

edTPA Lesson Plan 1

Name: Samantha Lynn

Date: March 2021

Lesson Title: Playing Cards Throughout History.

Grade/Level: High School

Curriculum Standards	Central Focus Question/Big Idea/Goal
<p><i>State Curriculum Standards</i> (Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts).</p> <p>HS Proficient VA.Re7.2.HSI a. Analyze the reciprocal relationship between understanding the world and experiencing imagery.</p> <p>HS Advanced VA.Re7.2.HSIII a. Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of certain audiences.</p>	<p><i>What question(s), big idea(s), and/or goals drive your instruction?</i></p> <p>My goal is to show students decks of cards throughout history, engage them in taking targeted notes about the decks, and reflect on a deck in writing. They will evaluate in writing using art vocabulary what it is about the deck imagery that has affected their feelings.</p>
Lesson Objective(s)	
<p><i>Objectives are measurable.</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none">● View decks of cards created throughout history and take notes on their appearances, noting how color, line, and symbolism are used.● Students will be able to evaluate in writing how an art object makes them feel and why.	
Vocabulary/ Academic Language (Language Function)	
<p><i>What opportunities will you provide for students to practice content language/vocabulary and develop fluency?</i></p> <p>Students will be able to practice language content and vocabulary in the writing of</p>	

their two paragraph response. I will create a vocabulary word reference sheet for students to refer back to and post that reference on Google Classroom.

Assessment/Evaluation

Formative (Informal): How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?

Students will be asked to respond in the chat or audibly periodically during the PowerPoint presentation. I will monitor and give feedback by both listening to responses or asking my cooperating teacher to read the chat aloud when needed.

Summative (Formal): What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?

I will collect a two paragraph response digitally on Google Classroom to check for student understanding. This will showcase learning of lesson objectives for a few reasons. First, students will be evaluating in writing how the imagery of one of the decks has changed their perception of playing cards as a whole.

Second, students will be relaying notes they have taken on the context of each deck of cards, enforcing the idea that understanding of context has informed their perception of the artwork. We will also verbally discuss the symbolism of the cards during the presentation and any relevant info concerning the connection between symbol and culture.

Instruction

Set/Motivator: How to engage student interest in the content of the lesson? Use knowledge of students' academic, social, and cultural characteristics.

Our Do Now will be: tell me in the chat about an experience you had playing cards. Coupled will be a picture of a deck of standard playing cards to further aid student understanding. I will engage my student interest in through use of that Do Now by attempting to promote sharing of personal experiences, and also check for understanding about what a deck of cards is.

Instructional Procedures/Learning Tasks: Provide specific details of lesson content and delivery.

1. I will instruct students to take notes on the Google Slides that we will view together. Their notes for each deck should include: 1. Country of origin, 2. Year

created, 3. Use of color, 4. Use of line, 5. Use of symbolism. 6. What it is about the deck that made it their favorite.

2. We will view a Google Slides together which displays artful decks of playing cards which have been created over time. We will discuss where the cards originated, how they were created, any symbols used, and more.

Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*

3. Upon culmination of the Google slides, students will be instructed on their assignment. Their assignment is: Write a two paragraph response. In the first paragraph, choose your favorite deck and share your notes as follows: 1. Country of origin, 2. Year created, 3. Use of color, 4. Use of line, 5. Use of symbolism, 6. Personal opinion of the deck. In the second paragraph, use art vocabulary to explain what about the card's imagery made it your favorite. Be specific.

Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*

In closing I could project an example of my favorite deck of cards with a two paragraph response, exemplifying for students what I expect from their homework.

Material/Resources: *What do you need for this lesson?*

For this lesson I will need to create a Google Slides presentation that showcases decks of cards from a range of countries. I will need to create a script of relevant information I want to share with students during the lesson to use as my notes. I will need to create a vocabulary form with key words included to post in Google classroom with the assignment. I will need to create a post in Google Classroom sharing my Google Slides presentation for students who miss class, along with clear instructions and a place for students to upload their paragraph homework. I will need to generate an example of the homework.

Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students?*

I will ensure that when I am sharing information with students, I will use projected words and images coupled with auditory speech to give students two avenues for learning. I will speak slowly for any ESL students present in the class. I will leave a link to the Google slides presentation and instructions in the Google classroom for students to refer back to or if they were absent from class. Also in the Google

Classroom I will leave a vocab sheet with key terms students could use in their paragraph responses and an example of homework. I will also make myself available for questions or concerns by both email and Google classroom comments.

Management/Safety Issues: *Are there any management and/or safety issues that need to be considered when teaching this lesson?*

No because we are learning remotely and so each student is working individually at their computers and can be muted if there are any behavioral issues. No safety issues that I know of.

Revised January 2014

edTPA Lesson Plan 2

Name: Samantha Lynn

Date: Spring 2021

Lesson Title: Playing Card Suit Sketch Generation.

