

Template for Multi Day Lesson Plans or Mini Unit Illinois Reads Books 2016 – 2017

Introductory Information

Submitted by (Loyola University Chicago)	Brianna Sampson (Loyola University of Chicago)		
Title of Book	<i>The Noisy Paint Box</i> by Barb Rosenstock		
(Optional) Additional Texts	<i>A Splash of Red: The Life and Art of Horace Pippin</i> by Jen Bryant (Lesson 4)		
Title of Unit	"The artist in you. "		
Grade level (interest)	k-2	Reading Grade level	2 -3
Lexile Level	630	Guided Reading level	2
A. Purpose for Instruction/ Essential Questions	<p>The goals for this lesson are to strength students creative writing skill through the introduction of adjectives as descriptive language devices, understanding art and ways to describe art, as well as collaborating with partners and using other texts to add techniques to students writing knowledge. This unit will show the importance of art in student’s everyday lives and their writing. Students will be able to examine various works of art through passages, books, and paintings. Ultimately, students will be able to create their own work through writing and drawing in their summative assessment to combine all the skills used in this unit.</p> <p><i>Essential questions:</i></p> <p><i>Why is art important to my writing?</i></p> <p><i>How do authors like Barb Rosenstock use descriptive language and art in their writing?</i></p> <p><i>In what ways can art, facts, and fiction play a role in Historical fiction?</i></p>		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards	<p>1. CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>
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	<p>2.CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3. CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe</p> <p>4. CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects</p> <p>5. CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6.CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>7.CCSS.ELA-LITERACY.RF.2.4.A Read grade-level text with purpose and understanding</p>
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C. Student Learning Outcomes – Targeted standards in Student Friendly Language

Students will participate in collaborative discussion so to enhance ideas on descriptive language (Lesson one)
Students will identify adjectives and use them properly as descriptive language to enhance their writing (lesson one, two, and four)
Students will understand concepts of abstract art and will be able to use descriptive language to describe what they see (Lesson two)
Students will use various texts to compare characters through language (lesson four)
Students will be able to decipher between fact and fiction elements in historical fiction texts. (Lesson three)

D. Text Sections to be read closely with plans to support reading and discussion

Lesson one will focus on the adjectives and art used in the text to enhance the authors writing and the readers comprehension.
Lesson two will focus on abstract art from the text as well as various artists today and in history.
Lesson three will focus on pages 4 through 6 as a close read for fact and fiction elements in historical fiction.
Lesson four will focus on similarities and differences between *The Noisy Pain Box* and *A Splash of Red: The Life and Art of Horace Pippin* throughout each text.

Text Dependent Questions	<p>Questions to ask while reading or while performing lessons:</p> <p>What kind of art does Vasya create?</p> <p>What does abstract art mean?</p> <p>What does it mean to be proper?</p> <p>What does it mean to live in a “well off world”?</p> <p>What does it mean to appreciate art?</p> <p>Why did Vasya take a break from art?</p> <p>Why was it brave of Vasya to let the world see his paintings?</p>
Vocabulary Tier 2 Words	<p>Polite</p> <p>Scales</p> <p>Appreciate</p> <p>Ignore</p> <p>Abstract</p> <p>Coral</p> <p>Canary</p>
Tier 3 Words	<p>Metronome</p> <p>Symphony</p> <p>Saffron</p> <p>Improvisation</p> <p>Composition</p> <p>Accompaniment</p> <p>fugue</p> <p>colors:</p> <p>Crimson</p> <p>Vermilion</p> <p>Cobalt</p>

Bloom’s Levels Addressed: (Check all that apply)
 Remembering Analyzing

√Understanding √Applying	√Evaluating √Creating
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E. Instructional Supports

Research Based Strategies	<p>Lesson one: Students will use examples from the book to analyze how the author uses descriptive language and then apply that to their own writing in their formative assessment work sheets. They will show the relationship between adjectives and nouns. (<i>Visualizing skills</i>)</p> <p>Lesson two: Students will analyze different pieces of abstract art and use descriptive language vices such as adjectives to describe the artwork. Students will also begin to understand the concepts of perspective and what the author/ artist might want the reader/ viewer to feel or see. (<i>connections and determining importance skills</i>)</p> <p>Lesson three: Students will be using their historical fiction genre knowledge to determine if certain passages contain facts or fiction. They will be using their annotation skills to help visually define what is fact and fiction (<i>Determining importance and visualizing skills</i>).</p> <p>Lesson four: Students will be comparing and contrast two texts main characters and their dreams/ goals. Students will apply this information and formulate their own connections to their goals in a creative writing piece. (<i>Connection skills</i>)</p>
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Smartboard Strategies	Attached
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F. Assessment (Align to Section B)

