

## **Lesson Plan #1**

**Amy Saskowski**

EDUC610: ARTBASICS

### **FOUNDATION**

6th Grade- Resource

#### **Standards:**

**CCSS.ELA-LITERACY.W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

National Core Arts Standards- **Anchor Standard #7:** Perceive and analyze artistic work.

**Art Form:** Visual Arts

**Other Curriculum:** Writing

**Materials Required:** 5 portraits of people with cerebral palsy, smart board, whiteboard, pencils, paper

#### **Learning Objectives:**

The students will gain background knowledge about cerebral palsy.

The students will write a six-word story to demonstrate their understanding of a portrait.

The students will write a six-word story to demonstrate their understanding of what it means to have cerebral palsy.

## **INTRODUCTION**

WHAT: Today, we are going to look at portraits (point to your eyes), think about portraits (point to the top of your head), and talk about portraits (show a talking gesture beside your mouth) before we begin reading the book, *Out of My Mind* by Sharon Draper.

### WHY: STATE INSTRUCTIONAL OBJECTIVE

We are going to look at some portraits of different people who are going to help us learn about the main character of our book. What can you already infer about the main character of our book? What can you predict? What do you think? How do you feel? What do you see that makes you say that?

HOW: Let's review the nine things to notice any time we are looking at portraits (facial expression, focal point, gesture, clothing, setting, objects, quantity, size, and color).

When we see characters, we notice the facial expression, focal point, gesture, and clothing. The object sometimes helps us better understand the characters.

Remember as we look at the portraits, we will look and think by ourselves first, talk with a partner second, and then have a whole group conversation last. It is important that we look and think by ourselves first so we are prepared for our conversations.

RESTATE INSTRUCTIONAL OBJECTIVE TO TRANSITION INTO LESSON: What do you see that is the same in these portraits? What do you see that is different? What are these portraits teaching us about the main character of our story. What do you think the main problem/conflict may be for the main character? Remember to support your thinking with evidence with the portraits, so be prepared to answer the question “what do you see that makes you say that?” In this story, the main character, an 11 year old girl named Melody, has a disability called cerebral palsy. Each portrait that you have studied today contains a person who also has cerebral palsy.

### **LEARNING ACTIVITY**

1. Explain (or reteach) what is a six-word story.
2. Model how to write a six-word story. Show a few examples created by the teacher.  
Then, write a few stories as a class using the portraits.
3. Students write their own stories about the portraits with a partner.
4. The students and teacher reflect on their work. Ask the students what were their strongest six-word stories. Why? What can they infer about cerebral palsy from their six-word stories?
5. The teacher uses the smart board and displays a website to show and discuss additional information/facts about cerebral palsy. The teacher takes the time to constantly ask the students, “What else?” “What else have you learned?”

## **CLOSURE**

Today we learned about cerebral palsy. We also learned that the main character of the book we will be reading has cerebral palsy. The main idea to remember from our work today is how you used portraits to gain a new perspective of what it might be like to have a disability such as cerebral palsy. What did you see that is the same as you? What did you see in the person that is different than you? Tomorrow we will read the first chapter of the book. Remind yourself what you have learned about cerebral palsy when we hear the story told from the point of view of Melody's character.