

<http://www.creativecommons.org/licenses>



TEAM Lesson Plan 2nd Grade

Teacher:	
Class:	1-2 Class Periods
Course Unit:	
Lesson Title:	Color Bugs

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
Nature is full of color. Color is found in flowers, leaves, grass, bugs, and the sky. This lesson uses a variety of colors and colored patterns to create colorful, unique bugs. For inspiration, students will be read the story, <i>Bugs Galore</i> by Peter Stein, and take notice of the colorful array of bugs depicted.	
STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.

Tennessee State Standards for Art

- 1.1 Use tools and media consistently in a safe and responsible manner.
- 1.3 Explore a variety of processes.
- 1.4 Recognize and demonstrate levels of craftsmanship.
- 2.1 Identify, understand, and apply the elements of art.
- 2.2 Identify, understand, and apply the principles of art.
- 5.1 Analyze the characteristics and merits of the student's own work.
- 5.2 Analyze the characteristics and merits of other's work.
- 6.1 Understand connections between visual art and other arts disciplines.

Common Core Connections for Integrated Subject- Speaking/Listening

- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
	<ol style="list-style-type: none"> 1. The student will define: Color and Nature. 2. The student will create a nature scene depicting four bugs, each with a different pattern and color on an 11" x 14" piece of paper. 3. The student will demonstrate effective craftsmanship. 4. Students will demonstrate successful cutting and pasting.
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
	<ol style="list-style-type: none"> 1. The teacher will informally assess the students by walking around and monitoring student behavior and progress to ensure they stay on task. 2. Self-Assessment- the student will score their work on the rubric. 3. Self-Assessment- students will write about their work in their journal.

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> 1. 11" x 14" Paper 2. Small Scraps of Sketch Paper (for practice of techniques) 3. Pencil 4. Crayons 5. Textured Paper 	<ol style="list-style-type: none"> 6. Colored Construction Paper 7. Scissors 8. White Glue (or Stick Glue) 9. PowerPoint 10. Book, <i>Bugs Galore</i> by Peter Stein
ACTIVATING STRATEGY	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.
	<ol style="list-style-type: none"> 1. Once students are seated, ask probing questions to the students about where colors are found in nature—have students give specific examples of where color is found. 2. Using visual imagery (example PowerPoint or poster) of a nature scene, have students name colors depicted in the image. 3. After the discussion, read the book <i>Bugs Galore</i> by Peter Stein. 4. Ask students to name certain bugs they saw in the illustrations and write the names on the board.
INSTRUCTION	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension

1. See set.
2. The teacher will introduce the project to the students with a pre-made example and state objectives.
3. One student from each table will collect a readymade basket of pencils, crayons, scissors, and glue for their table group.
4. The teacher will pass out different colored patterned paper, colored construction paper, and 11" x 14" white paper.
5. The students will write their names on the corner of each paper they use, and begin to draw one large bug on four different pieces of colored construction paper.
6. Students will use crayons to draw an environment for their bugs on the sheet of 11" x 14" white paper.
7. Students will cut out each colored bug.
8. Students will select a piece of patterned paper for each of their four bugs to decorate the bugs and make them unique.
9. The students will need to layout their design and have teacher approval before gluing it securely to the paper.
10. Cleanup will occur during the last 10 minutes of class. Students will place work on the drying rack and return materials.

ALTERNATE/ EXTRA ACTIVITIES	
--	--

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Students may use watercolor paint to create the colored paper instead of construction paper. • <i>Bugs! Bugs! Bugs!</i> by Bob Barner can be read instead of <i>Bugs Galore</i> by Peter Stein. • Use visual imagery of bugs in place of books (example: toy bugs or PowerPoint.) • Have materials ready at desks instead of having one student gather enough for everyone. |
|--|--|

CLOSURE	Reflection / Wrap-Up
----------------	----------------------

	Summarizing, Reminding, Reflecting, Restating, Connecting
--	---

- | | |
|--|---|
| | <ol style="list-style-type: none"> 1. Students will define color and nature. 2. Students will write in their journals for five minutes examples of where colors are found in nature. 3. For students with special needs, creating less bugs could be an option and the paper could be smaller. |
|--|---|

CROSS-CURRICULAR CONNECTIONS

Science/Nature Reading Writing

Extended Learning	
--------------------------	--

Books:

- *Bugs Galore* by Peter Stein.
- *Bugs! Bugs! Bugs!* by Bob Barner.
- *I like Bugs* by Margaret Wise Brown.

Online Enrichment:

- Insect Identification:
<http://www.insectidentification.org>
- San Diego Zoo Kids:
<http://kids.sandiegozoo.org/animals/insects/ladybug#animals>
- Eric Carle Museum:
<http://www.carlemuseum.org/Home>

Additional Activities:

- San Diego Zoo Kids:
<http://kids.sandiegozoo.org/activities/itsy-bitsy-spider>
- San Diego Zoo Kids:
<http://kids.sandiegozoo.org/activities/fuzzy-caterpillar-buddy>

For additional lesson plans and activities, visit us online at www.fristkids.org.

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

