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## Integrating the Fine Arts

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Integrating the Fine Arts

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## Integrating the Fine Arts

### **Background**

In recent years, funding for arts education in the United States is on the decline. As school districts face budget deficits, music and visual art programs are the first programs to be cut (Fang, 2013). Administrators who allocate funds in school districts typically view programs such as mathematics, reading, and science to be more essential than art or music. The State of Ohio has required classes in mathematics, social studies, science, and language arts. They are then able to choose elective courses, some of which are music, art, and movement. There is not enough funding to always provide every elective available. While I do not seek to explore where money in a federally-provided budget should be allocated, my hope is to explore why and how to keep arts in the schools when districts are faced with these cuts.

Integration is an increasingly popular and appropriate response to art programs being cut in schools. Integration entails the inclusion of art and music into the core subject classrooms' instruction. This is usually done through promoting learning by applying concepts taught in language arts, math, and science classes to projects in the arts. This idea is open to happening when the educators in core subject classes realize the important role that art and music can have on the development of students.

### **Literature Review**

There exists a body of knowledge which explains the importance of integrating the arts into the general education classroom. It has become more common that schools are finding it necessary to cut the funding for fine arts programs (namely art and music) from curriculums across the country, ignoring the academic benefits that the fine arts bring. For example, when presented with art and/or music, students are able to make stronger associations when learning

tasks. This makes it important that teachers, schools, and districts adopt and apply methods which push the fine arts to a more central position in the learning curriculum of all students.

The National Endowment for the Arts' *Learning Through the Arts* discusses and reviews the importance of the art integration in schools. The document reviews funding of the arts (specifically through grants and partnerships), research, and direct examples of successful integration in schools. In *Music and learning: Integrating music in the classroom*, Brewer follows this up by exploring ideas behind music integration in the classroom. Brewer lists the benefits of using music to enhance learning, by promoting memorization skills, improving attention spans and general attitudes, and allowing for best personal expression.

Julia Marshall's *Connecting Art, Learning, and Creativity: A Case for Curriculum Integration* explores connections between learning and creativity and the implications thereof. The main ideas existing in this article are that creativity (the fine arts), is similar to learning in that both are based on the general idea of making connections.

### **Why is Integration Necessary?**

In early childhood, the emergence of art education starts students on a path with a joy of learning (Grytting, 2000). When students learn to love the process of understanding, applying, and creating using what they know, it truly fosters a love with education. Grytting also discusses multiple intelligences. Having an arts-based education can reach students who are not typical learners, but those who are kinesthetic, tactile, and musical as well. Marshall (2005) makes the connection that integration can be implemented quite seamlessly, as both the arts and general education are rooted in the idea of making connections with the world around oneself. Marshall states that art integration "breaks down barriers of categorization which limit understanding within a discipline." This allows for even greater connections to be made while learning. Art

integration also has specific benefits in domains of academic, social-emotional, and reflection-based skills, too.

Academically, a part of what a child is able to learn has to do with motivation. The arts work to provide energy, as well as improving attention spans and attitudes in the classroom (Brewer, 1995). Another academic benefit to integration is that the arts (particularly music) can assist in memorization (Brewer, 1995). Silverstone (2018), a writer for the New England Board of Higher Education, makes a connection with an individuals' abilities to memorize lyrics or the beat in a song. Silverstone also goes on to list that certain arts can help to grow vocabularies and comprehension skills, as well as helping improve study habits. These include students studying complicated musical arrangements for enjoyment or learning how to play, and students using critical thinking skills to understand mediums of artwork. Outside of the classroom, field trips can influence what students can do. Field trips to art museums have been shown to display higher critical thinking skills in students (Greene & Inman, 2014). This is only the beginning as the arts provide routes to social skill growth and reflection too.

Looking at field trips to art museums: Inman and Green (2014) found a correlation between art museum field trips and increased empathy and tolerance for those unlike oneself. Music, on the other hand, was found to have opened up avenues for lots of teamwork and collaboration skills (Silverstone, 2018). This would also apply to art. Consider that many art and musical projects that students complete in non-core classes are oftentimes completed as group-work. This can also apply to integration of those subjects in general education classrooms. As far as reflection-based skills, simply put, the arts provide for higher reflection abilities (Grytting, 2000). Brewer (2005) adds that in addition to reflection, personal expression and creativity are

also increased, and Silverstone (2018) summarizes by describing the effect that reflection can have as making more well-rounded individuals.

### **How Should We Integrate These Subjects?**

When planning a curriculum which integrates the arts and general education, the important concept that must be grasped is that of connecting. Looking back to Marshall's view on art and learning being connected through the ideas of applications and connections, educators must connect and apply these fine arts topics into the core curriculum carefully. By highlighting both differences and similarities between the disciplines, educators need the understanding that this theme of connectedness is a common way in which children will actually learn content material taught through integration: through analogies, metaphors, and their existing schemas (Marshall, 2005).

Longtime educator Susan Barber provides helpful guidelines about how to plan lessons around integration of the arts. First, the arts should always be connected to a standard (Barber, 2015). Barber cautions that without the standards, arts integration becomes only arts and crafts. Next, the project at hand should reflect learning. It should showcase student achievement and understanding of core material. Barber believes that integration should involve student choice and autonomy in expression. She notes that educators should still have a rubric to be met, which will show proof of the connection between student academic achievement and the arts. Finally, the art projects should be shared. This will allow students to boost their self-esteem and confidence by displaying and explaining their creations and applications with peers.

While these theories and guidelines should aid in the potential creation of a lesson unit involving integration, the appendix lists three weeks-worth of lesson plans, which all adhere to the guidelines listed above. Please see the appendix for more information.

### **Case Examples**

While there are many cases of successful integration, there is one in particular, the creation of the Milwaukee Symphony Orchestra, that parallels this research. The Arts in Community Education, also known as ACE, partnered with the Orchestra and the Milwaukee school system to work towards the integration of the arts and core curriculum. Since 1991, ACE has provided schools with activities to assist in integration, and this program is now active in 24 public and private schools in greater Milwaukee. For example, in Kindergarten classes, creating a “Family of Music”, consisting of classroom roles of “composers, conductors, performers, and an audience” help the students to socialize and understand relationships in types of families. In fifth grade, “Ace Inventors” is a program which works to promote investigation and connections between arts, sciences, and history. There are different activities prepared by the ACE program for different grades every year. According to officials, this program has proven valuable in developing students’ skills in areas of communication, interpersonal, and conceptual thinking (Herbert, 2002).

### **Conclusion**

With school districts facing program cuts due to budget restrictions, and with the arts being the first programs to go: integration of the arts into the general education classroom is imperative. Even when programs are not being cut, integration is a positive tool, and can be essential in the classroom. Introducing art and music to the general education classroom has numerous benefits, ranging from academic, to social skill-related, to reflection and expression. Doing this can be simple, provided that educators stick to staying connected with the standards their state provides. They should also make sure to provide students with opportunity to choose what they create [pertaining to a rubric, of course] and giving them the opportunity to share what

they have created. Integration is a beneficial resource, one that educators should be taking advantage of more frequently.