Formative	Lesson One: Adjective + Noun hand out. Students will pick a word from the text and either use the adjective provided in the text or their own to describe the noun. Students will also have the opportunity to create art correlating to the adj + noun.
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	<p>Lesson Two: Students sticky pad notes will be collected as a formative assessment. This will give the instructor an idea of who has grasped the concept of adjectives and who may need additional support.</p> <p>Lesson Three: Fact or Fiction art pallet hand out. Students will decide and color coat which sentence is a fact or a piece of fiction.</p> <p>Lesson Four: Venn Diagram. Students will be asked to fill out a diagram to compare and contrast two texts related to the same subject.</p>
<p>Summative</p>	<p>Summative:</p> <ul style="list-style-type: none"> • A project where they pick a page in their independent reading book or guided reading book that is descriptive and then make that into a picture (they will be using their visualizing skills). • Find a picture and write a paragraph about it using descriptive language through adjectives. • Students will be pretending to be the artist using their own experiences to connect to the art and describe what the art means through creative writing. • Students will need to include at least 10 adjectives through at least 6 sentences of writing. • This will be done in their writing time during the literacy block over the course of a week. (at least one to two sentences a day using an adj. and descriptive language) <p>CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects</p> <p>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>

Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials

**Procedure
Lesson One**

**Smartboard
pages:**

Materials used:

- Smart board presentation: presentation will include details on adjectives and examples of adjectives.
- Performance task activity worksheet: students will brainstorm nouns and adjectives that will describe them along with a picture to show how words correlate with art and visualization.

Essential Question:

- How can adjectives be used in writing and in art?
- How do adjectives enhance our visualizing skills and comprehension?

Objectives / student outcomes:

- Students will be able to identify the adjective in a sentence.
- Students will be able to form an adjective, noun combination to enhance visualization.
- Students will be able to take their adjective and noun combination and turn it into a picture to show what they wrote.

Standards included:

CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use

******Students will have read the text prior to this lesson in a read aloud. In this interactive read aloud background knowledge was built, a time for questions and discussion was present. ******

Students will be working on their visualizing skills through writing descriptively using adjectives.

1. Teacher will review the text that was read the day prior to the lesson. Teacher will activate their recalling skills to make sure students understand the text.
2. Teacher will pull up smartboard presentation and explain the concepts of adjectives. (Pages 1-8)
3. Teacher will go through why there are adjectives and how they are used.
4. Teacher will go through examples of adjective + nouns.
5. The Teacher will call on individual students to give ideas of what adjectives would go best in the black space on smart board presentation.
6. Teacher will go over different categories of adjectives to give students a plethora of ideas for the activity ahead.
7. Explain the activity:
8. Teacher: "You will be given a worksheet. On the worksheet there are three columns. It is your jobs to fill in a noun and an adjective to go with your noun. It may help to fill out your noun box before you fill out your adjective box. After you have finished you may draw a picture like Vasya describing what you have written. Remember with your picture show don't tell. You should find all examples from the book and you may make up one on your own."
9. Students will be given twenty minutes to complete the task.
10. Students will come back to the story rug and will have the opportunity to share with the class one of their rows

Formative Assessment attached below:

NAME: _____

Show don't tell: pic and adjective and a noun. Then draw a picture that shows what your adjective and noun. Remember an adjective is a word that is describing your noun. The noun is a person, place, thing or Idea.



Adjective:	Noun:	Picture:



**Procedure
Lesson Two**

**Smartboard
pages:**

Materials used:

- Smart board presentation
- Sticky pad notes

Essential Question:

- What does it mean to create something that is abstract?
- How can adjectives be used with abstract art?

Objectives / student outcomes:

- Students will be able understand what abstract art is.
- Students will be able to identify different perspectives of artwork and discuss their ideas.
- Students will be able to take their adjective and noun combination and describe the “weeping woman” painting with a partner.

Standards included

1. CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

2. CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

Students will be accessing their knowledge of adjectives and connect different abstract pieces to those displayed in the text.

