



# Sample Lesson Plans

## SUAVE

The lessons in this section range from Renee De Villez’ in-class “ME Museum” to the measuring of a dinosaur in the lesson “How Big Was That Dinosaur?,” by Kay Willer. Animal Movement and Feeding Drama for second language learners is provided by Vickie Rosenberg. Also included is a mosaic mural project showing the metamorphosis of a seed by Judy Davis, a transportation mobile project by Ana Hernandez, and a “Knee-Knock Rise” game (making a board game based on a novel) by Dale Murphy.

<b>Lesson Title:</b> ME Museum–Renee De Villez, Nordstrom Elementary School, Morgan Hill, California	
<b>Description of Lesson:</b> Students will build a classroom community and promote positive classroom interactions by curating a museum display about themselves.	
<b>Grade Level:</b> 3–5	<b>Time Required:</b> One week for preparation. One hour for the museum gallery walk. Two days for follow up activities
<b>Educational Outcomes:</b> Students will be able to curate items and create a visual display that provides information about themselves and the significance of the items they choose to exhibit. Students will understand that museum exhibits present ideas and provide information about a specific concept or topic.	
<b>Content Standards:</b> <i>ELA, Social Studies, Math, Science</i> RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. W5.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W 5.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W 5.8 Recall information from experiences or gather information from provided sources to answer a question.	<b>Arts Standards:</b> 5.VA:PR2 Identify, describe, and visually document places and/or objects of personal significance. 5.VA:PR4 Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. 5.VA:PR6 Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
<b>Materials:</b> Teacher created ME Museum	



Notecards

Tag board

A children's book about a museum visit such as:

*You Can't Take a Balloon Into the Metropolitan Museum* by Jacqueline Preiss Weitzman

*How to Take Your Grandmother to the Museum* by Molly Rose Goldman

*The Museum Book: A Guide to Strange and Wonderful Collections*, by Jan Mark

*From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg.

Give students copies of the following documents:

- ME Museum Family Letter
- Gallery Walk Note Catcher

**Steps:**

Ask students who has ever been to a museum. Have students share out their experiences visiting a museum.

Read the museum book that you selected to the class. Ask students to summarize the text.

Tell students that they will become museum curators by making their own ME Museum in the classroom.

Show students the ME Museum that you created.

Explain that for their own ME Museum they will be doing the following:

Choose 3–5 items to display on their desks.

Write descriptions of the items on the note cards. Create a sign for their ME Museum on the tagboard.

Finally, they will take a gallery walk through the classroom to learn about their classmates through observing each other's ME Museum displays.

Give out the lesson instructions for students to take home. For homework students should explain the assignment to their family.

Throughout the week ask students how they are doing on the project and if they have any questions.

Tell students they may bring their items early if they need assistance with writing their descriptions.

Provide examples of items that a student might bring and the written description of the item each day.

On Thursday discuss the proper way to view museum exhibits.

Museum–Etiquette Museums Rule!

On Friday have the students bring their items into the classroom in the morning to set up their ME Museum. When everyone is ready, remind students of museum etiquette and begin the gallery walk.

Students should use the Gallery Walk Note Catcher as they tour the exhibits.

*Note:* Take pictures of the exhibit items to make a class collage. Print the pictures and have students create a collage together after the gallery walk.

*Writing:* Students will write about their experience being a museum curator. Using the cards they created for the exhibit, they should write a passage about what they chose to exhibit and why. To conclude their writing students should explain whether or not they would want to be a museum curator and why.



Content Evaluation:	Arts Evaluation:
Students will write a response to the activity describing their experience as a museum curator. Explaining what they did and what they might do differently in the future.	Students will make a collage using the photographs of the objects which were on display. Students will turn in their gallery walk notes with sketches for teacher review.

## ME Museum Project

As we begin school and throughout the first few weeks we will be spending time getting to know our classmates and teacher to build a positive classroom community. To that end, we will be holding a ME Museum in our classroom on Friday, August 23.

What is a ME Museum? A museum is a place where objects of interest are displayed for the purpose of education and enjoyment. When the objects are about a specific person they become a ME Museum.

Students will become their own personal ME Museum curators (a person who plans and organizes a museum display) by choosing 3–5 items to display. The items they choose should help visitors to their ME Museum (other fifth graders) learn more about the person and what is important to him or her. Students will use their desk to display the items and create their ME Museum. Remember display space is limited to the size of one desktop. As the ME Museum curator, students will write a descriptive label for each item to explain what the item is and why it is important to the student. And they will make a sign with their name for the ME Museum.

Here's what you need to do to make your ME Museum:

- 1 Choose 3–5 items to display.
- 2 Using the attached notecards write a descriptive label for each item. See sentence frames below for help.
- 3 Create a sign for your ME Museum by decorating the attached nametag. Make this colorful and use your neatest handwriting.
- 4 Decide how you will arrange the items on your desk.
- 5 Bring all the items to school on Friday, August 23.

Sentence frames for note card labels:

This item is a \_\_\_\_\_. It is important to me because \_\_\_\_\_.  
My item shows that I \_\_\_\_\_.

Please ask your teacher if you have any questions about the project.

## Family Letter

**Parent/Guardian acknowledgment:** I have seen the ME Museum project requirements and due date.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Name of student

\_\_\_\_\_



## Gallery Walk Note Catcher

### ME Museum Gallery Walk

As you tour the ME Museum take notes about what you see and do a few quick sketches of items of interest. Remember to use only pencil.

