material (I believe it is the former of the two because this student loves creating art and usually is very engaged during art activities).

For the completion of the second part of the assessment (writing how they know that their partner's painting is warm or cool), the three additional students who answered this section incorrectly was due to not being specific. One of the students had written "I know my colors good," another had written "Because it is warm," and the third student had written "I looked at it." I will pull these three students aside and work with them in a small group in order to address them needing to be more specific with their answers, in which I will show them their answers and will describe to them why they were not specific, then I will show them a painting and we will discuss, then write, why it is a warm or cool painting by being specific/using details, and then they will do the same thing again but with a different painting on their own.

For the completion of the self-reflection 18 of the 19 students showed that they understand the material in the lesson (this included the student who had written "I don't know" for their assessment answers) and 1 of the 19 students showed that they kind of understand the material, but they need more help. I partnered with this student in which she explained to me that she had picked the middle part of the room because she knows which of the colors are warm and which are cool when she has time to think of it, but she needs more practice in order to get to where she can quickly name the warm and cool colors off of the top of their head. This, and the building background knowledge activity at the beginning of the lesson which showed me that the students were forgetting the primary and secondary colors, shows that I need to provide additional opportunities for students to practice the material in order to strengthen their memory of it (Brain Rule: Repeat to Remember).