

UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

Name:	Kelsey Oleson	Email:	koleson@uwm.edu
Lesson Title:	Elapsed Time Movie Theatre	# of Sessions	4 to 5, 45 minute sessions
Level/Grade/Age:	3 rd Grade/Higher math class		

BIG IDEA

(Describe how the big idea is important to this age group in relation to student assets and the content area):

Students in third grade learn how to tell and calculate elapsed time using a timeline as well as other manipulatives. The students should be at an above average or higher level in their math class. They will also need a basic knowledge of measurement and time. By learning elapsed time, students will be using a movie theatre schedule worksheet to implement their idea for their own movie theatre. By incorporating art into math class, students will be able to relate it to something they are familiar with, movies and time, but also get a new perspective that math can be used anywhere.

OBJECTIVES AND NATIONAL STANDARDS:

Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)

Students will be using a shoebox to resemble a movie theatre building and cardstock to create six different scenes that represent the movie of their choice. This will correlate to the idea of elapsed time and how each movie plays at a different time with multiple showings. They will also be able to draw or create theatre seats if they choose.

Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)

Students will be able to use a variety of material to create and design their movie theatre allowing for a more versatile design that is different amongst each individual. They will develop an understanding of design or what a movie theatre looks like through prior knowledge or research.

National Core Arts Standards:

Anchor Standard #4: Analyze, interpret, and select artistic work for presentation.

Anchor Standard #6: Convey meaning through the presentation of artistic work.

Students will be using a familiar or learned concept, elapsed time, to convey their knowledge through the creation of a shoebox movie theatre.

Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)

This lesson allows students to create and design something from their personal life but also connects it to what they learn in their math class. They will be able to create their own theatre in a way that they want.

Since students are creating a model of a movie theatre and scenes, they will be connecting to their own lives through a familiar concept. Most students are familiar with movies and their aspects therefore; to create scenes will allow them to use their creativity. They will also be connecting math and art to their own personal lives.

Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)

Students will be using their knowledge of movies and a movie theatre to create their own out of a shoebox. With

this, they will be have the opportunity to use one of the movie titles on the movie theatre elapsed time sheet and then interpret the title in their own way. They will then be able to create their own scenes and draw them.

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used:	<i>Time</i> : the indefinite continued progress of existence and events in the past, present and future regarded as a whole <i>Elapsed Time</i> : the amount of time that passes by <i>Clock</i> : a mechanical or electrical device for measuring time, indicating hours, minutes and sometimes seconds, typically by hands on a round dial or by displayed figures
Where academic language will be practiced (<i>i.e. through writing and art making</i>):	Academic will be practiced throughout the movie theatre worksheet and their project. The movie theatre worksheet will help guide the student's knowledge about telling time and elapsed time.

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function:	Students will be able to use clocks and representatives to tell time. Students will be able to create and design a movie theatre and scenes for a movie of their choosing.
Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):	Using manipulatives to demonstrate their knowledge about time will help others and the teacher to visually see how they arrived at the answer. They will be able to create their own project to help assess their knowledge of the art standards and showing how they can interpret and use elapsed time in a movie setting.
Where language function will be practiced (<i>i.e., through writing and art making</i>):	The language will be used throughout the lesson by discussing as a whole group, partners and through writing about how elapsed time can be connected through their everyday lives and something they may be familiar with.

UNIT or LESSON OVERVIEW:

Worksheet: Elapsed Time FREE Activity: At the Movies (in English & Spanish)
from Teachers Pay Teachers

To start this lesson, students will need to have the basic knowledge and understanding of time before starting this lesson. They will need to know how to read a clock and a basic understanding of elapsed time.

Explain to the students that elapsed time is about finding the time from one specific moment to the next. For example: how much time has passed from 10:15 am to 1:35 pm? Give students multiple problems.

**Students should also know how many minutes are in an hour.*

***Helpful Hints on Movie Theatre WS!**

- For question 1:
 - 1st showing is at 12:00 pm
 - 2nd showing is at 2:40 pm
 - **how many minutes between showings*
- Question 2:
 - The Lion Queen is how many minutes?
 - **think about how minutes are in an hour?*
- Question 3:
 - The movies starts at 3:25 and lasts 1 hour and 47 minutes... at what time would you leave?
- Question 4:
 - The movies starts at 4:55pm and lasts 1 hour and 45 minutes
- Question 5:

- **What if you wanted popcorn and a soda?!*
 - Movie starts at 5pm and lasts 1 hour and 58 minutes
 - 16 minutes to go home
 - how long or what time will you be home?
- When the students have completed the movie theatre worksheet and seem to grasp what elapsed time is, and then they may be able to bring their shoebox to school. Each student will need a shoebox and the back of it cut out to show the scenes.
 - Each student will get a sheet of cardstock paper that they will have to cut in half the hot dog way and then fold it into thirds. At the end of the cutting and folding, the students should have six boxes out of cardstock. Each of the divided parts will represent a scene of the movie. Students will then draw the scene of the movie in the different parts.
 - The scenes will then be attached to the back of the box with a clothespin. The clothespin will allow the students to slide the different scenes back and forth.
 - If they want, they are allowed to decorate the shoebox, create curtains, seats, popcorn or anything that they feel a movie theatre would entail.
 - At the end of the project, the students will then have to write a final piece about their scene, movie and how it relates to elapsed time. Students should also create a schedule and will be creating questions for their movie using the scenes.

UNIT or LESSON DETAIL (*provide for each lesson session*):

Motivation/introduction:	<p>How have movies been a part of your life?</p> <ul style="list-style-type: none"> • Show a short clip of a popular children’s movie <p>How could you relate movies to time and math?</p>
Art Making:	<p><i>Supplies:</i></p> <ul style="list-style-type: none"> • White Board • White Board Markers • Time worksheets (Movie Theatre Worksheet) <p>Each student will need:</p> <ul style="list-style-type: none"> • a shoebox • crayons and or colored pencils • black sharpie • 8 ½ x 11 cardstock sheet (white) <p><i>Teacher instruction:</i></p> <p>The teacher will should demonstrate how to cut the square in the back of the shoebox and show their example of their scene for the movie.</p> <p><i>Objective:</i></p> <p>Students will be able to use clocks and representatives to tell and explain time. Students will be able to create and design a movie theatre out of a shoebox and other materials.</p> <p><i>Students at work:</i></p> <p>Students should be creating their scenes on their own and coming up with their own scenario of the movie title of their choice.</p> <p><i>Closure:</i></p> <p>At the end of these lessons, students will understand how to tell time and use different strategies to get there. They will have used different ways to solve time, but also how much time has elapsed and time in different forms. Students will also have the knowledge and understanding of how long time it is.</p>

ADAPTATIONS:	Students who have a hard time cutting cardboard will have the hole in the back of the shoebox already cut out. Students who want printed images can email them to the teacher who then will print them out. *This may be easier for students who have a hard time drawing but know and can verbally create the scene.
ASSESSMENTS:	Initial (formal/informal): Informal assessment: Movie Theatre elapsed time worksheet Final/Summative (formal/informal): Movie Theatre Shoebox and final writing about the connection between elapsed time and their own movie theatre and how to apply math in the real world.