



MCEA Lesson Plan Template



Lesson Title: Leaf rubbing/Leaf Man

Teacher: Stephanie Bandlow

LESSON JUSTIFICATION

Who are my students? (Student information, interests, and needs specific to the content of this lesson)
29 first grade students- 15 girls, 14 boys; 10 Arabic/Indian, 5 Hispanic, 10 Caucasian, 3 African American, 1 Asian/Pacific Islander; 5 students with language needs; 2 students with speech needs.

Students are highly energetic. They work well in both whole group and small group settings. Students enjoy moving around and working in stations. They are a talkative bunch like that to share stories and add input during instruction.

The students love looking at books. Many of them are still learning to read but have considerable knowledge of book handling skills and that print conveys meaning. Books are an everyday routine for these students. Students enjoy whole group reading and checking out library books.

What **conditions/ limitations** might impact the planning and delivery of the lesson?

- Pacing: This lesson may go shorter or longer than expected.
- Materials: Students are using some of the materials for the first time.
- Following directions: Students will need to pay close attention to directions in order to use the materials properly.
- Student/teacher ratio: There are 30 students in the class and it can sometimes be challenging to make sure everyone is on task.

What are you teaching?

Art with the integration of Science and Language Arts.

Students will be learning about and discussing attributes of each fall. They will talk about characteristics of leaves and different settings/environments. They will compare parts of a story to their lives. Students will create a character from a popular book while discussing their life experiences.

Why do students need to know this content?

The season of fall is here. This means new weather, warmer clothes, and changing environmental surroundings. Students who live in Wisconsin experience many different changes in season. This content will help students identify characteristics of fall. It will also help them understand a character from a familiar story, Leaf Man, by Lois Elhert.

Why did I select the instructional strategy(ies) utilized in this lesson? Provide a research/theory connection to support the instructional strategy.

Select Active Learning Articles (1995-1999)

Charles C. Bonwell, May, 2000

In order for students to learn, they must do more than just listen. In this lesson, students will be reading, writing, and discussing the seasons as they perceive them. They will share what they know and learn new things associated with each season. There also is a creative component to this lesson where students will get to create their own “Leaf Man” character based off a children’s book they will here.

How does this lesson connect with and build on previous/subsequent lesson(s)?

Students understand that in fall the leaves change colors and fall off the tree. They also understand that stories have characters. They will get to create their own character inspired by a popular children’s book.

ACADEMIC LANGUAGE

Language function:

Students will create their leaf man character (based off the story Leaf Man, by Lois Elhert) using creative strategies .

Vocabulary:

Seasons: Winter, spring, summer, fall. Changes in temperature and environmental surroundings based on Earth’s rotation.

Fall/Autumn: Season after summer, colorful, changing leaves, harvest.

Leaf Man: Character from story created by leaves.

Sentence: A complete thought or statement, begins with a capital, ends with punctuation, makes sense.

Syntax OR Discourse (Circle one):

syntax: students will learn how to use materials to create an original piece of art.

Student support tool:

Visuals, modeling.

STANDARDS AND LEARNING OBJECTIVES

Standard	Content Objective	Assessment:
RL.1.3. Describe characters, settings, and major events in a story,	Students will be able to recall key details from the story to create their own leaf man character.	Tool(s): formative Indicators/Criteria: correctly recall key details.

using key details.		<i>Feedback:</i> <i>verbal.</i>
Standard C10: Use observation and investigation to make a work of art.	Content Objective Students will create their own leaf man by using the leaf rubbing technique.	Assessment: Tool(s): formative Indicators/Criteria: proper use of materials quality of work Feedback: verbal.

MATERIALS

leaves, crayons, white paper, leaf stencils, scissors, markers, Leaf Man by Lois Elhert, overhead projector, glue.

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

Time	Instructional Strategies/Learning Task	Differentiation
5 min	<p>Read the book Leaf Man by Lois Elhert. Ask comprehension questions about the story.</p> <p>Talk about the different types of leaves they may have seen in the illustrations.</p> <p>Help students understand that the leaf man is a character made up of all different kind of leaves. They leaves became a part of him as he traveled through different places.</p> <p>Tell students to think about all the places they have been. Help them understand that all the places we go and things we experience help us become the person we are today!</p> <p>If you were a leaf man (woman), what places would you go? Help students recall some of the places leaf man went in the story.</p>	

<p>30 min</p>	<p>Let students know that today they will be making their own leaf man (or woman)!</p> <p>(Prior to this lesson students were asked to bring in 10 fallen leaves (not crunchy or dead) to make this art project possible)</p> <p>First we will be doing leaf rubbing with the leaves we have gathered! Model how to do this on the drop camera.</p> <p>-Put leaves under the paper, take a crayon laying horizontally and rub the paper.</p> <p>-Show students several examples, overlapping techniques, multiple colors, etc.</p> <p>After their entire white space is filled with leaf rubbings, they will turn the paper over and trace leaves using stencils. (Model)</p> <p>-Next, have students cut out the leaf patterns. Then they can glue the pieces together and create their leaf man! (Model)</p> <p>-Allow students to use a marker to draw a face on their leaf man.</p> <p>(Model stenciling, cutting out leaf patterns, and assembling a leaf man).</p>	<p>modeling.</p> <p>provide one on one assistance.</p> <p>visuals.</p>
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CLOSURE

Ask students, “Where will your leaf man go?”

The students created leaf man (or woman) will be displayed on the classroom wall under the title, Leaf Man goes where the wind blows.