Grade/Level: High School

Curriculum Standards	Central Focus Question/Big Idea/Goal
<p><i>State Curriculum Standards</i> (Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts).</p> <p>HS Proficient VA: Cr2.1.HSI a. Generate and develop artistic work in a self-directed manner.</p> <p>HS Accomplished VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Advanced VA:Cr.2.1.HSIII a. Experiment, plan, and make multiple works of art and design that explore a</p>	<p><i>What question(s), big idea(s), and/or goals drive your instruction?</i></p> <p>How can the historical background behind suits of cards inform our own suit designs? How can we create a design inspired by symbolism?</p>

<p>personally meaningful theme, idea, or concept.</p>	
<p>Lesson Objective(s)</p>	
<p><i>Objectives are measurable.</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Students will be able to understand that there is historical symbolism behind the traditional suits on decks of cards (hearts, clubs, diamonds, spades). • Students will be able to create two sketches of their own proposed suits of cards with corresponding symbolism. 	
<p>Vocabulary/ Academic Language (Language Function)</p>	
<p><i>What opportunities will you provide for students to practice content language/vocabulary and develop fluency?</i></p> <p>On day 3, we will view student sketches collectively through a presentation on Google meet. We will discuss if the suit design is a good match for the symbolism prompt and why or why not, and offer constructive criticism concerning the drawing. Students will be told their assignment which will be due Friday of creating a final drawing.</p>	
<p>Assessment/Evaluation</p>	
<p>Formative (Informal): <i>How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?</i></p> <p>Students will demonstrate understanding of lesson objectives and I will give feedback when we all look at the class's collective work and give feedback.</p> <p>Summative (Formal): <i>What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?</i></p> <p>Students will submit their two sketches through Google classroom. They will be asked to write which symbolism key term applies to each sketch.</p>	
<p>Instruction</p>	

Set/Motivator: *How to engage student interest in the content of the lesson? Use knowledge of students' academic, social, and cultural characteristics.*

Do now: can you think of a modern day visual symbol? Type it into the chat.

Example: a stop sign.

Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery.*

1. I will show students a Google Slides presentation showcasing the four traditional playing card suits and their symbolic meanings.
2. Students will be asked to choose two out of the available four traditional symbolic meanings and generate their own sketches. They will be asked to write under their sketches which word it matches with.

Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*

How can I match some component of my drawing to the word it represents?

Example: the suit of hearts is connected traditionally to both the heart symbol and to water.

How can your contemporary symbol translate meaning without the use of text explanation?

Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*

I will project student assignment onto the screen and copy the exact instructions/directions into a spot on Google Classroom. Tomorrow, in continuation of this lesson, we will be viewing submitted sketches together and engaging in group critique.

Material/Resources: *What do you need for this lesson?*

For this lesson I need a slideshow of traditional playing card suit meanings, a Near Pod presentation which includes the matching game,

Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students?*

Management/Safety Issues: *Are there any management and/or safety issues that need to be considered when teaching this lesson?*

Some students in this class work best when they submit work every day in small chunks in order to try to increase motivation. I will work that method into my

unit to try to increase participation.

Revised January 2014

edTPA Lesson Plan 3

Name: Samantha Lynn

Date: Spring 2021

Lesson Title: Finalization of Playing Card Suit Design.

Grade/Level:

Curriculum Standards	Central Focus Question/Big Idea/Goal
<p><i>State Curriculum Standards</i> (Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts).</p> <p>HS Accomplished VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<p><i>What question(s), big idea(s), and/or goals drive your instruction?</i></p> <p>How can I take my unique suit sketch to final and create a polished image?</p>
Lesson Objective(s)	
<p><i>Objectives are measurable.</i></p> <ul style="list-style-type: none">• Students will be able to create a final drawing of their contemporary playing card suit design that is polished and meets the requirements of the assignment.	
Vocabulary/ Academic Language (Language Function)	
<p><i>What opportunities will you provide for students to practice content language/vocabulary and develop fluency?</i></p> <p>Students will have received (via Google classroom) a list of art vocab they may consider using during critique and in their written homework. This will help ELL learners or learners who need a bit of extra help to have terms they can refer to.</p>	

Assessment/Evaluation

Formative (Informal): *How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*

In the beginning of Wednesday's class we will choose which suit the student will take to final for their final drawing. I will ask each student verbally or in chat to tell me which suit they will take to final. We will view everyone's sketches together in Google Meet. It turned out after the fact that only four students were really ready to move forward to final, so the other students were instructed to prioritize finishing their Quarterly Exam. If that was finished they needed to complete some of their other missing work before grades close Monday.

Summative (Formal): *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?*

Students will be asked to submit progress by the start of the next day's class to check progress. The finalized drawing will be due on Monday 4/19 to give everyone enough time. We plan to speak about them and engage in critique on Monday before moving forward to design a full playing card after some catch up is done.

Instruction

Set/Motivator: *How to engage student interest in the content of the lesson? Use knowledge of students' academic, social, and cultural characteristics.*

Tell me in the chat: what are some qualities of a final drawing?

Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery.*

1. I will present submitted thumbnails so everyone can see them and together we will discuss the best thumbnail for each student to take to final. If students are not present in class, they may instead select their favorite thumbnail to begin work on for the final drawing.
2. I will present a Google slide with assignment instructions to the students who are ready to move forward and explain instructions. I will check for any questions.
3. After this point, students will engage in independent work time. They will either be moving forward on their final project or they will be catching up on past due assignments they need to complete before the marking period ends on Monday.

Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*

How can I create a drawing that considers line, composition, and shading to create

a work that is complete and finalized?

Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*

I will explain to students that we will be using the rest of our class period for independent work time and then we will discuss the works in progress in the next class using key language in critique.

Material/Resources: *What do you need for this lesson?*

For this lesson I will need to have specific written instructions for students so they know exactly what I expect from this assignment. I will also need a reference sheet of art vocab to use during critique for their reference in the next class period (which they received on Monday). I will also need to share the remote learning rubric Bayside generated with students on Google classroom.

Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students?*

I will adapt the lesson to meet the needs of individual students by giving my instructions and directions both audibly and in text. I will give students a vocab handout they may use in our class critique and give them the option to participate both audibly and in text.

Management/Safety Issues: *Are there any management and/or safety issues that need to be considered when teaching this lesson?*

I don't think so other than trying to increase student participation.

Revised January 2014