1. Teacher will pull up smart board presentation to introduce what abstract art is. (slides 9-15)
2. Teacher will open up discussion for students to voice their opinions on what they think abstract art is.
3. After discussion the definition of abstract art will be pulled up.
4. Teacher will open up discussion allowing students to see other ideas of abstract art and allowing them to find their favorite piece in the text.
5. Teacher will open up discussion on what students think Picassos' piece of art means.
6. Teacher will then explain the meaning behind the piece and show that everyone has different perspectives and that is the beauty of abstract art.
7. Using sticky pad notes in partner's students will be able to write down using descriptive language areas of the painting that invoked the meaning. They will be accessing their new skill of using adjectives and descriptive language.
8. Students will be able to share their best thought on the smart board with the class and their sticky pad notes will be collected as a formative assessment to see if they are using adjectives in the correct form.
9. Closing statements will explain how art is about perspective and what you make it. It is up to your own interpretation.
10. Teacher will introduce “bonus vocabulary words”

Formative Assessment:

Students sticky pad notes will be collected as a formative assessment. This will give the instructor an idea of who has grasped the concept of adjectives and who may need additional support.

**Procedure
Lesson Three**

**Smartboard
pages:**

Materials used:

- Smart board presentation
- Work sheet
- Crayons/markers or color pencils
- Highlighters (2 colors)

Essential Question:

- What is a Fact? What is a piece of Fiction?; How do we tell the difference between Fact and Fiction?
- Where do we see Facts and Fiction in “The Noisy Paint Box?”

Objectives / student outcomes:

- Students will be able identify what a fact is in a text.
- Students will be able to identify what a piece of fiction is in a text.
- Students will be able to identify the differences between fact and fiction and explain why.

Standards included

CCSS.ELA-LITERACY.RF.2.4.A

Read grade-level text with purpose and understanding

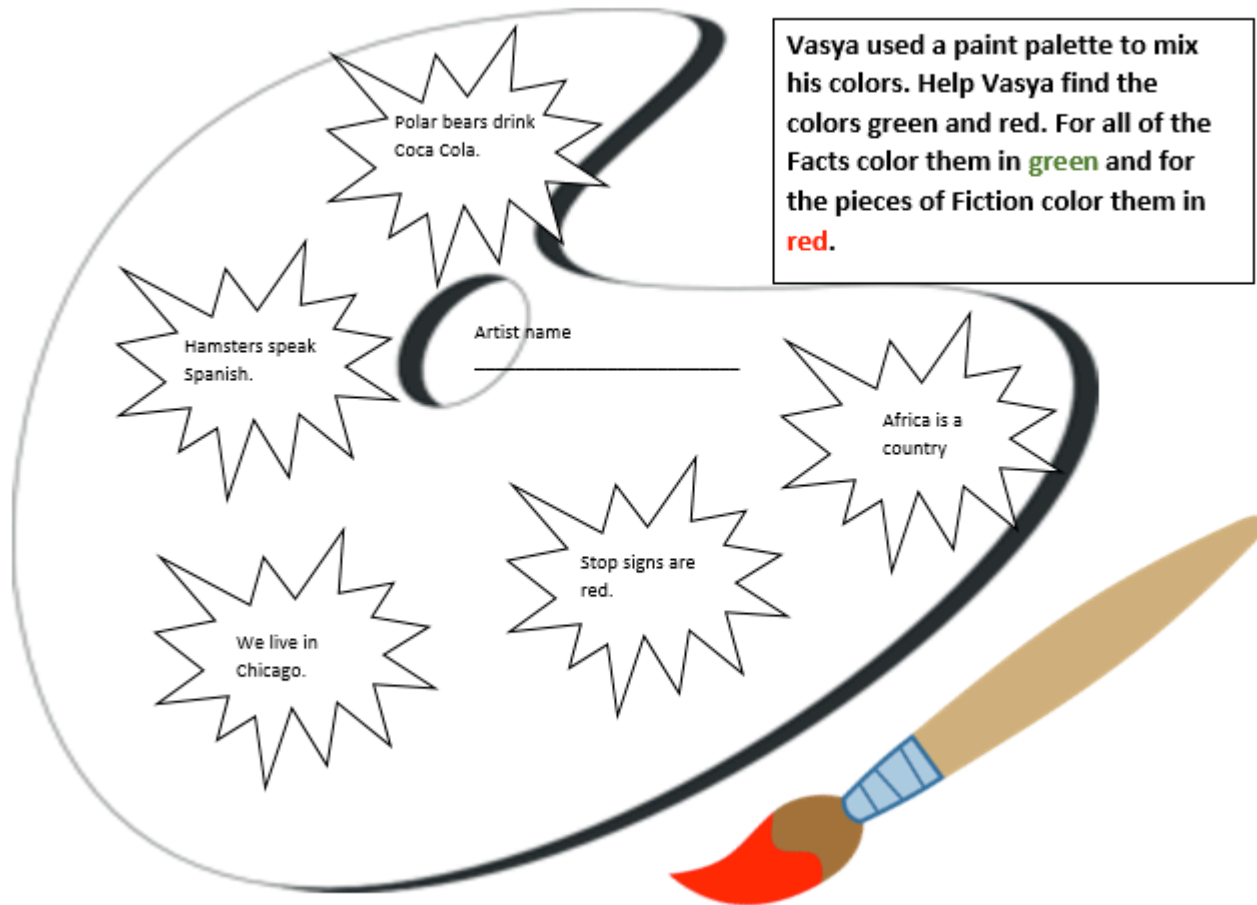
CCSS.ELA-LITERACY.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Students will be engaging in lesson to determine importance in Historical Fiction.

