

**Wilkes University
Wilkes-Barre, Pennsylvania
Teacher Education Program
Lesson Plan**

Pre-service Teacher: Lauren Goff

Grade Level: 2 **Subject:** The Arts

Date: October 13, 2008 **Topic:** Welcome to Scotland!

Purpose
The purpose of this lesson is to introduce students to the country of Scotland and enable them to create individual tartans as a connection to the material learned.
Student Learning Objectives & Related PA Academic Standards
Students will listen and respond to the story <u>Always Room for One More</u> , predicting the events to come as well as discussing foreign vocabulary words discussed in the story.
PA Standard 1.1.3.A. Read and understand works of literature. PA Standard 1.1.3.F. Read and respond to nonfiction and fiction including poetry and drama. PA Standard 1.6.3.D. Contribute to discussions. PA Standard 1.7.3.B. Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.
Students will create and exhibit individual tartans as a connection to the culture of Scotland.
PA Standard 9.1.3.D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
Assessment of Student Learning:
Students will be questioned at various points during the lesson to assess their knowledge of the material presented.
Books, Materials, Technology
<u>Always Room for One More</u> by Sorche Nic Leodhas Scottish music CD PowerPoint presentation/SmartBoard Fabric squares/ strips Ribbon strips Epoxy stickers Tacky Glue
Teaching Strategies
Direct Instruction Independent Work

Whole-class Discussion
Sequence of Instructional Delivery
Introduction
<p>The lesson will begin with the teacher asking the students to come and sit on the carpet. After the students rearrange themselves to make room for each other, the teacher will connect their actions with the title of the book <u>Always Room for One More</u>. Then the story will be read out loud. After it concludes, the teacher will ask the students several questions, including:</p> <ul style="list-style-type: none"> →Did everyone enjoy the story? →Did anyone have trouble with any of the words in this story? Which ones? →Can anyone guess where this story comes from? <p>The students will then return to their seats.</p>
Body
<p>When the students are seated, the teacher will begin the PowerPoint presentation of information about Scotland.</p> <p>After the presentation, at the end of which students will be informed of the activity they are going to perform (making their own tartans), the teacher will display her tartan as a model.</p> <p>The teacher will then explain the activity to students, and assist them as they create their own tartans. During the lesson, a CD of traditional Scottish music will be presented and discussed.</p> <p>After the students create their own tartans, the teacher will ask students to share their tartans with their tablemates.</p>
Closure
<p>The teacher will ask students to share with the class what they have learned during the lesson, as well as inform the class that their individual tartans will be combined into a class tartan to display outside the classroom.</p>
Management of the Classroom Environment (as applicable)
<p>The teacher will make every effort to keep students focused and on track during the story, presentation, and accompanying activity. Any disruptions or distractions will be dealt with quickly and quietly to assist the students in completing the lesson.</p>
Differentiation of Instruction
<p>Students with visual or auditory problems will be allowed to move to the front of the room or group in order to assist them in participating in and learning the lesson.</p> <p>Students with fine motor skills difficulties will be given assistance by the teacher.</p> <p>All students, whether they be visual, auditory, or tactile learners, will benefit from this lesson.</p>
Reflective Lesson Analysis
<p>This lesson works well with young children. It is an opportunity for the teacher to integrate a global arts lesson into the language arts curriculum.</p>