



Co-Teaching Lesson Plan Template

School: Hazleton Area School District Valley Elementary	Classroom Teacher: Jasmine Corazza & Jaime Fiume	Teaching Artist: Olivia Oddo
Grade Level: 5 th	Project: Multi-Math Madness Castle	
Number of classroom sessions for this project: 1 or 2 days for both groups.		
Date: May of 2022	Core content: Math / ELA (Circle one)	
Core Content Learning Objective: An opportunity to practice the accumulative methods of mathematics learned throughout the year to solve various problems from addition, to subtraction, to division, to multiplication, to simplification, etc.	Assessment: Based off of the connections retained between art & math - such as using in-class vocabulary whenever they present their day-project pieces, recognizing the relationship concerning the use of multiple forms of mathematics to solve various problems that have the same number answer, and reflecting back throughout the year accurately to create and solve a variety of equations.	
Arts Learning Objective: An opportunity to practice architecture in a fictional and/or realistic format, drawing skills as well as color coordination, and the continuous flexing of their imagination to create a meaningful fortress of their own.	Assessment: Based off of how well classroom instructions are followed within the classroom concerning materials, creativity, and the presentation of a castle consisting of multiple levels that enable them to write a math problem in. And overall, just having fun with the possibilities of what can be created!	
Summary of the Lesson: This lesson, like all of the mini projects, will only take a single class period (two in rare occurrences) to introduce and complete. I've found these projects helpful in the reoccurring situation that a virtual day, COVID spike, weather day, or holiday break interrupts the normal main project schedule. This project focuses on the continuous motor skills used in art and math activities, but more specifically on the accumulative methods of math that they have learned up until this point. This exercise can be used as an opportunity to enhance their favorite method(s), practice methods that they may be struggling with, or a combo of the two. Overall, it is an opportunity to reflect and resolve! They will begin by brainstorming what materials and/or theme they wish their castle(s) to consist out of. For example, various students created castles out of food, money, sports equipment, video game references, real-world issues, brick, wood, etc. Once they have an idea in mind they may begin drawing and coloring - The castles should include multiple tiers as to ensure enough room to write in various math problems. Once they have their castles drawn out, ask the students to think of a number (odd or even), draw a flag at the highest point of their castles, and write that number inside of the flag; This number will be the answer to all of the math problems that they decide to write. Any method of math may be used to get this number answer. 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

No prep for the teacher, other than making sure that the student's materials are ready at the start of class.

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

No prep for the teacher, other than reminding students of the proper steps for solving their problems as help is needed.

Artist

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

- Simplification
- Multiplication
- Division
- Addition
- Subtraction
- Decimals
- Fractions
- Digit
- Decimal Point
- Equivalent Decimal
- Geometry
- And much more through discussion

Teach: What will you do to teach the content?	
Teacher No prep for the teacher, other than providing in-class help while conducting the exercise.	Artist <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.
Support: What will you assign the students to complete and how will you support their learning?	
Teacher No prep for the teacher.	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.
Closure: What will we do to reinforce learning and close the lesson for today?	
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.	
Date to PAEP for approval:	