



## 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> 12/21/21 (Circle) ELA		<b>Core content:</b> Math / ELA	
<b>Core Content Learning Objective:</b> <b>Standard - CC.1.2.5.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  <b>Standard - CC.1.2.5.A</b> 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 what it's like to present a storyboard in front of an audience.		<b>Assessment:</b> The students will stand in front of the class and present the story boards they have been working on reading each other captions and showing the artwork.	
<b>Summary of the Lesson:</b> Each student will be asked to come up in front of the class and show the drawings they have been working on as they read the captions below each panel. Mr. Gould and myself will ask them questions on their projects.			
<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 and a series of tongue twisters to warm up their mouths for their presentations.	


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

<p><b>Teacher</b> 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.</p>	<p><b>Artist</b> The students will be shown a PowerPoint explain and tips on how to better their presentation such as using projection, articulation and staying still. The students will learn the vocabulary word articulation and the phrase break a leg.</p>
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**Teach: What will you do to teach the content?**

<p><b>Teacher</b> 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.</p>	<p><b>Artist</b> Each student will come before the class and present their story boards. They will be asked to show each picture after they read their caption. Mr. Gould and myself will ask the students any questions we have about their project.</p>
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**Support: What will you assign the students to complete and how will you support their learning?**

<b>Teacher</b>	<b>Artist</b>
<p>The final project will be a storyboard consisting of at least 6 events. These events must be illustrated with captions. Students will be encouraged to refer back to their written summary to create their storyboards.</p>	<p>The students will be asked what techniques they saw that worked best in their classmate's projects.</p>

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

I will go over the vocabulary with the students at the end of the class.

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