

Lesson Plan

Name: Meg Everett	Name of Unit: Green Eggs and Home	Date: 6/21/2011	Grade Level: 2 nd Grade
Objective	Procedures	Materials	Evaluation
<p>Visual Arts (<i>domain</i>)</p> <p>1. Begin to develop craftsmanship in a variety of additional media and processes to produce works of art. (CP)</p> <p>b. Use art materials and tools in a safe and responsible manner.</p> <p>d. Demonstrate manipulative skills by using a variety of media, techniques, and processes.</p> <p>2. Demonstrate emerging understanding of the use of the elements of art and principles of design in works of art to communicate ideas and emotions. (CP)</p> <p>a. Know how to mix primary colors to produce secondary colors.</p> <p><i>Student will be able to read and follow directions to mix different amounts of the primary colors blue and yellow and to create</i></p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> How do artists make different colors? (<i>Artists make different colors by mixing the primary colors red, yellow, and blue. Today we learned how to make different kinds of green by mixing different amounts of blue and yellow</i>). How can I be a safe artist with my materials? (<i>By following all written and spoken directions, keeping my area neat and clean, by conserving my materials, by using my tools in the right way at the right time</i>) <p>Key Points:</p> <ol style="list-style-type: none"> The Primary colors are red, yellow, and blue. You can make different colors by mixing the primary colors Yellow and blue make green. You can make different shades of green by adding different amounts of yellow and blue. <p style="text-align: center;">Bell-Ringer</p> <p>Discussion: (small group, then whole group). Review the story. Why do you think that Sam did not want to eat green eggs? What color have you seen eggs before? Would you want to eat an egg that was a different color than what you had seen before?</p> <p style="text-align: center;">Introduction to New Material</p> <ol style="list-style-type: none"> Explain to students that there are 3 primary 	<p>Green Eggs and Ham book</p> <p>Red, yellow, blue paper</p> <p>Basic mixing color chart</p> <p>Whiteboard/markers</p> <p>Procedures List</p> <p>Written Steps</p> <p>Styrofoam Plates</p> <p>Cups with water</p> <p>Paper towels</p> <p>Paint brushes</p> <p>Hardboiled eggs</p> <p>Blue and yellow paint</p> <p>Glitter/Markers</p> <p>Paper and pencils</p>	<p>Discussion</p> <p>Cold call questioning</p> <p>Observation of manual dexterity skills (rubric)</p> <p>Observation of completed egg project (rubric)</p> <p>“How-to” entry on creating the color green</p>

<p><i>different shades of green.</i></p> <p><i>Students will use the green color that they have created to paint and decorate their own “green eggs” in a safe and neat manner.</i></p> <p><i>Students will be able to explain how they created the color green and tell a story</i></p>	<p>colors – Red, Yellow, and Blue. Show different colored placards with words written on them. Ask: What they think will happen when you mix the colors?</p> <ol style="list-style-type: none"> You use primary colors to create all the other colors. Show color chart. Today we are going to use YELLOW and BLUE to make the color green. Yellow + Blue = GREEN. Place this equation on the board. Randomly select students to review the following information Explain they are going to be responsible artists as they will now receive the chance to make the color green to pain their own eggs. <p style="text-align: center;">Guided Practice</p> <ol style="list-style-type: none"> Explain they will now receive the chance to be “responsible artists” with a procedure list of “Do’s” to make the color green and paint their own “green eggs.” – Read the procedure list together as a class. Students receive plates and paint brushes. Each student receives an equal amount of blue and an equal amount of yellow. Together, all students will mix the yellow and blue and paint to create green. Ask: Did everyone in your group follow the Do’s of a responsible artist? If yes, what did they do correctly? If no, what could they have done better? Do you all have the same kind of green? If yes, how would you describe the green? If no, how are the colors different? <p style="text-align: center;">Independent Practice</p>	<p>Computer with internet access</p> <p>Camera</p> <p>Rubric</p>	
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1. Students receive one egg, additional blue and yellow paint, water, and paper towels.
2. Students are given discretion and work independently to mix the shade of green that they prefer to paint and decorate their eggs.
3. Students then write the steps to creating and painting with the color green
4. Students with difficulty handling tools may attempt using sponges or finger painting (*diversity*).
5. Teacher assess with observation (checklist)

Reteach

1. Students may receive extra support with extra supervision (teacher, teacher's assistance, peer tutor) to guide in safely handling tools.
2. Students view additional online images of a color chart to see how the primary colors are mixed to create more colors (e.g. <http://www.wiu.edu/art/courses/design/color.htm>)

Enrichment:

Students who finish early may complete the following activities (in the given order)

1. Paint their favorite scene from Green Eggs and Ham using the shade of green they have created and then provide a written explain of their picture.
2. Learn what other colors you can create using the primary colors with online game: <http://www.funnygames.co.uk/mixing-colours.htm>

Procedures List

The Four DO's of a Responsible Artist

1. Wait for all directions.
2. Touch your materials only when you have permission and only how your teacher tells you.
3. Respect your classmates' artistic tools by using what you were given.
4. Clean up your space when finished!

Steps to Making Green

How do I make the color green?

1. Dip your paintbrush in primary color BLUE
2. Dip your paintbrush in the primary color YELLOW
3. Mix these colors in a clean area on your plate

CHECKLIST Assessment

	Yes	No
1b. Use art materials and tools in a safe and responsible manner.		
1. Student knows or can point to the “Do’s” of a responsible artist	_____	_____
2. Student uses only their materials when directed	_____	_____
3. Student uses paintbrush to paint only the egg	_____	_____
4. Student keeps area clean	_____	_____
1d. Demonstrate manipulative skills by using a variety of media, techniques, and processes.	_____	_____
5. Student uses <i>the paintbrush</i> to mix colors <i>on plate</i> .	_____	_____
6. Student paints the egg and adds extra designs only when dry	_____	_____
2a. Know how to mix primary colors to produce secondary colors.	_____	_____
7. Student verbally knows primary colors.	_____	_____
8. Student verbally knows what two colors make green.	_____	_____
9. Student creates the color green (any shade) to paint their egg.	_____	_____
10. Student provides written “How-to” explanation.	_____	_____