**Appendix**

**a. First Week of Example Lesson Plans**

**Inclusive Early Childhood Lesson Plan Format**

**Week: 1**

**Day: 1**

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Language Arts				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

<b>Learning Target</b>	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>1. RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> <li>2. 3PR: Create artworks based on imagination and observation of familiar objects and scenes.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>1. Students will collaboratively complete a Venn Diagram comparing and contrasting two versions of a fairytale 1 out of 1 time.</li> <li>2. Students will use different drawing tools (crayons, pencils, and markers) to create a picture of their fairytale.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>1. To assess students, the teacher will simply observe that they are able to complete the task at hand and have an overall positive grasp of the subject of comparing as a class.</li> </ol>



	<p>2. The teacher will check to ensure that students have attempted to use the materials provided to create a picture of their fairytale.</p>
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Instructional Strategies	
<p><b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)</p>	<p>-Venn Diagram: a diagram of circles representing similarities and differences between two subjects -Fairytale: a children’s story about magical beings</p>
<p><b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners</p>	<p>UDL Strategies:</p> <p>-Presentation: Visual and auditory elements will be presented through the reading of the books.</p> <p>Expression: Visual and tactile elements will be provided for students to express their answers through the creation of a Venn Diagram.</p> <p>Engagement: Students will be engaged through peer interaction and large group teaching.</p>
<p><b>Classroom Management Strategies</b> (grouping, transitions, attention signals)</p>	<p>Grouping: Large Group; Individual</p> <p>Transitions: N/A</p> <p>Attention Signals: Verbal reminders</p>
<p><b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>Supplies:</p> <ul style="list-style-type: none"> <li>-Two “Cinderella” Books</li> <li>-9x12 Paper</li> <li>-Pencils</li> <li>-Crayons</li> <li>-Markers</li> </ul>

IEP/ RTI Student Support	
<p><b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b> For high-functioning learners: Learners could be separately presented with a triple Venn Diagram to fill out with three versions of the story.</p> <p><b>On-level learners:</b> For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b></p>

	For low-functioning learners: Learners may need an example or two written in for them under each section of the Venn Diagram to get them started in their thought process.
<b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)	-N/A
<b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)	-N/A

**Opening of the Lesson**

<b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b>	-To be able to participate in this lesson, students should be able to listen to a story.
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<b>Introduction Activity</b> (Include time allotted for activity)	Allotted Time: 5
	- Sit students down and ask them what their favorite fairytales are.

**Body of the Lesson**

	Allotted Time: 45 minutes
<b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)	<ol style="list-style-type: none"> <li>1. Teacher will read students the original story of Cinderella.</li> <li>2. Students will draw a scene of their choosing from the story.</li> <li>3. Teacher will read students a version of Cinderella from a different culture.</li> <li>4. Students will draw a scene of their choosing from the story.</li> <li>5. Students and Teacher will complete class Venn Diagrams comparing some of the pictures of the teacher's choosing.</li> </ol>

**Closing of the Lesson**

<b>Closing Activity: Review critical content.</b> Students share what they've learned.	Allotted Time: 5 minutes
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(Include Time Allotted for activity)	- Students and teacher will review the class diagram and point out the biggest similarities and differences.
<b>Preview next lesson.</b>	- For the next lesson, students will work with a triple Venn Diagram to compare three works.

<b>Enrichment</b>	
<b>Extend or enrich learning outside of formal instruction.</b>	- The students will be asked to think about how what they do at home is the same or different from what they do at school, using a Venn Diagram of sorts in their heads.

<b>Reflection</b>	
<b>Post-lesson thoughts</b>	- Not applicable.

Week: 1

Day: 2

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Mathematics				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

<b>Learning Target</b>	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>2.PR: Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.</li> </ol>



<p>lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>-Yard Sticks -Paper -Pencils</p>
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**IEP/ RTI Student Support**

<p><b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b> For high-functioning learners: Learners may be presented with an option to find objects that are “half of a foot” or “quarter of a foot”, etc.</p> <p><b>On-level learners:</b> For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b> For low-functioning learners: Learners may need to have specific objects set out ahead of time that they will need to look for that they will need to decide if it is one inch, one foot, or one yard.</p>
<p><b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	<p>-N/A</p>
<p><b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)</p>	<p>-N/A</p>

**Opening of the Lesson**

<p><b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b></p>	<p>-To be able to participate in this lesson, students should have a basic idea of how to measure things, as well as the difference between an inch, foot, and a yard.</p>
<p><b>Introduction Activity</b> (Include time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Ask students what units of measure they are most familiar with and have heard of.</li> </ul>

**Body of the Lesson**

<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO,</p>	<p style="text-align: right;">Allotted Time: 20 minutes</p>
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<p>what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	<ol style="list-style-type: none"> <li>1. Teacher will play “Inches, Feet, and Yards” song from YouTube. The teacher will wrote teach the song. Students will be asked to sing along and dance to the song after rote teaching is completed.</li> <li>2. Students will find objects in the classroom that measure one inch, one foot, and one yard and write them down.</li> </ol>
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**Closing of the Lesson**

<p><b>Closing Activity: Review critical content.</b> Students share what they’ve learned. (Include Time Allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- The class will reconvene to see what they’ve found and share with the rest of the class.</li> </ul>
<p><b>Preview next lesson.</b></p>	<ul style="list-style-type: none"> <li>- For the next lesson, students will work with weighted units of measure, such as ounces and pounds.</li> </ul>

**Enrichment**

<p><b>Extend or enrich learning outside of formal instruction.</b></p>	<ul style="list-style-type: none"> <li>- The students will be asked to bring in an object from home to share which is about one foot long.</li> </ul>
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**Reflection**

<p><b>Post-lesson thoughts</b></p>	<ul style="list-style-type: none"> <li>- Not applicable.</li> </ul>
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Week: 1

Day: 3

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander’s Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Science				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>2.LS.1: Living things cause changes on Earth.</li> <li>2.PR: Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>Students will collaboratively complete a chart consisting of things that living creatures need to survive 1 out of 1 time.</li> <li>Students will sing "Living Things" with accurate rhythm and pitch.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>To assess students, the teacher will simply observe that they are able to complete the task at hand and have an overall positive grasp of the subject of things a living organism needs to survive.</li> <li>Teacher will listen to ensure that students are singing with accurate rhythm and pitch.</li> </ol>

Instructional Strategies	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	<ul style="list-style-type: none"> <li>-Water: a colorless, transparent liquid that forms seas, lakes, rivers and rain</li> <li>-Nutrients: a substance providing nourishment for maintenance of life</li> <li>-Shelter: a place giving temporary protection from bad weather or danger</li> </ul>
<b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners	<p>UDL Strategies:</p> <ul style="list-style-type: none"> <li>-Presentation: Visual and auditory elements will be provided through the YouTube video.</li> <li>Expression: Students can express themselves auditorily through answering questions about what to fill in on the chart or in a tactile way by writing the answers in themselves.</li> <li>Engagement: Students will be engaged through large group participation.</li> </ul>
<b>Classroom Management Strategies</b> (grouping, transitions, attention signals)	<p>Grouping: Large Group</p> <p>Transitions: N/A</p>

	Attention Signals: Verbal reminders
<p><b>Materials and Resources List</b>                  Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>Supplies:                  -Paper                  -Marker                  -Internet Access (YouTube)</p>

IEP/ RTI Student Support	
<p><b>Differentiation:</b>                  (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b>                  For high-functioning learners: Learners can be asked to brainstorm other things that living things may need that are not necessarily included in the video, or to differentiate between the needs of humans, animals, and plants.</p> <p><b>On-level learners:</b>                  For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b>                  For low-functioning learners: Learners may need to be provided with something that living organisms may need or not need, and then prompted to tell whether or not living things need the mentioned object (example: “Do living things need water?” – “Yes!”).</p>
<p><b>Accommodations</b>                  (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	-N/A
<p><b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)</p>	-N/A

Opening of the Lesson	
<p><b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b></p>	<p>-To be able to participate in this lesson, students should have a basic idea of what kinds of factors of environments are living and non-living.</p>



<b>Introduction Activity</b> (Include time allotted for activity)	Allotted Time: 5 minutes
	<ul style="list-style-type: none"> <li>- Students will be asked as a pre-assessment of sorts what things they think living things need to survive.</li> </ul>

