

Learning Segment Focus or “Big Idea”: Creative Expression – Eric Carle Art	
Grade: 1 st Grade	Content Area: Art
Time Allotted: 20 minutes	Classroom organization: Whole class read aloud, short video clip modeling, class discussion
Resources and materials: Variety of Eric Carle books, video clip of Eric Carle on Bill Martin https://youtu.be/oDUsvRYhcmU	
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 the author Eric Carle and Bill Martin (they wrote, <u>Brown Bear, Brown Bear, What Do You See.</u></i> • <i>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 will need to be able to ask questions, engage in discussion and respond to peers.</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.</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> <p><i>Informal evidence of student learning: listening to questions and answers elicited by my students.</i></p> <p><i>How will you use this evidence? Evidence will be used to determine student ability to engage in discussion with peers. The evidence will also be used to see if students met the lesson objective and standard: 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</i></p> <p><i>How will the evidence affect your next steps in teaching? Evidence will determine whether students were able to follow directions, listen and engage in class discussion.</i></p>	
Instructional Sequence: <ol style="list-style-type: none"> 1. Whole Class Discussion 2. Show Video 3. Whole Class Discussion 	

Time	<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 as an author</i> 2. <i>Read Brown Bear, Brown Bear, What Do You See?</i> 3. <i>Ask students what they notice about the rhythm (sound) of the book.</i> 4. <i>“Hmm, that makes me wonder if there is a reason I read it the way I do. Can you hum the flow of the words with me?”</i> 5. <i>“After I read this book to you the other day, I couldn’t stop wondering about the rhythm and the art and wanted to learn more. Today I am going to share with you a short video I found very interesting and wanted to share!”</i> 6. <i>Show video</i> 7. <i>Wait for students to respond to clip without asking a question first. If no students respond, ask, “what was one thought that stuck in your mind after watching?” or “what did you learn?” “What is something you want to learn more about?” –Turn and talk with the person sitting next to you.</i> 8. <i>Tomorrow we are going to continue learning about Eric Carle and how he creates his art!</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 understand by their responses elicited to my questions and their verbalized connections during discussion.</i></p>
	<p>Closure: <i>Tomorrow we will continue learning about Eric Carle by studying and then creating his art!</i></p>