1. Teacher will pull up smart board and introduce lesson. (slides 16-29)
2. Teacher will show definition of fact, example and explanation of why it is a fact.
3. Teacher will show definition of fiction, example and explanation of why it is a fiction.
4. Teacher will pull up text sample for “The Noisy Paint Box”.
5. Teacher will model and engage inquiry in students as to what lines in the story are fact or fiction
 - A. Do you think this line is a fact or piece of fiction in the story?
 - B. Why is it a fact or piece of fiction?
 - C. If it is a fact highlight it one of your colors; if it is a piece of fiction highlight it the opposite color. (model on board)
6. Students will be given work sheet of color pallet.
7. Students are to color the facts green and the opinions red. (independent task)
8. Students will come together to discuss answers
9. Students will engage in a discussion as to why each is a fact or piece of fiction.

Formative Assessment worksheet attached below:



**Procedure
Lesson Four**

**Smartboard
pages:**

Materials used:

- Smart board presentation
- Writing Journals
- "A Splash of Red: The Life and Art of Horace Pippin "By Jen Bryant

Essential Question:

- What does it mean to be a dreamer?
- How were Horace and Vasya Dreamers?
- In what ways are you a dreamer.

Objectives / student outcomes:

- Students will be able compare and contrast Horace and Vasya's personal stories and dreams from the two texts
- Students will be able to identify the two artist's dreams
- Students will be able to connect with the text and write a paragraph in their journals about why they are a dreamer.

Standards included

CCSS.ELA-LITERACY.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

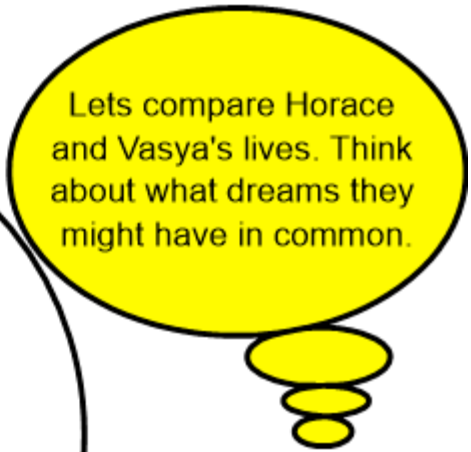
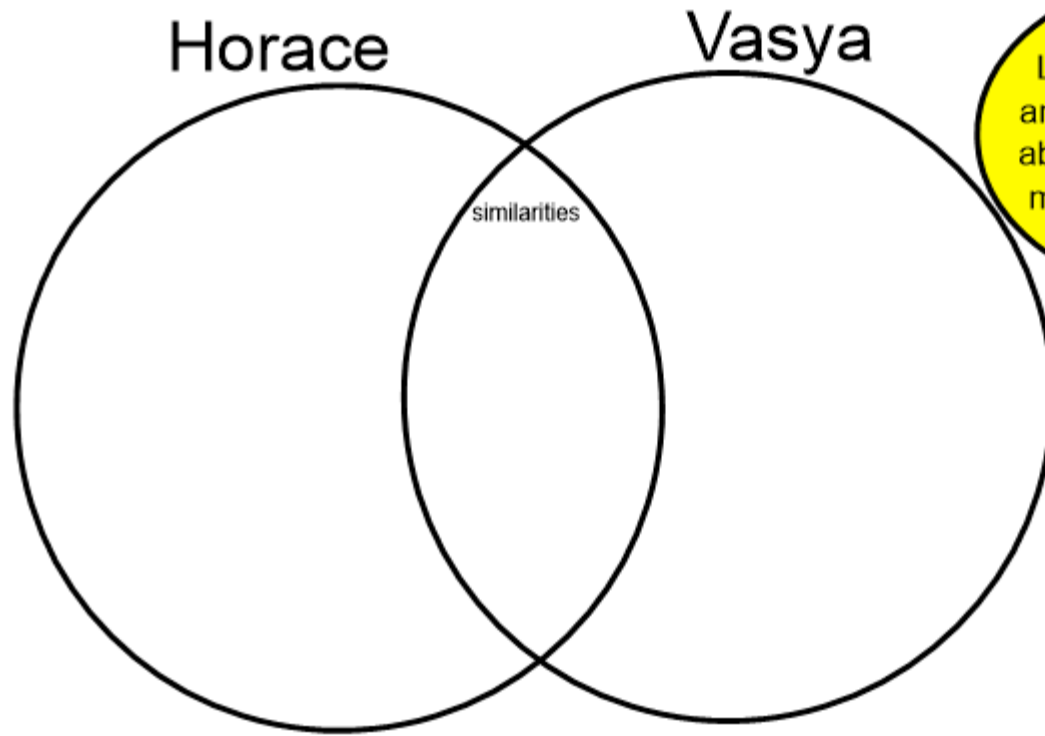
CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

