



Co-Teaching Lesson Plan Template

School: Hazleton Area School District Valley Elementary	Classroom Teacher: Megan Buchman	Teaching Artist: Olivia Oddo
Grade Level: 4 th	Project: City of Arrays & Perimeters	
Number of classroom sessions for this project: 3-4 days for both groups		
Date: April-May of 2022	Core content: Math / ELA (Circle one)	
Core Content Learning Objective: An opportunity to practice forms of geometry (both regular and irregular), the totaling of each perimeter, the idea of multiples and the series of arrays present within each city building created.	Assessment: Based off of the connections retained between art & math - such as using in-class vocabulary whenever they present their day-to-day project progress, recognizing the relationship concerning the use of geometry, perimeters, arrays, etc., in mathematics with those real-life examples found within cities.	
Arts Learning Objective: An opportunity to practice using a ruler and other templates to create buildings full of window arrays (regular and irregular), color coordination, and the architecture side of simple city planning.	Assessment: Based off of how well classroom instructions are followed within the classroom concerning materials, creativity, and the presentation of a concrete city of arrays at the conclusion of the exercise. And overall, just having fun with the possibilities of what can be created!	
Summary of the Lesson: This lesson focuses on the subject of city architecture and its relationship with geometry/arrays/perimeters/measurements/etc. It begins with a warm-up that asks students to draw 2 items they may find within a city. Students will then be introduced to atypical and historic architecture around the world; such as Switzerland, Germany, NY, Australia, and Italy. A preview of a finished city project is shown before moving on to the art history section. Within this portion students will learn about Frank Lloyd Wright and his Falling Waters House in PA; a drone-based video flying around the property is shown. The next artist shown is Charles Sheeler, along with abstract architecture photograph-derived paintings. Next, we'll take a look at some cities based in popular culture through videos and photographs; examples include Spiderman, Mickey & Minnie Mouse, Godzilla, Ghostbusters, and Cloudy w/a Chance of Meatballs. Reflection questions are then asked and extension activities offered. Once the students have designed their realistic or fictional city, they may begin to draw or cut and glue each component using construction paper materials (whichever they prefer). They will identify aspects relatable to the lesson vocab during the creation and presentation processes. Students are always encouraged to share their in-progress and finished projects with myself as well as their own peers.		



ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support

Attention: How will you prepare the students for the lesson?

Teacher

Guide the students on the correct methods to finding perimeter, arrays, etc., and how it relates to real-life objects.

Artist

Introduce the content step-by-step concerning slide examples, ask them what they know concerning the subject, and encourage them to use their creativity as well as their in-classroom knowledge to progress forward. I also ask multiple times if they have any questions, and tell them what we'll be doing the following week as well so they are not caught off guard.

Review: What will you review? What is the academic vocabulary for the lesson?

Teacher

Introduce and reinforce the appropriate vocabulary that corresponds with the lesson.

Artist

The vocabulary will be distributed across each art lesson. Collectively the vocab will include:

- Perimeter
- Area
- Array
- Geometry
- City Blocks
- Building Stories

<p>Teach: What will you do to teach the content?</p>	
<p>Teacher Cross-reference the in-class lessons with the virtual lessons, and vice versa. Assign homework and bookwork.</p>	<p>Artist</p> <ul style="list-style-type: none"> - Provide an example of the mini project within the brief PowerPoint, so they have an idea of the exercise before we start. - I actively create the same project with them and verbally express what I'm doing, finding, and solving concerning the objective of the exercise. - Encourage them to ask me questions, show me their progress, and how the exercise improved both their math and art skills.
<p>Support: What will you assign the students to complete and how will you support their learning?</p>	
<p>Teacher Assign worksheets, in-book exercises, etc., in order to teach the lessons out of the classroom as well.</p>	<p>Artist At the end of the slideshow presentation (which is also posted to the student's classroom feed for them to freely reflect upon) provide links to free online math/art extension activities that can be accessed at school and at home. Also, depending on what is accomplished during class time, additional work time may be assigned for them to stay on track with their projects in correlation with the schedule for the next meeting.</p>
<p>Closure: What will we do to reinforce learning and close the lesson for today?</p>	
<p>Review vocab with each meeting and use terminology throughout the creative process, reflect on what was accomplished, and refer to the extension activities and (if necessary) out of class work time.</p>	
<p>Date to PAEP for approval:</p>	