

Student: Krista Nichols

Class and/or Period – SAW Kindergarten

Date

Lesson Title: “I Want My Hat Back” Lesson on Shapes

I. Central Focus (i.e., Goal Statement – What Students will know, learn, or understand) Important understandings and concepts that you want Students to develop over the course of this multi-day lesson. (Example: 3rd grade lesson on line to communicate the idea of motion) Central Focus should incorporate at least one or more of the following components: Interpreting Art, Creating Art, Relating Art to Context)	
Using collage techniques, the students will identify 2d shapes and compose them on a 3d cone hat.	
II. Essential Questions – (Central Focus or goal written in the form of a question)	
Can students identify basic shapes and use collage techniques to create their own hat?	
III. Standards Addressed (National Standards included here)	
Va: Cr1.1.Ka Engage in exploration and imaginative play with materials.	
Va: Cr2.1.Ka: Through experimentation, build skills in various media and approaches to art making	
IV. Learning Objective(s) (What students will overall achieve by the end of the multi-day lesson – behavioral objective that is observable and assessable)	
1. The students will be able to properly identify basic geometric shapes	
2. Using collage techniques and their imagination, students will create a unique hat for themselves or a stuffed animal	
3.	
V. Prior Learning – What Students already know, what they can do, and what they are still learning to do.	
The students can <ul style="list-style-type: none"> • identify some/most basic geometric shapes • remain focused and engaged for short periods of time • answer basic questions 	
VI. Academic Language/Language Function Objective(s) – “Language of the Discipline” used to engage Students in learning. Sample Key Language Functions include Analyze, Compare/contrast, Critique, Describe, Interpret, Question (Refer to Academic Language in edTPA guidelines)	
Function Objective:	
Vocabulary Development Objective:	
Discourse OR Syntax Objective:	
VII. Assessments (note any relevant differentiation)	Evaluative Criteria (note any relevant differentiation)
1. Ask students to find their shapes: a circle, square, triangle, etc, from a provided bag. Then hold in front of camera to verify if correct.	Can the students locate a specific, asked for shape and then hold in front of the camera?
2. Then, ask students if they know what the 3D shape equivalent of the 2D shape is, and see if there is anything in the room that is the 3D object.	Students are able to bring a cube when they are shown a square, a ball or sphere object when shown a circle.
3. The students will observe a YouTube video, the story of “I Want My Hat Back,” by Jon Klassen. They will then be asked questions about the story such as “Does anyone know what shape the bears hat is in this story?”	Students are able to answer the question correctly: “The bears hat is a triangle.”
4.	

VIII. Key Vocabulary – Art terms and/or key phrases used during instruction and taught to students.

Shape – the external form, contours, or outline of someone or something
 Circle – A round shape, with no points
 Square – A shape with 4 sides and 4 corners
 Rectangle – A shape, similar to a square but with two short sides and 2 long sides
 Triangle – A shape with 3 sides and 3 points
 Heart – A shape with two round parts at the top that meet at a point at the bottom
 Cone – A 3D triangle, both round and pointy, perfect for hats and ice cream cones
 2D – A shape that has length and width but no depth
 3D – A shape with three dimensions such as width, depth, and height

Day 1: Learning Outcomes – Observable, assessable behaviors that you wish for students to accomplish at the end of Day 1.

The students will be able to properly identify basic geometric shapes
 Using collage techniques and their imagination, students will create a unique hat for themselves or a stuffed animal

Day 1: Teacher Preparation – Day 1 Preparations needed to be completed before students enter the classroom.

Pre cut cone hats, pre cut shapes, pack supply bags, record instructional video

Day 1: Lesson-Specific Materials

Instructional Materials – Teacher materials needed during instruction. “I Want My Hat Back” by Jon Klassen Stuffed Animals Computer with internet access Tripod and cell phone	Studio Materials (for Creating Art and/or Presenting Art) Cut out shapes Glue sticks Hat template Crayons Markers	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)
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XI. Day 1: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
	Welcome students and ask them to grab their favorite stuffed animal.	Students will run and bring their favorite stuffed animal	Tell me about your stuffed animal! What is their name?
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students’ learning.
	<ul style="list-style-type: none"> Introduce your stuffed animal, ask about the students stuffed animals State expectations for the day: “Today we’re going to talk about shapes! I have a book I want to show to you and your stuffed animals first!” Read “I Want My Hat Back” by Jon Klassen Talk about the Bear and his hat 	<ul style="list-style-type: none"> Students respond to questions about their stuffed animals Students will listen to expectations Students will listen to instructor read “IWMHB” 	<ul style="list-style-type: none"> Has anyone read this book before? It’s called “I Want My Hat