**Body of the Lesson**

	Allotted Time: 10 minutes
<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	<ol style="list-style-type: none"> <li>1. Students will listen to Jack Hartmann’s “Living Things” on YouTube.</li> <li>2. Students will be asked to sing along and dance after repetition. The teacher will rote teach the song. Students will be asked to sing along and dance to the song after rote teaching is completed.</li> <li>3. Class will create a chart consisting of the things that living organisms need, from the video.</li> </ol>

**Closing of the Lesson**

	Allotted Time: 5 minutes
<p><b>Closing Activity: Review critical content.</b> Students share what they’ve learned. (Include Time Allotted for activity)</p>	<ul style="list-style-type: none"> <li>- Students and teachers will review the chart together and compare what humans need versus what animals need.</li> </ul>
<p><b>Preview next lesson.</b></p>	<ul style="list-style-type: none"> <li>- For the next lesson, students will discuss why it is that living organisms need the resources that they do.</li> </ul>

**Enrichment**

<b>Extend or enrich learning outside of formal instruction.</b>	<ul style="list-style-type: none"> <li>- The students will be asked to think about what kinds of things their families provide for family pets while they are at home (or any animal if they do not have pets).</li> </ul>
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**Reflection**

<b>Post-lesson thoughts</b>	<ul style="list-style-type: none"> <li>- Not applicable.</li> </ul>
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Day: 4

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Mathematics				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>2.G.1: Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on number of sides or vertices.</li> <li>3PR: Create artworks based on imagination and observation of familiar objects and scenes.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>Students will color their shapes the correct designated colors to prove that they are correctly identified with 80 percent accuracy.</li> <li>Students will create the castle using the appropriate shapes listed.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>To assess this, the teacher should look at each students' "castle" when they are finished, and check to make sure that they colored all the shapes that they used in their drawing the correct color.</li> <li>The teacher will view to make sure that the students have used at least one of each shape type and used the correct denoted color to fill it in.</li> </ol>

Instructional Strategies	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	<ul style="list-style-type: none"> <li>-Triangle: a plane figure with three straight sides and three angles</li> <li>-Quadrilateral: a four-sided figure</li> <li>-Pentagon: a five-sided figure</li> <li>-Hexagon: a six-sided figure</li> <li>-Stencil: a thin plastic sheet with patterns or letters cut out of it</li> </ul>

<p><b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners</p>	<p>UDL Strategies:</p> <p>-Presentation: Visual and auditory components can be given if the students need reminders of descriptions of what the shapes look like/how many sides they have.</p> <p>Expression: Students can express themselves visually or through tactile means by creation of their “castle”.</p> <p>Engagement: Students will be engaged through creation of their art design independently.</p>
<p><b>Classroom Management Strategies</b> (grouping, transitions, attention signals)</p>	<p>Grouping: Individual</p> <p>Transitions: N/A</p> <p>Attention Signals: Verbal reminders</p>
<p><b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>Supplies:</p> <ul style="list-style-type: none"> <li>-Paper</li> <li>-Pencils</li> <li>-Triangle Stencil</li> <li>-Square Stencil</li> <li>-Pentagon Stencil</li> <li>-Hexagon Stencil</li> </ul>

<p><b>IEP/ RTI Student Support</b></p>	
<p><b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b> For high-functioning learners: Learners may need more of a challenge with using octagons, nonagons, and/or decagons in addition to the listed shapes.</p> <p><b>On-level learners:</b> For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b> For low-functioning learners: Learners may need stencils provided of the basic shapes listed in order to help remind them how the shapes are formed.</p>
<p><b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	<p>-N/A</p>

<b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)	-N/A
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**Opening of the Lesson**

<b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b>	-To be able to participate in this lesson, students should have a basic idea of what the different shapes look like.
<b>Introduction Activity</b> (Include time allotted for activity)	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Teacher will call students up to the board to draw certain shapes to review with the class.</li> </ul>

**Body of the Lesson**

<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	Allotted Time: 45 minutes
	<ol style="list-style-type: none"> <li>1. Have students write the words “Triangle, Quadrilateral, Pentagon, and Hexagon on one side of a blank paper.</li> <li>2. Have students denote a color to pair with each of the shapes.</li> <li>3. Students will draw a castle on the other side of the paper, using only the four shapes listed above.</li> <li>4. Students will color in each shape with the color that they had previously denoted on the flip side of the paper.</li> </ol>

**Closing of the Lesson**

<b>Closing Activity: Review critical content.</b> Students share what they've learned. (Include Time Allotted for activity)	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Students will take turns coming up by table/desk grouping and sharing their creations with the class.</li> </ul>
<b>Preview next lesson.</b>	<ul style="list-style-type: none"> <li>- For the next lesson, students will work with identifying more complex shapes (octagon, nonagon, and decagon).</li> </ul>

**Enrichment**

<b>Extend or enrich learning outside of formal instruction.</b>	<ul style="list-style-type: none"> <li>- The students will be asked to look at their house when they go home and think about what kinds</li> </ul>
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	of shapes go into making it (gables are triangles, for example).
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Reflection	
<b>Post-lesson thoughts</b>	- Not applicable.

Week: 1

Day: 5

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Language Arts				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>1. RL.2.2.b: Retell stories, including fables and folktales from diverse cultures.</li> <li>2. 1PR: Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>1. Students will accurately describe to their peers the fable in which the student chose to create a collage of, 1 out of 1 time.</li> <li>2. Students will create a collage demonstrating skill and craft in the use of art tools.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>1. To assess, teachers should observe while students are presenting, and mark down whether each student was successful or not in retelling the story accurately (accurate subject to teacher discretion).</li> <li>2. Informally, the teacher will listen to students and interject to help them attain proper pitch and rhythm as needed.</li> </ol>

Instructional Strategies	
<p><b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)</p>	<p>-Fable: a short story, typically with animals as characters, conveying a moral</p> <p>-Collage: a piece of art made by sticking various materials on to a backing</p>
<p><b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners</p>	<p>UDL Strategies:</p> <p>-Presentation: Visual and auditory elements are provided through the teacher reading the books to their students.</p> <p>Expression: Visual and tactile elements of expression are available for students through creation of their collage, as well as auditory when retelling their story.</p> <p>Engagement: Students will be engaged by both large and small group activities.</p>
<p><b>Classroom Management Strategies</b> (grouping, transitions, attention signals)</p>	<p>Grouping: Small Group</p> <p>Transitions: Students will be called over to the center by name while they are rotating during a center-based instructional period</p> <p>Attention Signals: Verbal reminders</p>
<p><b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>Supplies:</p> <ul style="list-style-type: none"> <li>-Cardstock</li> <li>-Paper</li> <li>-Glue</li> <li>-Pencils</li> <li>-Markers</li> <li>-Crayons</li> <li>-Scissors</li> <li>-Glitter</li> <li>-Straws</li> <li>-Tissue Paper</li> <li>-Pipe Cleaners</li> <li>-Buttons</li> <li>-Fabric Scraps</li> <li>-Cotton Balls</li> </ul>

<p><b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b> For high-functioning learners: Learners can be instructed to think of their own folktale to base their collage on after a few are read to them.</p> <p><b>On-level learners:</b> For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b> For low-functioning learners: Learners may need to view an individual picture in one of the presented folktales in order to recreate it via a collage.</p>
<p><b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	<p>-N/A</p>
<p><b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)</p>	<p>-N/A</p>

Opening of the Lesson	
<p><b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b></p>	<p>-To be able to participate in this lesson, students should have a basic idea of how to follow along in a story.</p>
<p><b>Introduction Activity</b> (Include time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Students will be asked to identify their favorite fable and can tell the class why.</li> </ul>

Body of the Lesson	
<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 1 hour</p> <ol style="list-style-type: none"> <li>1. Teacher will read several fables with groups of students during center rotations.</li> <li>2. Students will receive materials to create a collage.</li> <li>3. Students will create a collage of an important scene from their fable or folktale and share it with their table groups, by retelling the story.</li> </ol>

Closing of the Lesson	
<b>Closing Activity: Review critical content.</b> Students share what they've learned. (Include Time Allotted for activity)	Allotted Time: 5 minutes - Students can share their collages with the class by putting them on display on the wall.
<b>Preview next lesson.</b>	- For the next lesson, students will work with writing short versions of their own fables.

