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| Subject/Grade: Grade Two: Arts EducationLesson Title: Spring Bunny MeasurementsDate: March 18th, 2021Teacher: Ms. Haley Miller | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):** [**SS2.1:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=146)Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use on non-standard units, estimating, measuring, comparing and analyzing measurements  [**CP2.8:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=9&oc=19114)Create art work using a variety of visual art concepts (ex. secondary colors), forms (ex. collage, drawing, painting, sculpture, mobile, traditional art), and media (ex. paper, found objects, paint, crayons). | |
| **Key Understandings: (‘I Can’ statements)**  I can measure my own art work using non-standard units  I can measure using a variety of different units  I can record my data  I can follow a step-by-step drawing video to create art work | **Essential Questions:**  How do I measure my art using non-standard units?  How do I follow instructions for creating an art piece? |
| Prerequisite Learning:  * Students will know how to use non-standard units to measure * Students will know how to record their data * Students will be familiar with step-by-step drawings | |
| Instructional Strategies:  * Direct Instruction * Interactive Instruction * Independent Study | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * Observing * Assignment (Art work and record data sheet) | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement): First Day of Spring**  **Length of Time: 10 Minutes**   * Talk to the students about how the first day of spring is on March 20th, 2021 (show on calendar) * Ask students how many days away that is? 2 days * Youtube [“The Thing about Spring”](https://docs.google.com/presentation/d/1z5WnDMFNLLHQ-jMkoUQb6xvhN--pajFSmtBCHtj9rPI/edit#slide=id.p) Read aloud STOP @ 8:30 * After listening to the book, explain to class that we will be making our own Spring Bunnies   **\*\*Hand out, blank white paper, 1 for each student**  **\*\*Students need a pencil and eraser, put name on the back of paper**  **\*\*Put teacher copy on the board**  **Development:** [**“How to Draw a \*Spring\* Bunny”**](https://docs.google.com/presentation/d/1z5WnDMFNLLHQ-jMkoUQb6xvhN--pajFSmtBCHtj9rPI/edit#slide=id.gc776da16cc_0_1)  **Time: 25 mins**   * Follow the step-by-step drawing from Youtube Video * Stop at each step so the students have time to make the best version of the bunny they can * After drawing the bunny, hand out [“Spring Bunny Measurements” sheet](https://docs.google.com/presentation/d/1z5WnDMFNLLHQ-jMkoUQb6xvhN--pajFSmtBCHtj9rPI/edit#slide=id.gc776da16cc_0_7) for the students to fill in * Get them to write their name on the back of the paper   Students will need their personal measuring tool bags (cubes, counters, and paper clips) to fill in the measurement sheet  **Closure: Color in Bunny Time: 5-10 mins**   * If time allows, students can finish their measuring and then begin to color in their bunnies | **Materials/Resources:**   * **Google Slides: Youtube Book, Step-by-step Spring Bunnny drawing** * **Bunny Measurement sheet** * **Pencil, Eraser, Crayons** * **Personal Measurement Tool bags**   **Possible Adaptations/**  **Differentiation:**   * **Students can get assistance with measuring with non-standard units (Ms. Miller and EA)** * **Provide a “Catch-Up” period for students to finish coloring in their bunnies**   **Management Strategies:**   * **Set Timer** * **Stop at each step to allow time for students to draw Bunny and not get off task**   **Safety Considerations:**   * **Pencils can be considered a sharp object…** |
| **Stage 4: Reflection** | |
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