



## ARTS LINK CO-TEACHING LESSON PLAN TEMPLATE

8/5/2020

<b>School:</b> Drums Elementary Conor McGuigan		<b>Classroom Teacher:</b> David Gould	<b>Teaching Artist:</b>
<b>Grade Level:</b> 5	<b>Project:</b> Storyboards		
<b>Number of classroom sessions for this project:</b> 4			
<b>Date:</b> 11/30/21 (Circle) ELA		<b>Core content:</b> Math / ELA	
<b>Core Content Learning Objective:</b> Standard - CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. Standard - CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.		<b>Assessment:</b> The students will be assessed on their storyboard. The accuracy of their events and the quality of their artwork will be assessed using elements outlined in a teacher-created rubric.	
<b>Arts Learning Objective:</b> The students will learn how storyboards are created.		<b>Assessment:</b> The students will write down the events of the book they want to turn into a storyboard.	
<b>Summary of the Lesson:</b> The students will choose one of the books for which they have already written a book report to turn into a storyboard. They will then be asked to pick six events to then turn into the storyboard.			
<b>ARTS LESSON STRUCTURE: Attention, Review, Teach and Support</b>			
<b>Attention: How will you prepare the students for the lesson?</b>			
<b>Teacher</b> Students will be introduced to a process and an outline for writing a summary. The written summary will serve as the students' captions in their story boards. They will be guided by the teacher at first. Then they will work in groups before practicing the process individually. Each event will then be illustrated.		<b>Artist</b> I will lead the students in an actors warm-up.	


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

**Teacher**

Students will be reminded that the story they illustrate must make sense just as it must make sense when it's being read. The students will learn the concepts of events and supporting details.

**Artist**

Students will watch a PowerPoint explaining how the four class projects will work. They will also learn the word storyboard.

**Teach: What will you do to teach the content?**

**Teacher**

I will explain that a summary is a shorter version of the story focusing on only the important events. I will guide the students in enhancing their stories by adding supporting details. I will provide the students with a process and an outline to follow to make this task easier. The written summary will serve as the captions for the illustrations the students draw.

**Artist**

Students will be given time to decide which one of the book reports that would like to turn into a storyboard. After that, they will then be given time to pick six events from the book report they feel will make for an energetic storyboard.

--	--

--

**Support: What will you assign the students to complete and how will you support their learning?**

<p><b>Teacher</b> Students will read the story. As they read, they will record the important events that must be included in a retelling of the story.</p>	<p><b>Artist</b> The students will be asked to think about how they would like the drawings to look for the event that they have booked and preparations for next week's class.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

--

**Closure: What will we do to reinforce learning and close the lesson for today?**

I will quiz the students on how the storyboard works.

<b>Date To PAEP for approval:</b>	
-----------------------------------	--