Enrichment	
<b>Extend or enrich learning outside of formal instruction.</b>	- The students will be asked to think about how the fable that they chose to recreate could have a different ending, and what that might look like.

Reflection	
<b>Post-lesson thoughts</b>	- Not applicable.

**b. Second Week of Example Lesson Plans**

**Inclusive Early Childhood Lesson Plan Format**

Week: 2

Day: 1

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Language Arts				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	1. W.2.3: Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event



	<p>order, and provide a sense of closure.</p> <p>2. 3RE: Discuss how music communicates feelings, moods, images, and meanings.</p>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>1. Students will complete a reflection-based writing prompt of their own choosing, at least 5 sentences long, while listening to a music track, 1 out of 1 time.</li> <li>2. Students will listen attentively to the music while collecting their reflective thoughts. Students will then share these thoughts with their peers in table groups.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>1. To assess this, the teacher should read each student's reflection entry and make sure that each student has written at least a 5-sentence paragraph.</li> <li>2. The teacher will make sure that during the playing, students are listening and not distracted by other things in the classroom.</li> </ol>

<b>Instructional Strategies</b>	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	<p>-Reflection: serious thought or consideration</p> <p>-Instrumental: performed with instruments and no vocals</p>
<b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners	<p>UDL Strategies:</p> <p>-Presentation: Auditory and visual components of presentation through a YouTube video.</p> <p>Expression: Tactile and visual elements of expression through writing and creation of a story/narrative.</p> <p>Engagement: Students should be engaged by working individually for a short period of time.</p>
<b>Classroom Management Strategies</b> (grouping, transitions, attention signals)	<p>Grouping: Individual</p> <p>Transitions: N/A</p> <p>Attention Signals: Verbal reminders</p>
<b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the	<p>Supplies:</p> <ul style="list-style-type: none"> <li>-Internet Access (YouTube)</li> <li>-Journals</li> <li>-Pencils</li> </ul>

<p>end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	
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**IEP/ RTI Student Support**

<p><b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b> For high-functioning learners: Learners could be asked to reflect on what they think the artist who composed the song was thinking when he or she composed the song.</p> <p><b>On-level learners:</b> For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b> For low-functioning learners: Learners may need to be offered a picture to also help them brainstorm what to write.</p>
<p><b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	<p>-N/A</p>
<p><b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)</p>	<p>-N/A</p>

**Opening of the Lesson**

<p><b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b></p>	<p>-To be able to participate in this lesson, students should be able to imagine an image without a picture.</p>
<p><b>Introduction Activity</b> (Include time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <p>- Talk to students about the difference between an instrumental track and a vocal track.</p>

**Body of the Lesson**

<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO?</p>	<p style="text-align: right;">Allotted Time: 10 minutes</p>
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<p>Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	<ol style="list-style-type: none"> <li>1. Have students listen to an instrumental track (“The Bridge of Khazad Dum” from Lord of the Rings, for suggestion).</li> <li>2. During the playing of the song, students should simply reflect and write what they feel in a journal.</li> <li>3. Teacher should allow for several minutes for students to finish up after the song concludes. While the students are finishing up, the song should be played through again for students to finish and check their work.</li> </ol>
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Closing of the Lesson	
<p><b>Closing Activity: Review critical content.</b> Students share what they’ve learned. (Include Time Allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Have willing students share their journal reflections in table groups.</li> </ul>
<p><b>Preview next lesson.</b></p>	<ul style="list-style-type: none"> <li>- For the next lesson, students will listen to a new song for the same purpose.</li> </ul>

Enrichment	
<p><b>Extend or enrich learning outside of formal instruction.</b></p>	<ul style="list-style-type: none"> <li>- The students will be asked to try and think about and brainstorm what the composer of the song might have been thinking when he wrote the song.</li> </ul>

Reflection	
<p><b>Post-lesson thoughts</b></p>	<ul style="list-style-type: none"> <li>- Not applicable.</li> </ul>

Week: 2

Day: 2

<p><b>Name</b></p>	<p>Cole Alexander</p>
<p><b>Subject/Learner</b></p>	<p>Cole Alexander’s Elementary Classroom</p>
<p><b>Content Focus (Unit Theme)</b></p>	<p>Mathematics</p>

<b>Date of Lesson</b>	<b>N/A</b>	<b># of Students</b>	<b>N/A</b>	<b>AM/PM All day</b>	<b>N/A</b>
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<b>Learning Target</b>	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>2.NBT.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</li> <li>4PR: Improvise and compose simple rhythmic and melodic phrases.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>Students will replace the tens value with the appropriate hundreds value in the given worksheet, with 90 percent accuracy.</li> <li>Students will sing the newly created song following the appropriate tune and rhythm.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>To assess this, the teacher should review each student's "replacement song" and award points based on the students achieving 90 percent accuracy with substitution (e.g. 20 replaced with 200).</li> <li>The teacher will listen to ensure that students are following along to the singing with appropriate rhythm and melody, jumping in to assist them as needed.</li> </ol>

<b>Instructional Strategies</b>	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	-Ten's Place: the place two to the left of the decimal point -Hundred's Place: the place three to the left of the decimal point -Compose: write or create
<b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners	UDL Strategies:  -Presentation: Visual and auditory components for presentation through the YouTube video.  Expression: Visual and tactile components for expression through the writing of the new song, auditory component of expression for singing.

	Engagement: Students can work in large or small groups to stay engaged.
<b>Classroom Management Strategies</b> (grouping, transitions, attention signals)	Grouping: Large Group Transitions: N/A Attention Signals: Verbal reminders
<b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.	Supplies: -Internet Access (YouTube) -Paper -Pencils

IEP/ RTI Student Support	
<b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)	<p><b>High-functioning learners:</b> For high-functioning learners: Learners might be tasked with furthering the song into the thousands or tens thousands column to work with an even bigger place value.</p> <p><b>On-level learners:</b> For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b> For low-functioning learners: Learners might need teacher prompting to remind them about how many zeroes go behind the hundreds place in hundred-value numbers.</p>
<b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)	-N/A
<b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)	-N/A

**Opening of the Lesson**

<b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b>	-To be able to participate in this lesson, students should have a basic idea of adding and subtracting in the tens digit.
<b>Introduction Activity</b> (Include time allotted for activity)	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Teacher should review some basic addition and subtraction facts with the students.</li> </ul>

**Body of the Lesson**

<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 20 minutes</p> <ol style="list-style-type: none"> <li>1. Students will listen to Jack Hartmann’s “Count By 10’s” on YouTube. Note: they will not necessarily be learning the song as the lyrics will be slightly changed on their new composition anyway, but they are listening to become familiar with the tune and rhythm of the song.</li> <li>2. Teacher will provide students with a sheet of paper containing the lyrics, but each 10 value in the song (10, 20, 30; so on) will be blanked out.</li> <li>3. Students will be responsible for replacing the blanked-out lyrics with 100 values (10 becomes 100, 20 becomes 200, etc).</li> <li>4. Students will again be directed to sing the song once through the way it is performed by Jack Hartmann, echoing the teacher.</li> <li>5. The second time, students should be directed to sing an echo of the teacher where the 10s, 20s, and 30s are replaced by corresponding hundred values.</li> </ol>
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**Closing of the Lesson**

<p><b>Closing Activity: Review critical content.</b> Students share what they’ve learned. (Include Time Allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 10 minutes</p> <ul style="list-style-type: none"> <li>- Students and teacher will sing the new song out loud together, echoing the teacher line by line.</li> </ul>
<p><b>Preview next lesson.</b></p>	<ul style="list-style-type: none"> <li>- For the next lesson, students will work with the thousands place.</li> </ul>

