

Chance Art/Reading Lesson

Grade: 5		Subject: Art/Reading	
Materials: <ul style="list-style-type: none"> • What Do You Do With a Chance? Book by Kobi Yamada • Markers or colored pencils • Paper 		Technology Needed: <ul style="list-style-type: none"> • Music from this youtube video: https://www.youtube.com/watch?v=4VR-6AS0-I4 	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) Standard: 5.VA:Re 8.5 a. Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. 5.VA:Cr 1.5 a. Combine diverse concepts and artistic methods to choose an approach and create an artwork. 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. 5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		Differentiation Below Proficiency: Students may need some prompting to decide what mood to associate with his/her chosen chance taken or missed. Examples of a joyful chance taken and sadness at a chance missed may be shown. Above Proficiency: Students will be able to add what they wish to their scene depicting the mood and tone that fits with their chance taken or missed. Approaching/Emerging Proficiency: Students will be able to follow the lesson plan as it is. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Illustrations from the book, and their scenes they create • Auditory: Music in the background and book read aloud • Kinesthetic: Students sit on the ground (not in desks as usual) and then get up to retrieve their supplies • Tactile: Students draw and color their scenes 	
Objective(s) By the end of the lesson, students will create a scene using visual elements like tone to convey meaning through a mood.			
Bloom's Taxonomy Cognitive Level: Synthesis			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will sit on the floor in a way that everyone can see the book's illustrations. Students will turn and talk with a student near them. They will retrieve their supply bin and take it to their desk when working on their scenes.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will not talk while the book is being read. They will keep their voices at a conversational level and participate in the turn and talks. Students will be respectful of each other and the classroom environment.	
Minutes	Procedures		
1-2	Set-up/Prep: Ensure that the sound system works from the means you will play the song by Ludovico Einaudi – Nuvole Bianche while you read the book. https://www.youtube.com/watch?v=4VR-6AS0-I4 Students sit on the floor in order to see the book's illustrations.		

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6	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>“We’re going to read “What Do You Do With a Chance” by Kobi Yamada. While I’m reading there will be no other voices than my own, and I want you to focus on the mood and tone in this book – like whether it is joyful and peaceful or is it sad and melancholic. Pay attention to how the artist uses colors throughout the story. Here we go.”</p> <ul style="list-style-type: none"> • Read the story with the music playing in the background. Model the mood and tone at different points in the story. Here are some examples: <ul style="list-style-type: none"> ○ I see the dark surroundings and people and it seems to me like the mood is gloomy or disappointed. ○ Think about how the colors add to the meaning. ○ How does the color draining from the chance add to mood? (rhetorical question) ○ I’m beginning to see more color used with lighter tones. This helps me to feel hopeful with the character. 		
Max. 12	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Go over the vocabulary with the students:</p> <ul style="list-style-type: none"> • Mood = overall atmosphere of a scene ex. Calm, cheerful, disappointed, miserable, angry, energetic • Tone = dark vs. light shades of color ex. Forest green vs. lime green <p>Ask the students to Turn and Talk to a person close by:</p> <ul style="list-style-type: none"> • What are some moods you saw or felt in the text? Why? • In those moods were their lighter or darker tones? <p>Concept: colors add to the meaning – ex. Dark surroundings = feeling gloomy, disappointed or sad vs. more color and lighter tones = hopeful, cheerful, peaceful</p> <p>Discuss the two above questions and the concept with the class while asking for student volunteer for responses on what they discussed with their partner while also referring to examples from the book.</p> <ul style="list-style-type: none"> • How did these moods from the illustrations help us to understand the meaning of the story? <p>Discuss this question in a similar way with the class.</p> <p>Ask the students to think to themselves:</p> <ul style="list-style-type: none"> • What was a time you missed a chance? A time you took one? • How did those times make you feel? 		
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will use paper and their choice of art medium to create a scene depicting a time that they either took a chance or missed a chance. They will choose a mood based on how that moment made them feel and convey it in their scene using tone. There must be a reason they choose a color, since it doesn’t help the viewer if it is chosen only because it is a favorite color.</p> <p>The book will be available in an accessible location for students to view it for examples of mood and tone.</p>		
3	<p>Review (wrap up and transition to next activity):</p> <p>When finished, students may AR read.</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) • Turn and Talk </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives, END of learning)</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) • Turn and Talk 	<p>Summative Assessment (linked back to objectives, END of learning)</p>
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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, I think the lesson went well. The students were engaged with the story, and I learned that they enjoyed the piano music I had playing in the background while reading. They said it really fit with the story. It drew them into the mood which was the focus of the lesson. It was, however, difficult to draw the second class through the questions after reading since half of the class was very engaged and wanted to answer the questions and discuss the content, but the other half was having their own conversations or lounging about not paying attention after the story was finished. One way that I could improve this would be to set clear expectations on participation in the discussion afterward as well as clear expectations of how we sit on the floor. For example, I could state at the beginning of the lesson how we will be discussing the story afterwards, and I expect everyone to participate. I would also add that the students need to be sitting upright.

Both classes were also engaged in creating their chances and using specific colors and shades to convey a chance taken or a missed chance. However, there was a great difference in quality between students' works where it was obvious that some students didn't put much effort toward creating their scene but just wanted to finish it in a hurry. For example, one student asked me if his picture was good enough and it was a stick figure next to a table with a cake and yellow was scribbled over the stick figure to show that it was a happy experience eating cake for the first time. The size of the scene could've fit on a notecard. I asked him to add more to the setting and other colors to help show the mood even more. He came back after adding a tree and sky among others which filled up his scene nicely as well as adding a variety of other lighter colors. If I were to teach this again, I would be explicit on the use of color throughout the whole scene. If students wanted to show mood through a lack of color, they can intentionally choose particular objects or parts of their scene to do this. I would also change this lesson in the future by requiring a short written portion either somewhere on their page or attached to it so that the students can support the mood they want to convey in the text through their scene. Some students did this, and it was helpful for me to be able to see what sort of mood and chance they were trying to convey. Otherwise, most students didn't, and I would have to ask them what their scene was showing in order to see their understanding of the content from the lesson.

Another change I would make would be to make a space on the wall or in the hallway to showcase their scenes they create. It would have an inspirational side to it by showing that the 5th grade has taken and missed chances, but they are excited to meet new chances every day. I think a showcase of their work would help the students increase their effort put into their scenes, and it would be a great way to bring the students' experiences to the classroom as a whole. It can be something the students are proud of even if they missed a chance and know that new ones come each day.