



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: Piece of the Fraction Pizza	
Number of classroom sessions for this project: 1 or 2 days for both groups.		
Date: March & April of 2022	Core content: Math / ELA (Circle one)	
Core Content Learning Objective: An opportunity to practice forms of circular geometry, as well as the conversion of fractions to decimals through simplifying. Students may also practice other forms of mathematics by observing the repetition of pizza toppings in order to create the fraction(s) to be converted.	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 varying pizza toppings, number of slices, and the accuracy of the fractions converted to decimals as their overall answer.	
Arts Learning Objective: An opportunity to practice circular geometry, drawing food as a form of imaginative still-life, practicing the idea of symmetry and asymmetry concerning how many slices/the shape of the pie if split down the middle, color interactions concerning the vibrant colors of toppings, etc.	Assessment: Based off of how well classroom instructions are followed within the classroom concerning materials, creativity, and the presentation of a concrete fraction to decimal pizza 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, 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 simplification of fractions to decimals, the continuation of geometry, and the idea of creating a collective image from multiple pieces. For this mini project the pizza can be made of anything (veggies, meat, candy, fruit, or other foods) - The crust may be round or square - Students may draw out the image or use construction paper to cut out all of the pieces. After looking at an example of a mathematical pizza and the completion of the usual warm-up, students may begin brainstorming ordinary OR extraordinary toppings to add to their pizzas. They are encouraged to use multiples of the same shapes, split and divide shapes to make them more versatile, and scatter them across their crusts to create a unique "Piece of the Fraction Pizza" ... They will begin by drawing or cutting out the shape of their pie crust(s), then divide the crust up into however many slices they choose. Once this is complete they will then start adding toppings to the slices (in any combo or groupings that they wish). Color may then be added. Once they have a clear and colorful visual of their pizza(s) they can create fractions based on how many slices have certain toppings out of the total number of slices within the pizza, which may then be converted into decimals. 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:

- Asymmetry
- Symmetry
- Multiplication
- Division
- Decimals
- Fractions
- Digit
- Decimal Point
- Equivalent Decimal
- Geometry

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:	