Lesson Plan Template
Date: April 5, 2019

Line of Symmetry Project

Grade: 4th

Subject: Art

Materials: sheet of white paper, 2 different colored pieces of construction paper, scissors, glue stick

Technology Needed: N/A
-possibly iPads if they need to look up a picture of what they are making as a guide

Instructional Strategies:

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

Standard(s)

- **Math Standard:**
- **4.G.3:**
  - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.
  - Identify line-symmetric figures.
  - Draw lines of symmetry.

Art Standards:

- **4.1.4. -** Know how different visual art materials, techniques*, and processes* cause different responses.
- **4.1.6** - Use visual art materials and tools* in a safe and responsible manner.

Objective(s)

- Students will be able to determine and create lines of symmetry by constructing a face or spring shape out of constriction paper.

Bloom's Taxonomy Cognitive Level:

- Knowledge, Synthesis

Differentiation

Below Proficiency:

- These students have the option to choose a simpler project instead of the face. If they prefer, they can choose to make a spring art piece that follows lines of symmetry such as Easter eggs or flowers.

Above Proficiency:

- These students could be challenged by adding more details to their face or spring project.
- Another challenge would be to come up with their own design that follows lines of symmetry.

Approaching/Emerging Proficiency:

- These students will be challenged to make a symmetrical art project but will have the visual aid to guide them.

Modalities/Learning Preferences:

- **Visual:** These students will benefit from having the example of the art project hung up in the front of the room to refer to as a guide as they create their own.
- **Auditory:** These students will benefit from the verbal directions and guidance that is given by the teacher on the way it works best to create a symmetrical art piece.
- **Kinesthetic:** These students will benefit from the hands-on approach and flexibility of doing art in the classroom.
- **Tactile:** These students will benefit from being able to create every aspect of this project with their hands. From drawing, to cutting paper, to gluing their projects.

Classroom Management- (grouping(s), movement/transitions, etc.)

- For this project, students are allowed to work at different tables than their own.
- Students will remain seated during all of the explanation process and will only get up to grab their supplies once the teacher notifies them that it is time to do so.
- Students will be notified when they have 10 minutes left of work time, 5 minutes left of work time, and 2 minutes left of work time.
- The teacher will notify the students that they need to be moving onto the next activity,

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

- Students are expected to treat scissors and other art supplies with respect.
- Students are expected to pick up their area once the teacher notifies them it is time to transition out of art for the day.
- Students are expected to place their scrap pieces of paper either in the scrap basket (large scraps) or the garbage can (small scraps).
- Students are expected to be at a voice level 1 – they are allowed to have conversation with their peers but keep the volume low so that it does not get out of hand.
- Students are expected to be listening to the teacher when she is talking. Voice level at a zero.
- Students are expected to raise their hands if they are asking a question regarding the project.

Minutes	Procedures
30 min.	**Set-up/Prep:** - Set out different colors of construction paper for students to choose from. - Have students clear their desks to have space to work on their art projects. - Create 'sample' art projects for students to refer to/use as guidance.

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	- Hang 'sample' art projects up in the front of the room for students to see.
2 min.	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** - To access prior knowledge, see if the students can recall what a 'line of symmetry' is and what that means. - Have the students guess what they think they will be doing. - Ask the students if they can think of different lines of symmetry they have seen in our world. - Next, show the students the two 'sample' pieces that were created using a line of symmetry.
5 min.	**Explain: (concepts, procedures, vocabulary, etc.)** - During this section, the teacher will hold up the 'sample' pieces that have been made for the students to look at. - Point out the line of symmetry on the art project. - The different patterns are reflected onto the other side of the line but using the *opposite* color. - Also note that it works best to only draw your shape on one piece of paper and then cut through both pieces of paper at once. - Ask students for any clarifying questions before they begin working on their project.
40 min.	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** - Students will not begin creating their "Lines of Symmetry" art project. - Once directed by the teacher to move out of their seats, students will choose ONLY 2 colors that they want to create their project with. - Students will also grab 1 sheet of white paper. - Students will choose a design and beginning drawing/cutting/gluing the pieces onto the white sheet of paper
5 min.	**Review (wrap up and transition to next activity):** - Have the students clean up their areas COMPLETELY during this time. - Next, ask the students if they want to share their creations with the class o Students can hold up and discuss their artwork with the class – must point out their line of symmetry.

Formative Assessment: (linked to objectives, during learning)	**Summative Assessment (linked back to objectives, END of learning)**
• **Progress monitoring throughout lesson (how can you document your student's learning?)** - Informal- questioning to see if they recall what a 'line of symmetry' is. - The teacher will be walking around, asking students what they are making, and having them point out their line of symmetry in their art project.	- The summative assessment will be the students' final art projects and assessing if they followed 'line of symmetry' rules.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

What went well:
- The students really enjoyed this lesson! I could tell because as they finished their projects up, they asked to do another one!!
- Also, right away when showing them my examples, tons of hands shot up in the air asking, "How did you do that?!"
- The students learned that lines of symmetry means: whatever is on one side of the line is reflected exactly the same on the other side. I could tell they understood this by their projects.
- It was so cool to see them so excited for a lesson and eager to make their own designs of things that interested them instead of copying my examples.

Changes I would make:
- I would remind students that we do not want to waste construction paper. After looking in the garbage can, I feel like a lot of paper was wasted. So reminding them so use as much of a sheet they can when creating their projects.