



Reused Wood – Animal Stamps

Midterm Project: Lesson Plan

As a Hearing Education Services (HES) Provider, or “Hearing Teacher,” I provide services to students with various degrees of hearing loss. My job is basically to put myself out of a job; I work to support my students academically via auditory training activities, to teach them about their own hearing loss and how to advocate for themselves, and to equip them with strategies and skills that will help them achieve the best access in the classroom, and in the world at large so that they may be functioning, contributing members of society.

This lesson is geared toward an individual student in a 3rd grade Integrated Co-teaching (ICT) classroom. It will be conducted out of the classroom in a 30-minute time frame, the amount of time allotted for an HES session. It is expected that more time may be needed to complete the project included in this lesson, and the student’s individual needs will be addressed as needed in future sessions.

Standards Addressed:

Common Core: Grade 3:

Speaking & Listening:

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

CCSS.ELA-Literacy.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



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CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

NYS Learning Standards for the Arts:

Standard 1: Creating, Performing and Participating in the Arts:

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources:

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Blueprint for Teaching and Learning in Visual Arts:

Art Making: Grade 5 Benchmark: Students begin sequential unit projects; extend knowledge of art media and compositional and design elements; choose new ways of using familiar tools and materials; and deepen imaginative capacities, observational and expressive skills.

Developing Art Literacy: Grade 5 Benchmark: Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

Making Connections Through Visual Arts: Grade 5 Benchmark: Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

Danielson's Teacher Competency:

Domain 1: Planning and Preparation:

1a: Demonstrating Knowledge of Content and Pedagogy

Domain 3: Instruction:



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3a: Communicating with Students

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

HES IEP Goal Addressed:

- (HES) Within one year, *Student* will consistently implement learned self-advocating behaviors and compensatory strategies related to her hearing loss. These behaviors and strategies include, but are not limited to: attending to the speaker, requesting repetition and/or clarification as needed, independently electing to seat herself for optimal auditory and visual access, and monitor the functionality of her hearing aids and FM unit. (4 out of 5 reports in the affirmative)

Learning Objectives:

- After listening to a non-fiction text read aloud, student will identify and provide details about the text, specifically, the four noble Chinese animals (i.e., dragon, phoenix, unicorn (qilin), and tortoise).
- Students will demonstrate understanding of directions read aloud by retelling/repeating the steps in appropriate sequence.
- Student will create a stamp of one of the four Chinese noble animals.

Learning Plan:

Resources/Materials:

- Foam paper
- Pencils, markers, tempera paint, paintbrushes
- Reused Wooden blocks
- Tacky glue
- World map on wall of classroom



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- Books: *Chinese Culture for Kids* by: Anna-Sieglinde Moser; *Count Your Way Through China* by: Jim Haskins; *China: The Culture* by: Bobbie Kalman
- Electronic resource: image of “magical Chinese unicorn qilin”:
http://www.chinadaily.com.cn/life/2011-03/01/content_12095436.htm
- Electronic resource: a Google image search of : Chinese dragons, phoenixes, unicorns (qilins), and tortoises (four noble animals)
- Electronic resource: <http://kids.nationalgeographic.com/explore/countries/china/>
- *Cultural Connection to NYC Community*: a class trip to the Museum of Chinese in America’s exhibition: *Water to Paper, Paint to Sky: The Art of Tyrus Wong* (March 26, 2015 – September 13, 2015) <http://www.mocanyc.org/exhibitions/upcoming>

Procedure: This lesson incorporates the 3rd grade study of China in the Social Studies/ELA World Cultures curriculum. Her classroom teachers in the ICT setting will have introduced the student and her class to the study of China. At the beginning of the lesson, the student will be asked to recall any information she can about China. If the student does not provide any information, she will be provided with prompting questions, including, but not limited to: *What is China? Where is it? Of which continent is it a part?* The student will then listen to a read aloud of the *Chinese Signs and Symbols* section of the book, *Chinese Culture for Kids* by: Anna-Sieglinde Moser. Following the read aloud, the student will answer comprehension questions asking her to recall details from the text. If the student needs support or repetition/clarification of the text, appropriate accommodations will be provided. Once the student has identified the four noble animals (i.e., dragon, phoenix, unicorn (qilin), and tortoise), she will create an outline of one or more of these animals on foam paper, cut it out, and glue it to a wooden block, creating a stamp of the animal symbol. The student may refer to other books available or images on the computer (screened by the teacher) to provide insight into drawing these animal symbols. Once the stamp has been created, the student will provide a list of the steps in making the stamp. If time allows, the student may paint the stamp and use it on paper. Once returned to her classroom, she can then share it with her class and explain how it was made, demonstrating her understanding of the process. In the future, this stamp can be used to decorate an



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upcoming cover page of a report on China, and to provide a visual support to the student and her peers as they continue their study of China and its culture.