**Enrichment**

<b>Extend or enrich learning outside of formal instruction.</b>	<ul style="list-style-type: none"> <li>- The students will be asked to try and think of dance moves for the song while they are away from school. This will keep them thinking about the song.</li> </ul>
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Reflection	
<b>Post-lesson thoughts</b>	<ul style="list-style-type: none"> <li>- Not applicable.</li> </ul>

Week: 2

Day: 3

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Science				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>1. 2.LS.2: All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today.</li> <li>2. 3PR: Create artworks based on imagination and observation of familiar objects and scenes.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>1. Students will place living things on the correct side of their created biome, and non-living things on the correct side of their created biome, with 80 percent accuracy.</li> <li>2. Students will use cutouts from popular nature magazines to create their biomes.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>1. To assess this, the teacher should observe each student's project and count the correct placed living and non-living things and compare it to incorrectly placed living and non-living things.</li> </ol>

	2. The teacher will check to ensure that pictures are carefully cut out and pasted.
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Instructional Strategies	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	-Biome: a large naturally occurring community of flora and fauna occupying a habitat -Biotic: living -Abiotic: non-living
<b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners	UDL Strategies:  -Presentation: Visual component of presentation by an example chart being shown.  Expression: Visual, tactile components of expression through students creating their own chart of living and non-living things.  Engagement: Students can work individually or in pairs to stay engaged.
<b>Classroom Management Strategies</b> (grouping, transitions, attention signals)	Grouping: Individual  Transitions: N/A  Attention Signals: Verbal reminders
<b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.	Supplies: -Paper -Pencils -National Geographic Magazines -Scissors

IEP/ RTI Student Support	
<b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)	<b>High-functioning learners:</b> For high-functioning learners: Learners may need to be challenged by using magazines that may not have as many elements to cut out pictures (like <i>Time</i> magazine) so that they are challenged to look more closely.  <b>On-level learners:</b> For on-level learners: Keep lesson as it is.



	<p><b>Low-Functioning learners:</b>                  For low-functioning learners: Learners may not be able to pick out pictures from a magazine and may need some pictures pre-cut for them, where they will only have to determine if the pre-cut item is living or non-living.</p>
<p><b>Accommodations</b>                  (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	-N/A
<p><b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)</p>	-N/A

**Opening of the Lesson**

<p><b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b></p>	-To be able to participate in this lesson, students should have a basic idea of what things are biotic and abiotic.
<p><b>Introduction Activity</b>                  (Include time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 10 minutes</p> <ul style="list-style-type: none"> <li>- Teacher will read a book called "What's Alive?" by Kathleen Weidner Zoehfeld</li> </ul>

**Body of the Lesson**

<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 30 minutes</p> <ol style="list-style-type: none"> <li>1. Teacher will give students a blank paper that is divided into two sides. One side will be labeled Living Things, while the other will be labeled Non-Living Things.</li> <li>2. Students will construct a scene from a biome of their choosing, while only placing living and non-living things on the correct sides.</li> <li>3. This will be done using magazines from national geographic or something similar.</li> </ol>
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**Closing of the Lesson**

<p><b>Closing Activity: Review critical content.</b> Students share what they've learned.</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Students will share their creations with the class.</li> </ul>
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(Include Time Allotted for activity)	
<b>Preview next lesson.</b>	- For the next lesson, students will work with what organisms live and do not live in certain biomes.

<b>Enrichment</b>	
<b>Extend or enrich learning outside of formal instruction.</b>	- The students will be asked to think about what living and non-living things they have in their home.

<b>Reflection</b>	
<b>Post-lesson thoughts</b>	- Not applicable.

Week: 2

Day: 4

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Mathematics				
<b>Date of Lesson</b>	<b>N/A</b>	<b># of Students</b>	<b>N/A</b>	<b>AM/PM All day</b>	<b>N/A</b>

<b>Learning Target</b>	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>2.G.1: Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on the number of sides or vertices.</li> <li>4PR: Improvise and compose simple rhythmic and melodic phrases.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>Students will do the correct motion corresponding with the shown shape with 100% accuracy.</li> <li>See above.</li> </ol>

<p><b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence</p>	<ol style="list-style-type: none"> <li>1. To assess this, the teacher will need to carefully watch the students to make sure that they all seem to be doing the correct motion to the corresponding shape shown. If the teacher notices an individual or a group of individuals lagging behind their peers, they should make a mental note to provide extra reinforcement as a follow-up.</li> <li>2. See above.</li> </ol>
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<p style="text-align: center;"><b>Instructional Strategies</b></p>	
<p><b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)</p>	<ul style="list-style-type: none"> <li>-Triangle: a plane figure with three straight sides and three angles</li> <li>-Quadrilateral: a four-sided figure</li> <li>-Pentagon: a five-sided figure</li> <li>-Hexagon: a six-sided figure</li> <li>-Beat: a rhythmic unit in music</li> <li>-Rhythm: a repeated pattern of movement or sound</li> </ul>
<p><b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners</p>	<p>UDL Strategies:</p> <ul style="list-style-type: none"> <li>-Presentation: Visual, auditory elements through flipping through the shape cards.</li> <li>Expression: Visual and auditory elements through viewing the shape cards and responding; kinesthetic element through dance moves.</li> <li>Engagement: Students getting up and moving in a large group will help them stay engaged.</li> </ul>
<p><b>Classroom Management Strategies</b> (grouping, transitions, attention signals)</p>	<p>Grouping: Large Group</p> <p>Transitions: N/A</p> <p>Attention Signals: Verbal reminders</p>
<p><b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>Supplies:</p> <ul style="list-style-type: none"> <li>-Picture of triangle</li> <li>-Picture of quadrilateral</li> <li>-Picture of pentagon</li> <li>-Picture of hexagon</li> </ul>

<p><b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b> For high-functioning learners: Learners may be challenged with more complex movements and shapes in an isolated activity later on.</p> <p><b>On-level learners:</b> For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b> For low-functioning learners: Learners may to have a key for which shape correlates to which movement written/drawn on the board behind the teacher while they are participating.</p>
<p><b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	<p>-N/A</p>
<p><b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)</p>	<p>-N/A</p>

Opening of the Lesson	
<p><b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b></p>	<p>-To be able to participate in this lesson, students should have a basic idea of how to identify shapes.</p>
<p><b>Introduction Activity</b> (Include time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Students will be asked to clap, stomp, snap, and dance to ensure that they all know how to do those things. Substitutions can be made if students are unable to snap, for example.</li> </ul>

Body of the Lesson	
<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 25 minutes</p> <ol style="list-style-type: none"> <li>1. Students will be instructed to do the following: clap every time they see a triangle, stomp for a quadrilateral, snap for a pentagon, and dance for a hexagon.</li> <li>2. The teacher will have laminated sheets of paper containing the four shapes and will flash through</li> </ol>

	<p>them in a predictable order which will create the following rhythmical pattern: /stomp, clap, clap, snap/ - /snap, clap, dance/.</p> <ol style="list-style-type: none"> <li>3. At first, there should be only one shape per sheet. Later on, two shapes should be shown per page, then three—all the way up to four.</li> <li>4. The students will move according to the shape that they see. Over time, a beat will be produced for the students to follow, as stated above.</li> </ol>
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Closing of the Lesson	
<b>Closing Activity: Review critical content.</b> Students share what they've learned. (Include Time Allotted for activity)	Allotted Time: 5 minutes
	<ul style="list-style-type: none"> <li>- Students will be asked to make up a new sound to do for octagons and nonagons.</li> </ul>
<b>Preview next lesson.</b>	<ul style="list-style-type: none"> <li>- For the next lesson, students will be introduced to more intermediate shapes, such as octagons and nonagons and decagons.</li> </ul>

