



TEAM Lesson Plan 2nd Grade

Teacher:	
Class:	1-2 Class Periods
Course Unit:	
Lesson Title:	"A Bad Case Of Stripes" Self-Discovery

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
<p>Bullying is a serious problem in schools today. This lesson is designed to help students embrace differences while celebrating what makes them unique. Students will be inspired by David Shannon's book, <i>A Bad Case of Stripes</i>, to create a life size self-portrait using tempera paint. This project involves teamwork and self-discovery as students recognize their own unique qualities as well as the uniqueness of their peers.</p>	

STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
<p>Tennessee State Standards for Art</p> <p>1.1 Use tools and media consistently in a safe and responsible manner. 1.2 Demonstrate an understanding of a variety of techniques. 1.3 Explore a variety of processes. 1.4 Recognize and demonstrate levels of craftspersonship. 3.1 Use visual symbols to communicate meaning in works 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. 5.3 Understand that viewers have various responses to art. 6.1 Demonstrate an understanding of similarities and differences between visual arts and other disciplines. 6.1 Understand connections between visual art and other arts disciplines. 6.2 Understand connections between visual art and other disciplines in the curriculum.</p> <p>Common Core Connection for Integrated Subject-Language/Speaking & Listening</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. 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.</p>	
OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
<ol style="list-style-type: none"> 1. Students will define self-portrait and unique. 2. Students will write 3 complete sentences describing what makes them unique. 3. Students will create a life size self-portrait on butcher paper using tempera paint. 4. The paint will be evenly applied onto the portrait with no white areas showing. 5. The portrait should contain realistic skin tones. 6. Students will list at least three words on their portrait describing how they are unique. 	
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal

Informal Assessment- the teacher will walk around to monitor student behavior to ensure students are on task.
 Self-Assessment- the student will score their work on a rubric.
 Self-Assessment- the student will list two ways they can respect their classmates.
 Group Assessment- students will participate in a class critique.

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> 1. Pencils 2. Tempera paint 3. Paint brushes 4. Cups of water 	<ol style="list-style-type: none"> 5. Painting smocks 6. Paper towels 7. White butcher paper 8. <i>A Bad Case of Stripes</i>, by David Shannon
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. The teacher will discuss various types of self-portraits. 2. The teacher will explain that self-portraits are a way to express unique personal qualities. 3. The teacher will read <i>Bad Case of Stripes</i> by David Shannon. 4. The teacher will lead a discussion of what it means to be unique and how to respect the uniqueness of their peers. 	
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 class and state the objectives.
3. Students will choose three words that describe how they are unique.
4. Butcher paper, roughly the height of each student, will be placed next to the materials station. Students will retrieve a pencil and one piece of butcher paper.
5. The teacher will separate students into pairs.
6. Students will take turns tracing their partner's silhouette onto the butcher paper.
7. Once their silhouette is drawn students will add facial features and clothes.
8. When students complete their drawing the teacher will pass out painting smocks. One student from each pair will retrieve a painting basket from the materials station that will include a cup of water, a pre-poured painting palette, two paintbrushes, and paper towels.
9. The teacher will demonstrate how to mix paints to create various skin tones.
10. Students will begin painting their silhouette. Paint should be applied evenly, covering all areas of the silhouette.
11. Students will paint the three words they chose to describe themselves underneath their silhouette.
12. Upon completing their life size self-portrait students will turn in their piece to the teacher who will hang it on the wall outside the classroom.
13. Cleanup will occur during the last 10 minutes of class.
14. One student from each pair will return the painting basket to the materials station while the other student returns their painting smocks.

ALTERNATE/ EXTRA ACTIVITIES	
--	--

- A background piece of butcher paper can be placed on a wall outside the classroom. Students can hang their silhouette onto the background paper and paint directly onto the wall. A drop cloth can be placed underneath the wall to protect the floor.

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

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

1. The students will define self-portrait and unique.
2. The students will participate in a class critique discussing the various unique qualities displayed in each self-portrait.

CROSS-CURRICULAR CONNECTIONS

1. Reading
2. Writing

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

Books:

- *Bad Case of Stripes* by David Shannon.
- *Why Being Unique Makes Me Wonderful* by Summer Carrillo.
- *The Juice Box Bully* by Bob Sornson, Maria Dismondy.

Online Enrichment:

- PBS Kids It's My Life:
<http://pbskids.org/itsmylife/friends/bullies/>
- PBS Parents Bullying Resources:
<http://www.pbs.org/parents/arthur/resources/bully.html?cat=bully>

Additional Activities:

- Diversity & Understanding:
<http://www.pbs.org/parents/arthur/activities/diversity.html?cat=diversity>
- Artsconnected Identity Activities:
<http://www.artsconnected.org/artsnetmn/identity/idactiv.html>

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.

