



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: Snowflake Multiplication	
Number of classroom sessions for this project: 1 day for both groups.		
Date: January of 2022	Core content: Math / ELA (Circle one)	
Core Content Learning Objective: An opportunity to practice multiplication in a roundabout way, as well as practicing the reading and organization of numbers in a clockwise pattern.	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 between using their clockwise bullseye patterns and math in order to come up with each answer.	
Arts Learning Objective: An opportunity to practice perspective concerning asymmetrical and symmetrical figures, such as a uniquely-shaped snowflake.	Assessment: Based off of how well classroom instructions are followed in order to achieve an asymmetrical or symmetrical snowflake design that is then colored or decorated. Just being as creative as possible to make a one of a kind snowflake even more so one of a kind to each student!	
Summary of the Lesson: This lesson, like all of the mini projects, will only take a single class period 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 multiplication, asymmetry, symmetry, and the clockwise organization of numbers. The students begin by drawing out a large snowflake, and then drawing a small bullseye target in the middle consisting of 2 circles. Once this is complete, they will choose any number and write it in the innermost center circle. Then in the second circle, they will write in the numbers 1-10 or 9) depending on how many they can fit). The multiplication can then begin by taking the center number, multiplying it by each number (moving clockwise) and for each answer they will write the numbers in the outermost points of the snowflake. This will allow them to look back, in order, which numbers are multiplied by which, and what each answer was. The students are then encouraged to color their snowflake or decorate around it afterwards.		



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
- Clockwise

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:	