In this lesson student will be comparing and contrasting as well as making connections to the text

Students will have read the book "Splash of Red: The Life and Art of Horace Pippin" by Jen Bryant in the morning meeting book time.

1. Teacher will pull up smart board and review the book they have read in the morning meeting. (slides 30-34)
2. Teacher will introduce to the class the concept of dreamers
3. Students will be able to come up to the board and write what they believe a dreamer is. Encourage students to use their new skills with adjectives to describe their dreams and goals they have for themselves.
4. Students will be seated and will be assigned a task
 - a. the task will ask them to answer a Venn diagram about how the two main characters in the two texts are different and similar specifically through their dreams and goals. This will be collected as a formative assessment.
5. Once students have all complete the task student will be able to write in their journals about how they are a dreamer.
6. Teacher will collect the note books at end of Literacy block.



**Plans for
Formative and
Summative
Assessment
linked to
standards and
learning
outcomes
(objectives)**

Lesson Plan 1 Formative Assessment: Students will complete worksheet on adjective/ noun relationship. This will give the instructor an understand of who understands the concept of an adjective being used as a descriptor to a noun. This will tie in the common core standards by allowing students to show their knowledge on adjectives while making connections to their own lives. By allowing students to choose the words they want to describe this will allow them to making meaningful connections to their own vocabulary used in their daily lives.

CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use

Lesson Plan 2 Formative Assessment: Students will be instructed to fill out sticky pad notes describing various aspects of Picasso's painting. Students will be accessing their knowledge of descriptive language and connecting this to the common core standards of using adjectives and working collaboratively. Students will also be engaging in active conversations to further their descriptive language use about art.

1. CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

2. CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

Lesson Plan 3 Formative Assessment: Students will be coloring in and identifying statements as either a fact or a piece of fiction. Students will be accessing their knowledge on historical fiction using the common core standards regarding analyzing parts of text for meaning and close reading.

CCSS.ELA-LITERACY.RF.2.4.A

Read grade-level text with purpose and understanding

CCSS.ELA-LITERACY.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Lesson Plan 4 Formative Assessment: Students will be using their comparing and contrasting skills regarding the common core standards of comparing two texts form the same genre and also identify the main purpose. Students will be comparing Horace and Vasya as characters and focusing on what dream similarities and differences they have. This will be to help students think about ways they can be dreamers and follow their dreams.

CCSS.ELA-LITERACY.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Summative:

- A project where they pick a page in their independent reading book or guided reading book that is descriptive and then make that into a picture (they will be using their visualizing skills).
- Find a picture and write a paragraph about it using descriptive language through adjectives.
- Students will be pretending to be the artist using their own experiences to connect to the art and describe what the art means through creative writing.
- Students will need to include at least 10 adjectives through at least 6 sentences of writing.
- This will be done in their writing time during the literacy block over the course of a week. (at least one to two sentences a day using an adj. and descriptive language)

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.