Enrichment	
<b>Extend or enrich learning outside of formal instruction.</b>	<ul style="list-style-type: none"> <li>- The students will be asked to bring in something that is one of the shapes we discussed from their home.</li> </ul>

Reflection	
<b>Post-lesson thoughts</b>	<ul style="list-style-type: none"> <li>- Not applicable.</li> </ul>

Week: 2

Day: 5

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Language Arts				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>1. W.2.1: Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</li> <li>2. 4RE: Share their personal interpretations of the meanings conveyed in various works of art.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>1. Students will write at least 5 sentences describing what they thought that the author felt when creating their artwork, 1 out of 1 time.</li> <li>2. See above.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>1. To assess this, the teacher should check to make sure that each student has written five thoughtful sentences pertaining to their reasoning behind the artist's creation of the art displayed.</li> <li>2. See above.</li> </ol>

Instructional Strategies	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	-Abstract: existing in thought or as an idea but not having concrete existence
<b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners	<p>UDL Strategies:</p> <p>-Presentation: Visual presentation through the showcasing of the chosen art.</p> <p>Expression: Visual and tactile expression through writing, and auditory expression through sharing out with their tables.</p> <p>Engagement: Students working individually and in small groups should help with engagement.</p>
<b>Classroom Management Strategies</b> (grouping, transitions, attention signals)	<p>Grouping: Small Group</p> <p>Transitions: N/A</p> <p>Attention Signals: Verbal reminders</p>

<p><b>Materials and Resources List</b>                  Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>Supplies:                  -Piece of Abstract Art                  -Pencils                  -Paper</p>
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**IEP/ RTI Student Support**

<p><b>Differentiation:</b>                  (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b>                  For high-functioning learners: Learners could be shown two pieces of abstract art and asked to conduct the below activity in a way that they would be comparing and contrasting the two arts.</p> <p><b>On-level learners:</b>                  For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b>                  For low-functioning learners: Learners may need to be provided a basic idea about what picture the abstract art could represent in order to begin focusing their thinking and turning it into writing.</p>
<p><b>Accommodations</b>                  (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	<p>-N/A</p>
<p><b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)</p>	<p>-N/A</p>

**Opening of the Lesson**

<p><b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b></p>	<p>-To be able to participate in this lesson, students should have a basic idea of how to reflect on a visual.</p>
<p><b>Introduction Activity</b>                  (Include time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <p>- Students will be shown a piece of abstract art (a painting) for one minute.</p>

Body of the Lesson	
<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ol style="list-style-type: none"> <li>1. Students will be asked think about why the artist may have decided to create what they did, or about what it is that they have created.</li> <li>2. After the minute is up, students will have a few minutes to finish writing to reflect on what the artist’s ideas were.</li> </ol>

Closing of the Lesson	
<p><b>Closing Activity: Review critical content.</b> Students share what they’ve learned. (Include Time Allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Students will share their ideas at their grouped tables.</li> </ul>
<p><b>Preview next lesson.</b></p>	<ul style="list-style-type: none"> <li>- For the next lesson, students will be shown two pieces of abstract art and write about how they are the same or different.</li> </ul>

Enrichment	
<p><b>Extend or enrich learning outside of formal instruction.</b></p>	<ul style="list-style-type: none"> <li>- Students will be asked to think about how the art made them feel, and to write about their emotions. Students could also work with their table groups to work together to write a story.</li> </ul>

Reflection	
<p><b>Post-lesson thoughts</b></p>	<ul style="list-style-type: none"> <li>- Not applicable.</li> </ul>

**c. Third Week of Example Lesson Plans**

**Inclusive Early Childhood Lesson Plan Format**

**Week: 3**

**Day: 1**

<b>Name</b>	Cole Alexander
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<b>Subject/Learner</b>	Cole Alexander’s Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Language Arts				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM</b> All day	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>1. SL.2.2: Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats.</li> <li>2. 3PR: Create artworks based on imagination and observation of familiar objects and scenes.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>1. Students will describe their composition with peers 1 out of 1 time.</li> <li>2. The students will work with scissors and glue to create a familiar scene.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>1. To assess this, the teacher should walk around the room and listen to student’s descriptions of their artwork, aiding them in finding the right words if the student seems to be stuck at a standstill while describing.</li> <li>2. The teacher will ensure that the students are cutting out the correct shapes and gluing them with appropriate amounts of glue to their “familiar scene”.</li> </ol>

Instructional Strategies	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	-Scene: the place where an incident in real life or fiction occurs
<b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners	<p>UDL Strategies:</p> <p>-Presentation: Visual and auditory components through the teacher reading the book.</p> <p>Expression: Visual and tactile components through the creation of a “familiar scene” by shapes; auditory through sharing with peers.</p>

	Engagement: Students working individually and in small groups should provide for engagement.
<b>Classroom Management Strategies</b> (grouping, transitions, attention signals)	Grouping: Individual; Large Group  Transitions: Students will be asked to come to the front of the classroom to present their created picture individually  Attention Signals: Verbal reminders
<b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.	Supplies: -“Out of Shapes” by Ashley G -Construction Paper -Glue -Scissors -Markers -Crayons -Pencils

IEP/ RTI Student Support	
<b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)	<b>High-functioning learners:</b> For high-functioning learners: Learners may need to experiment with more complex shapes rather than simple ones to build their recreated “scene”.  <b>On-level learners:</b> For on-level learners: Keep lesson as it is.  <b>Low-Functioning learners:</b> For low-functioning learners: Learners may need to have stencils or shapes pre-cut for them to use in recreating their scene.
<b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)	-N/A
<b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)	-N/A

Opening of the Lesson	
<b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b>	-To be able to participate in this lesson, students should have a basic idea of identifying beginner shapes.
<b>Introduction Activity</b> (Include time allotted for activity)	Allotted Time: 10 minutes
	- Teacher will read aloud “Out of Shapes” by Ashley G.

Body of the Lesson	
<b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)	Allotted Time: 30 minutes
	1. Students will cut simple shapes out of construction paper, and glue them to a new sheet of paper to create a scene familiar to them (their bedroom, their family, etc.).

Closing of the Lesson	
<b>Closing Activity: Review critical content.</b> Students share what they’ve learned. (Include Time Allotted for activity)	Allotted Time: 5 minutes
	- Students will share with the class, or in small groups.
<b>Preview next lesson.</b>	- For the next lesson, students will be working with more intermediate shapes, such as octagons, nonagons, and decagons.

Enrichment	
<b>Extend or enrich learning outside of formal instruction.</b>	- The students will be asked to look around them in the classroom throughout the day and think about what shapes exist around them.

Reflection	
<b>Post-lesson thoughts</b>	- Not applicable.

Week: 3

Day: 2

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Mathematics				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> <li>1CE: Identify patterns of same and different phrases in simple poems and songs.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>Students will perform the correct dance move in correlation with addition (going up) or subtraction (going down) as a class, 20 out of 20 times.</li> <li>Students will dance with the correct motion in the pattern in the video.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>To assess this, the teacher will need to carefully watch the students to make sure that they all seem to be doing the correct motion to the corresponding addition or subtraction shown. If the teacher notices an individual or a group of individuals lagging behind their peers, they should make a mental note to provide extra reinforcement as a follow-up.</li> <li>The teacher will informally observe the students to ensure that they are trying their best to complete the correct movement.</li> </ol>

Instructional Strategies	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	-Addition: putting two things together -Subtraction: taking two things apart -Dance: move rhythmically to music
<b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners	UDL Strategies:

	<p>-Presentation: Visual and auditory components through the use of a YouTube video.</p> <p>Expression: Kinesthetic component through creation of the dance moves; auditory through singing.</p> <p>Engagement: Moving in a large group should help with engagement.</p>
<p><b>Classroom Management Strategies</b> (grouping, transitions, attention signals)</p>	<p>Grouping: Large Group</p> <p>Transitions: N/A</p> <p>Attention Signals: Verbal reminders</p>
<p><b>Materials and Resources List</b>                  Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>Supplies:                  -Internet Access (YouTube)</p>

IEP/ RTI Student Support	
<p><b>Differentiation:</b>                  (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b>                  For high-functioning learners: Learners could be challenged by asking them to think about what would happen if you added 5 or 15 instead of 10.</p> <p><b>On-level learners:</b>                  For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b>                  For low-functioning learners: Learners may need a number line on display to see and process whether the new value is higher or lower than previously listed one.</p>
<p><b>Accommodations</b>                  (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	<p>-N/A</p>
<p><b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)</p>	<p>-N/A</p>

Opening of the Lesson	
<b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b>	-To be able to participate in this lesson, students should have a basic idea of addition and subtraction in the tens place.
<b>Introduction Activity</b> (Include time allotted for activity)	Allotted Time: 5 minutes  - Have students review Jack Hartmann’s “10 More, 10 Less” on YouTube (a song that they should be familiar with prior to this lesson to make the lesson flow more smoothly).

