

LESSON PLAN: Eric Carle Art (3 days)
Part 2: Creating the Animals

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Learning Segment Focus or “Big Idea”: Creative Expression – Eric Carle Art	
Grade: 1 st Grade	Content Area: Art & ELA
Time Allotted: 45 minutes	Classroom organization: Whole Class instruction, modeling, independent work
Resources and materials: Variety of Eric Carle books, scissors, glue, teacher model, water colored construction paper from day prior, 9 x 12 sheets of black, blue or white construction paper to glue cut pieces on, All About Books (written by students if applicable) Teacher note: bring a few sheets of the water colored construction paper to the carpet to model the process.	
Content Standard(s): VAPA 2.0 – Creative Expression: creating, performing and participating in the visual arts Students apply artistic processes and skills using a variety of media to communicate meaning and intent in original works of art 2.3 – Demonstrate beginning skill in the manipulation and use of sculpture material to create form and texture in works of art Speaking & Listening (SL1)—Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
Specific Academic Learning Objectives: <ul style="list-style-type: none"> • <i>What do you want students to learn in this lesson? Students will learn about a specific artistic process modeled after a familiar author’s illustrations, Eric Carle, and how various art mediums can be used to communicate meaning.</i> • <i>What should students be able to do after the lesson? Students will be able to use and a variety of mediums when creating a collage (construction paper, glue, water colors) to communicate meaning via the animal they learned about in writing their “All About Books.”</i> 	
Prerequisites: <ul style="list-style-type: none"> • <i>What skills, knowledge and prior experience do students need for this lesson? Students need to be familiar with Eric Carle as an illustrator and have previous exposure and experience with his books. Students need prior experience using water colors and understanding the more water used the lighter the color will be. Students need painting, cutting and gluing. Students need to understand that the illustrations used in the books are not realistic representations of the images and animals presented.</i> • <i>How will you determine whether students have these? I will determine whether students have the necessary skills sets by re-reading various Eric Carle books, which students have already read during a previous Eric Carle Author study, and having class discussions about the illustrations and what the students notice. Additionally, students have seen an example of the art we will be creating and told they will be using the animal they are learning about in their “All About Books.” I have asked them to think about how they want their animal to look and listened to their ideas, connections and what they notice about of the illustrations in Eric Carles books.</i> • <i>How will you connect to students' interests, backgrounds, strengths and needs, including their cultural, ethnic, and socio-economic differences? I will connect to students’ interests by having them create the animal they are learning and writing about in their all about books. I will connect to my students interests in the arts by allowing them to use their creativity and imagination. There is no right or wrong, which connects to the spectrum of academic abilities in the class. Modeling will be used to connect with my EL and visual learners.</i> 	
Key ELD Standard(s):	
Academic language demands: <ul style="list-style-type: none"> • <i>What academic language is used in the lesson? (Vocabulary, language structure and conventions, genres, symbols, etc.) Academic language includes creativity, imagination, colors, and collage</i> • <i>What are the language demands of the task? Please address receptive (listening, reading) and productive (speaking, writing) skills. The language demands of this task include listening to my instruction, direction and modeling of the concept of Eric Carle art. as well as to the other students’ ideas during discussion. Productive skills include verbalizing their ideas and understanding (speaking) and expressing their ideas by creating an image of their own using water colors to paint construction paper and then cut it out to collage/piece together their animal.</i> 	
Accommodations (to ensure all students have access to the curriculum): <ul style="list-style-type: none"> • <i>How will you make the academic language accessible to all students? Academic language will be made accessible to all students through repetition, modeling, explicit instruction and using illustrations in Eric Carle books to explain expectations..</i> • <i>How will address the specific needs of your English learners? Please read above</i> • <i>How will you address the specific needs of your students with special needs? NA</i> 	
Assessment: <ul style="list-style-type: none"> • <i>What evidence of student learning will you collect?</i> <i>Informal evidence of student learning: listening to answers elicited by my students as well as their questions in addition to observing them paint and create their animal.</i>	

<p><i>Formal evidence of students learning: collecting the final animal image created using Eric Carle art</i></p> <ul style="list-style-type: none"> • <i>How will you use this evidence? Evidence will be used to determine student ability to follow directions. The evidence will also be used to see if students met the learning objective: Students will be able to use a variety of mediums when creating a collage (construction paper, glue, water colors) to communicate meaning via the animal they learned about in writing their "All About Books."</i> • <i>What criteria will you use to interpret the evidence? Criteria used will be ability to follow directions and create the animal used in their All About books.</i> • <i>How will the evidence affect your next steps in teaching? Evidence will determine whether students were able to follow directions and use a variety of mediums (water color, construction paper, glue and scissors) to convey meaning (i.e. their animal) in art.</i> 	
<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Whole class discussion 2. Teacher modeling – show students what you have started 3. Guided practice—demonstrate how you cut smaller shapes (pieces) of water colored paper to create a larger image 4. Independent work 	
<p>Time</p>	<p>Set or introduction: <i>How will you begin the lesson?</i></p> <ol style="list-style-type: none"> 1. <i>Begin by asking students what they know about Eric Carle's illustrations</i> 2. <i>How do you know what this is? (point to an animal). Do you know it is _____ because of its shape or because of its color?</i> 3. <i>While I read _____ (Read an Eric Carle book. we have been reading one daily for the past 5 days) I want you to really look at the illustrations. Look at how the illustrations show texture and shape even though the page is flat.</i> 4. <i>Ask students to think about their animal (All About Book) and ideas of what they want it to look like.</i> 5. <i>Check for understanding—ask students what animal they are doing or what kind of ideas they are thinking of</i> 6. <i>Show them my butterfly example</i> 7. <i>Explain that today we will cut out the construction paper water colored yesterday and create our animal</i> 8. <i>Demonstrate how Eric Carle doesn't just trace an animal shape and cut it out, but cuts smaller shapes and pieces them together, like a puzzle, to create the shape. ---actually cut a few pieces of water colored construction paper and glue to a larger piece of paper.</i> 9. <i>First, I am going to cut the shape of the body. What do you notice about the size of the shape I am cutting? Is it teeny tiny?</i> 10. <i>Check for understanding</i> 11. <i>Just like putting together a puzzle, I am going to cut the big pieces first and lay them out how I want to glue them down. That way I can move them around or cut a different piece.</i> 12. <i>Students dismissed to get their water colored paper from the day prior, glue, scissors and a solid sheet of unpainted construction paper to glue pieces on.</i> 13. <i>Students begin to work independently.</i> 14. <i>Walk around observing student work, answering questions and checking for understanding</i> 15. <i>After 10 minutes or so, ask students to put their supplies down and come to the carpet</i> 16. <i>Demonstrate to students on model how once the main body is done, they can cut smaller pieces to add detail. For example, gills and eyes on fish, stripes on a tiger, etc.</i> 17. <i>Send students back to their tables</i> 18. <i>Once all students are done and cleaned up, bring them to the carpet to share out how they created their master piece.</i>
<p>Developing Content/Body of Lesson: <i>What instructional strategies and learning tasks will you use in the main part of the lesson? Instructional strategies and learning tasks will teach slowly using repetition and modeling.</i></p>	
<p>Checks for Understanding / On-going informal assessment: <i>How will you know what students are understanding? (questioning and observing throughout the lesson) I will know what students are understanding by their responses elicited to my questions and their verbalized connections during discussion. Observing students work will also indicate what students are understanding</i></p>	
<p>Closure: <i>How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)? Learners will share their final product and it will be displayed on the wall for open house.</i></p>	