	<ul style="list-style-type: none"> • “We have some shapes in front of us, can you find your triangle? Hold it up in front of your camera for me to see.” • “Good! Let’s see if we can find any other shapes in our bag, who can find the circle?” • “The square, the rectangle, star, heart?” • “Great job! I thought it would be fun for us today, to create our own hats just like the bear in this book, does that sound like fun?” • “You have two choices today. You can choose to make a hat for your head OR you can make a hat for your buddy that you have with you. The choice is yours.” • “I think we can make our hats soooooo nice that I think the bear will want to trade hats with us, what do you think?” • “We could just make a red hat like the bears, but I thought we could make ours a little more special and since we are talking about shapes, I thought we could add some shapes to our hats, does that sound like a good idea to you?” • “Let’s make our hats! First thing we have to do is get our materials together. I want you to do if find the large piece of red paper that looks like this, this is going to be our hat. It’s flat right now but we are going to fold it into a hat shape later. There should be another piece of red paper just like it but a lot smaller. That one is for your buddy if you want to make a hat for your buddy. Some friends might find that their hat is too big and some might be too small for their buddies but I think that’s okay don’t you? And! Whatever hat you decide to make now, you can make the other one later if you want!” • “So now I want you to gather your magic shapes, perfect” • “Now, I want to tell you all a secret, I was 	<ul style="list-style-type: none"> • Students will answer questions about “IWMHB” • Students will identify basic shapes by holding the correct shape up in front of them 	<p>Back” by Jon Klassen</p> <ul style="list-style-type: none"> • “Does anyone think the bear is cute?” • “What color is the bear?” • “Do you think he’s fuzzy? How can you tell?” • “Let’s talk about his hat, what color is it?” • “Does anyone know what shape his hat is?” • How do you know this is the triangle?
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	planning on having us just put these shapes on the hat, but then I thought you know what would be even cooler!? If we took some crayons and colored some of the shapes, or drew some more shapes onto our hats! What do you think about that!?"		
	<ul style="list-style-type: none"> Decorate hats 	<ul style="list-style-type: none"> Students will decorate their hats 	
	Closure		
	<ul style="list-style-type: none"> "Let's all put our hats on! Show me how good you look! Or your buddy looks!" "Let's all wear our hats in front of the camera to show them off!" 		

Commentary on Planning Decisions

In answering these questions explain your thinking AND cite research to support your instructional decisions. These will typically be answered when you have planned the lesson but before it is implemented.

Why is it important that these students learn this content?
It is important for students to learn basic geometric shapes because it is the foundation for other curriculum areas like math and science, as well as help them understand other signs and symbols.
How does this lesson fit into the current sequence of instruction/unit?
This lesson fits into the current instruction/unit because it is approachable for someone in Kindergarten. We will talk about shapes, but the learning will be disguised in a fun activity about creating a hat for our pals. This lesson ties in well with Miss Mel and Miss Alex's lesson because all three teachers are focusing on shapes in some capacity for this workshop.
Why are the learning procedures you have developed for this lesson appropriate for this particular content?
The learning procedures are appropriate because we will be able to identify the elements (various geometric shapes) needed for our hats before we apply them to our hats.
Why are the learning procedures for this lesson appropriate for these particular students?
The learning procedures for this lesson are appropriate for these students because it is a gradual process leading up to a bigger idea. By starting with basic shapes, I can identify who knows their shapes well and who might need some extra help learning their shapes. We will talk about the characteristics of each shape so there's no question about which shape is which. Only after this, I can introduce the idea of a 2D vs 3D shape, by talking about our cone shaped hats.
What contextual factors were especially important in shaping your plan for this lesson and how did they shape your planning?
The contextual factors most important in shaping this lesson was providing something fun and basic that students would not get overly frustrated with. By providing them with their pre-cut shapes, they will not need scissors for this lesson. Because this class is being taught online, there is very little opportunity for messes since they are just gluing shapes onto a flat surface.

Resources

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).
"I Want My Hat Back" by Jon Klassen

Reflective Commentary on Lesson Implementation

After implementing the lesson, answer these questions.

What patterns of learning were evident in the data from this lesson?
We used kinesthetic learning for this lesson which worked really well. When talking about 2D and 3D shapes, we put our hands together to mimic “flat” and into a ball for “form.” The word dimensional was big and intimidating at first but once we illustrated it with our hands, it wasn’t as bad. I also borrowed some of Alex’s vocab and while they took a few moments to respond during Alex’s lesson, by the time we got to my lesson, there was no hesitation so they definitely understood their vocab by the time we got to my lesson.
What worked and for whom? Why?
Everyone loved making hats for their stuffed animals. They were excited to finish so they could see their buddies in their hats. I’m glad that they were able to answer the questions I was asking about 2D and 3D.
What didn’t work and for whom? Why?
I knew that assembling the hats, the actual gluing of the hats, would be difficult – especially in an online format. There was some frustration which I was prepared for, I did my best to reassure them that this wasn’t easy and they were doing a good job. I also told them they could ask mom or dad to help them assemble the hats, if we were in person I am certain that I would be assisting them with this step. I went forward with the lesson despite this step because so far, they have had all works of art on a flat surface. I wanted them to have a 3 dimensional piece at the end of SAW. I was frustrated with technology this week, because when I’m sharing my screen and showing my demo, I can’t see the students faces and check for learning or that they’re paying attention. I had drawn a line in pencil on their paper hats so they knew where to glue and fold, but they all claimed that they couldn’t find the line. I should have drawn the line in sharpie on my demo video so that it was more visible. Maybe even done the pencil line in marker instead.
What are your instructional next steps based on the data from this plan?
I need to allow time for clean up. I don’t like clean up time so naturally I skipped that step. My mentors reminded me of this and it didn’t even occur to me, so I need to add this for the future.
As a beginning teacher, what did you do well in planning and implementing this lesson?
I think the lesson was well planned, I know I was organized, I think I just need to get used to teaching online. The demo video was short and concise.
As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)
I think I need to simplify things EVEN MORE. Repeat vocab words more frequently, etc. When I’m teaching, I get so wrapped up in the moment, sometimes I forget little steps or to check for learning.

Mentor feedback

Responding session in your lesson? – include a responding objective

Draw any pencil marks in videos in sharpie so they appear on camera.

If they chose to do a small hat they finished sooner than those who did a big hat. But they had options to make another hat.

Trouble with folding, try tape in the future in person?

Check for readiness before moving on – hard to do when switching between screens and can’t see them while showing the demo video.

Allow time for clean up – something I don’t like to do

Ask to mute more – students couldn’t hear me at times because so chatty

Compare shapes 2d to real thing 3d – in real life – sheet of paper w shape and real thing next to it

Check with all kids for learning, especially the weaker ones – skipped collin because he was having a bad day, maybe shouldn’t have