Body of the Lesson	
<b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)	Allotted Time: 15 minutes  1. Teacher and students will work together to make up a fun dance move for each time the value increases by 10, and for each time the value decreases by 10. 2. Students will practice using the new dance moves to the song.

Closing of the Lesson	
<b>Closing Activity: Review critical content.</b> Students share what they’ve learned. (Include Time Allotted for activity)	Allotted Time: 5 minutes  - Students will review some basic addition and subtractions facts as a class in the tens place.
<b>Preview next lesson.</b>	- For the next lesson, students will work with adding values of 5 (and subsequently, could work with values of 15).

Enrichment	
<b>Extend or enrich learning outside of formal instruction.</b>	- The students will be asked to be thinking about what kinds of situations outside of school they might need to know how to add or subtract for.

Reflection	
<b>Post-lesson thoughts</b>	- Not applicable.

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Week: 3

Day: 3

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander’s Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Science				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>2.LS.2: All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today.</li> <li>1PR: Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>Students will correctly identify the living things in their biome by applying color with 90 percent accuracy.</li> <li>Students will use several tools such as crayons, pencils, and markers to create a monochrome creation, and fill it with color after.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>To assess this, the teacher should review each student’s artwork to assure that at least 90 percent of the living things are colored in.</li> <li>The teacher will ensure by observation that students are working with the appropriate tools to complete their project.</li> </ol>

Instructional Strategies	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	-Biome: a large naturally occurring community of flora and fauna occupying a habitat -Biotic: living

	<p>-Abiotic: non-living                  -Monochrome: a picture made using varying tones of one color</p>
<p><b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners</p>	<p>UDL Strategies:</p> <p>-Presentation: Visual component could be provided through a teacher-made example.</p> <p>Expression: Visual and tactile components through the creation of their biome.</p> <p>Engagement: Working individually with new materials should keep students engaged.</p>
<p><b>Classroom Management Strategies</b> (grouping, transitions, attention signals)</p>	<p>Grouping: Individual</p> <p>Transitions: N/A</p> <p>Attention Signals: Verbal reminders</p>
<p><b>Materials and Resources List</b>                  Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>Supplies:</p> <ul style="list-style-type: none"> <li>-Paper</li> <li>-Pencils</li> <li>-Crayons</li> <li>-Markers</li> </ul>

IEP/ RTI Student Support	
<p><b>Differentiation:</b>                  (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b>                  For high-functioning learners: Learners may be tasked with choosing a specific biome and trying to fill it only with things which would naturally live/exist there.</p> <p><b>On-level learners:</b>                  For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b>                  For low-functioning learners: Learners may need to have living and non-living things placed for them and they may only need to cover things will glitter.</p>
<p><b>Accommodations</b>                  (environmental or instructional adaptations to assist the learner)</p>	<p>-N/A</p>



to access the curriculum as required by IEP or 504 plan)	
<b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)	-N/A

**Opening of the Lesson**

<b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b>	-To be able to participate in this lesson, students should have a basic idea of abiotic and biotic factors.
<b>Introduction Activity</b> (Include time allotted for activity)	Allotted Time: 5 minutes
	- Have students discuss what kinds of things they can see in the classroom that are living or non-living (would help if there was a class pet).

**Body of the Lesson**

<b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)	Allotted Time: 40 minutes
	<ol style="list-style-type: none"> <li>1. Have students draw a setting filled with living and non-living things on a blank sheet of paper. Have them use only pencil to keep their creations black and white.</li> <li>2. When they are done, students will use colored pencils to give color and a sense of "life" to all of the living things in their drawing.</li> </ol>

**Closing of the Lesson**

<b>Closing Activity: Review critical content.</b> Students share what they've learned. (Include Time Allotted for activity)	Allotted Time: 5 minutes
	- Students can share what they have made with their table group.
<b>Preview next lesson.</b>	- For the next lesson, students will work on placing animals and plants and nonliving factors in the biomes only where they belong naturally.

**Enrichment**

<b>Extend or enrich learning outside of formal instruction.</b>	- The students will be asked to go home and think about biomes for animals (forest, river, ocean, desert).
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Reflection	
<b>Post-lesson thoughts</b>	- Not applicable.

Week: 3

Day: 4

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Mathematics				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM All day</b>	N/A

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>2.OA.2: Fluently add and subtract within 20 using mental strategies.</li> <li>3PR: Create artworks based on imagination and observation of familiar objects and scenes.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>Students will practice their addition and subtraction strategies using their created "house" 1 out of 1 time.</li> <li>Students will use tools such as scissors, glue, and colored pencils or crayons to create the "house".</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>To assess this, the teacher should allow time for students to flip through their own houses and even exchange with a peer and flip through their peer's houses to make sure that they grasp the subject.</li> <li>The teacher will ensure that students are using the appropriate tools and following along by observation.</li> </ol>

**Instructional Strategies**

<p><b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)</p>	<p>-Addition: putting two things together -Subtraction: taking two things apart -Background: behind the main object of contemplation</p>
<p><b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners</p>	<p>UDL Strategies:</p> <p>-Presentation: Visual component through possible teacher-made example.</p> <p>Expression: Visual and tactile through creation of their math house, auditory through sharing with peers.</p> <p>Engagement: Exchanging and practicing peers' houses should help keep students engaged.</p>
<p><b>Classroom Management Strategies</b> (grouping, transitions, attention signals)</p>	<p>Grouping: Individual; Small Group</p> <p>Transitions: N/A</p> <p>Attention Signals: Verbal reminders</p>
<p><b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.</p>	<p>Supplies:</p> <ul style="list-style-type: none"> <li>-Paper</li> <li>-Scissors</li> <li>-Glue</li> <li>-Markers</li> <li>-Pencils</li> <li>-Crayons</li> </ul>

<p style="text-align: center;"><b>IEP/ RTI Student Support</b></p>	
<p><b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)</p>	<p><b>High-functioning learners:</b> For high-functioning learners: Learners may need to be tasked with working with numbers in the 10's place in their houses.</p> <p><b>On-level learners:</b> For on-level learners: Keep lesson as it is.</p> <p><b>Low-Functioning learners:</b> For low-functioning learners: Learners may need to have addition facts written somewhere in the classroom for them to look at so that they can copy them into their addition house.</p>

<p><b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)</p>	<p>-N/A</p>
<p><b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)</p>	<p>-N/A</p>

**Opening of the Lesson**

<p><b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b></p>	<p>-To be able to participate in this lesson, students should have a basic idea of addition and subtraction facts.</p>
<p><b>Introduction Activity</b> (Include time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Have students work with you to make a list on the board of all of the parts of a house (windows, doors, roof, sides).</li> </ul>

**Body of the Lesson**

<p><b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 45 minutes</p> <ol style="list-style-type: none"> <li>1. Have students draw and color a house with a lot of windows.</li> <li>2. Have students cut out three sides of each window so it opens like a flap.</li> <li>3. Glue a piece of paper underneath the house drawing.</li> <li>4. Students will write addition and subtraction facts on the windows.</li> <li>5. When they open the window, the students will write the answer on the underlying sheet.</li> <li>6. Students will use this house of facts to practice addition and subtraction.</li> </ol>
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**Closing of the Lesson**

<p><b>Closing Activity: Review critical content.</b> Students share what they've learned. (Include Time Allotted for activity)</p>	<p style="text-align: right;">Allotted Time: 5 minutes</p> <ul style="list-style-type: none"> <li>- Students can trade the house they made with a partner and try and answer the math facts the partner created.</li> </ul>
<p><b>Preview next lesson.</b></p>	<ul style="list-style-type: none"> <li>- For the next lesson, students will work with adding and subtracting in the tens digit.</li> </ul>

Enrichment	
<b>Extend or enrich learning outside of formal instruction.</b>	- The students will be asked to add the sums of equations from each window to create even larger numbers.

Reflection	
<b>Post-lesson thoughts</b>	- Not applicable.

Week: 3

Day: 5

<b>Name</b>	Cole Alexander				
<b>Subject/Learner</b>	Cole Alexander's Elementary Classroom				
<b>Content Focus (Unit Theme)</b>	Language Arts				
<b>Date of Lesson</b>	N/A	<b># of Students</b>	N/A	<b>AM/PM</b>	N/A
				<b>All day</b>	

Learning Target	
<b>Ohio Learning Standards Early Learning Standards</b>	<ol style="list-style-type: none"> <li>SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>3RE: Discuss how music communicates feelings, moods, images and meaning.</li> </ol>
<b>IEP Goal</b> (or 504, Gifted, Other Learning Needs)	-N/A
<b>Lesson Objective</b> - must align with standards	<ol style="list-style-type: none"> <li>Students will coherently and audibly describe what is happening in their drawing with their peers, 1 out of 1 time.</li> <li>Students will discuss their emotions in the drawing with their peers.</li> </ol>
<b>Assessments</b> - must align with objectives. Include all formative and summative assessments for the lesson and documentation of evidence	<ol style="list-style-type: none"> <li>To assess this, the teacher should observe by walking around the room and listening to make sure that each student is sharing their artwork with their peers in a way that makes sense.</li> </ol>

	2. The teacher should observe and ensure that students are describing their emotion.
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Instructional Strategies	
<b>Academic Vocabulary</b> (focus learner vocabulary for the lesson with definitions)	-Storytelling: the activity of telling or writing stories -Classical: traditional and long-established
<b>Universal Design Strategies</b> (Presentation, Expression, Engagement) to reach all learners	UDL Strategies:  -Presentation: Visual and auditory elements through the song/video.  Expression: Visual and tactile components through creation of their art, auditory through sharing out loud with peers.  Engagement: Working as an individual and in small groups should keep students engaged.
<b>Classroom Management Strategies</b> (grouping, transitions, attention signals)	Grouping: individual  Transitions: N/A  Attention Signals: Verbal reminders
<b>Materials and Resources List</b> Include any worksheets or craft examples that will be used in the lesson (if needed attach at the end of the lesson plan). Insert YouTube or Pinterest or any other link to a web-based resource.	Supplies: -Paper -Pencils -Markers -Crayons -Classical Music CD or YouTube

IEP/ RTI Student Support	
<b>Differentiation:</b> (Specify <b>Content, Process and/or Product</b> for each strategy and learner level based on readiness, learning style, or interest)	<b>High-functioning learners:</b> For high-functioning learners: Learners could be tasked with also writing a short story about what they are doing in their picture to go along with the visual element.  <b>On-level learners:</b> For on-level learners: Keep lesson as it is.  <b>Low-Functioning learners:</b>

	For low-functioning learners: Learners may need to have some visuals for inspiration as to what to draw around themselves on their papers.
<b>Accommodations</b> (environmental or instructional adaptations to assist the learner to access the curriculum as required by IEP or 504 plan)	-N/A
<b>Modifications</b> (Changes to the curriculum for a specific learner IEP goals)	-N/A

**Opening of the Lesson**

<b>Pre-requisite Skills/Prior Knowledge needed to participate for this lesson</b>	-To be able to participate in this lesson, students should have a basic idea of reflecting on their emotions.
<b>Introduction Activity</b> (Include time allotted for activity)	Allotted Time: 5 minutes  - Have the students work with the teacher to write a list on the whiteboard of what emotions people can feel: anger, sadness, happiness, tired, etc. Also discuss settings for where these things might happen (example: I feel happy when I am playing at home; I feel sad when I go to the dentist).

**Body of the Lesson**

<b>Describe experience step-by-step.</b> Be concise and clear. What will the teacher DO, what will the students DO? Include key questions. List Step 1., Step 2., etc. (Include Time allotted for activity)	Allotted Time: 20 minutes  1. Have students draw themselves on a blank piece of paper. 2. Teacher will put on a piece of classical music in the background. 3. Students will draw a setting around themselves on the paper based on how the song makes them feel.
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**Closing of the Lesson**

<b>Closing Activity: Review critical content.</b> Students share what they've learned.	Allotted Time: 5 minutes
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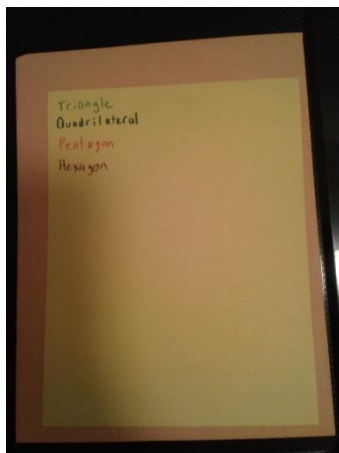
(Include Time Allotted for activity)	<ul style="list-style-type: none"> <li>- Students will share with their table group their setting that they have drawn themselves in, as well as why.</li> </ul>
<b>Preview next lesson.</b>	<ul style="list-style-type: none"> <li>- For the next similar lesson, students will reflect on a painting and a song at the same time.</li> </ul>

Enrichment	
<b>Extend or enrich learning outside of formal instruction.</b>	<ul style="list-style-type: none"> <li>- The students will be asked to think about how different types of music makes them feel.</li> </ul>

Reflection	
<b>Post-lesson thoughts</b>	<ul style="list-style-type: none"> <li>- Not applicable.</li> </ul>

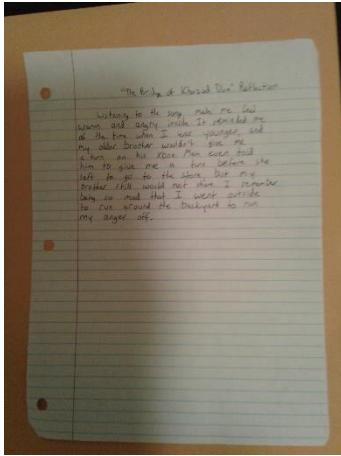
**d. Picture Examples from Lessons**

**a. Week 1, Day 4**

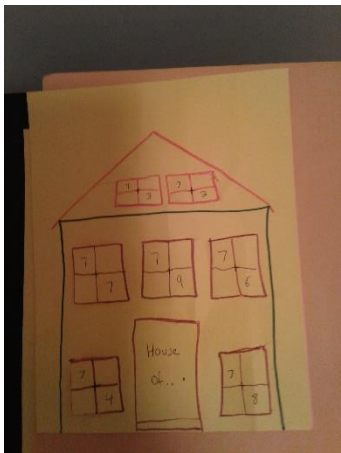




**b. Week 2, Day 1**



**c. Week 3, Day 4**



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