Items of Interest
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Things that surprised me
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Quick Sketches(leave space for sketches below>

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<b>Content Standards:</b> <i>ELA, Social Studies, Math, Science</i>
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RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**PROJECT TITLE:** Arts Infusion: Infusing the Arts into the Core Curriculum Lesson: The Daruma Doll and Haiku Poem (a Lesson in Japanese Culture)

**TEACHER:** Debra Cline

**SCHOOL AND GRADE:** Manatee School for the Arts, Palmetto, Florida, Grade 6

**CONTENT:** Digital Art and Technology Standards: National Core Art Standards

**SUBJECT AREAS:**

**PART ONE:** Concept/Creating Understanding and Connections

Japan is an island country and is located in the Pacific Ocean. It has a rich cultural heritage with a long history of stories and traditions. There are many different symbols that are believed to bring good luck or great fortune. The Daruma doll is symbolic of hope. These dolls are usually red, round, and the bodiless head stares with fierce determination. The eyes are left intentionally blank, so it is up to the user to draw in the middle of the eyes. The Daruma doll is also referred to as a wishing doll.

**HOW DARUMA DOLLS WORK:** Set a goal or make a wish. Paint in one eye (this will create a focal point or draw attention to a particular spot in your art). Work toward the goal and when the dream is achieved, paint in the other eye. Daruma dolls remind us when we fall; we need to get back up. The doll embodies the popular Japanese proverb: Nanakorobi yaoki. “Fall down seven times, Stand up eight.” So it’s always about the work. No matter how tired, despite the circumstances, or even lack of rewards or motivation, the spirit trudges forward. Clarity is truly realized and valued when the person who made the wish transforms into the person who completes the dream.

**INSTRUCTION:** Using a template (easily found on the internet), color the Daruma doll, make a wish, and color in one eye, when the wish comes true color in the other eye. You might try adding background elements to your art; for example, Mt. Fuji an active volcano located in Japan or maybe a tsunami depicting the famous great wave, or maybe a happier scene with cherry blossom trees or religious symbols like the Buddha. Think about where the Daruma doll might be sitting if it were in Japan, research historical sites and landmarks.

**CRITICAL THINKING QUESTIONS:** How does this Japanese tradition make you feel? Why do you think the Daruma doll became so popular? What other good luck symbols can you think of and how do they compare to the Daruma doll?

**PART TWO:** Writing Extension/Building Skills—Creating, Responding, and Connecting

A haiku poem is a form of Japanese poetry. A haiku expresses a single feeling.

**INSTRUCTION:** Create your own Haiku poem using the Daruma doll as the main theme. Think about what the most important words are in your Haiku poem and how you can make them stand out. Be creative add color to your words to help emphasize key thoughts, feelings, or ideas by making some of the lettering bold, and try experimenting with different type styles.

**CREATING AN ORIGINAL HAIKU POEM:** A Haiku poem is a 17-syllable poem. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables Share your visual art of the Daruma doll and your Haiku poetry with classmates. Discuss the similarities and differences of the thoughts and wishes as well as the colors selected and designs used in the finished pieces of art and poetry.

**VOCABULARY:**

*Emphasize*—to stand out and be noticed

*Proverb*—memorable saying usually based on truisms

*Symbolic*—representational of something

*Determination*—to continue trying, not giving up

*Traditions*—beliefs or customs handed down from one generation to the next.



NATIONAL ART STANDARDS:

*Creating*—developing Japanese cultural theme-based art and poetry

*Responding*—to act upon the fulfillment of a hope or wish utilizing visual art and creative expressions of thought through poetry

*Connecting*—relating to similarities between cultures and traditions

*Presenting*—sharing thoughts and ideas of finished lesson for a diversified perspective.



### SUAVE Curriculum and Project Description

LESSON TITLE: How Big Was That Dinosaur?  
TEACHER NAME: Kay Willer  
SCHOOL AND GRADE: Richland Elementary School, Grade 1, San Marcos, CA  
SUBJECT OF FOCUS: Measurement (including vocabulary such as length, width, area)/  
visual arts

DESCRIPTION: Before the lesson, students had previous experiences with measurement, both standard and nonstandard. Students had been studying a unit on dinosaurs. This, of course, included information on the sizes of various dinosaurs. Students seemed to have a difficult time visualizing the true size of a dinosaur, prompting this lesson.

Students went out to the playground equipped with their own chalkboard, and a picture of an Apatosaurus. The teachers measured the height and width of the dinosaur on the ground in the playground as students dictated the measurements they had learned. A sketch of the dinosaur was made on the ground as students sketched on their individual boards. Then students excitedly filled in the outline of the dinosaur with sidewalk chalk. They also included some other information about the dinosaur and decorated its name for all to see. They were thrilled to see the actual size of the dinosaur, as well as having the opportunity to share it with the rest of the students as they came out to the playground!

As we continued our study of dinosaurs, I was aware that students had a more realistic concept of dinosaurs, and, of course, their skills in measurement were increased.

This lesson led to a study of fossils and footprints, and I was aware that they were more able to compare the sizes of the fossil footprints of specific dinosaurs. This same type of lesson could be used to reinforce mapping skills or in a unit on marine life.

I was surprised that such a simple lesson could have such an exciting impact! I'll definitely repeat it again next year!



## SUAVE Curriculum and Project Description

LESSON TITLE: Animal Movement and Feeding  
TEACHER NAME: Vickie Rosenberg  
SCHOOL AND GRADE: Richland Elementary School, Grades 3–5 Transition, San Marcos, CA  
SUBJECT AREA: Science/drama/visual arts

**BACKGROUND:** This activity was used as an assessment of knowledge gained during this unit on animals. We had studied about how animals move and why they move. As part of this lesson we had students do mini-dramas portraying why animals move. Included in the mini-dramas were prairie chickens who do a mating dance, the white-tailed deer who flash their white tails to warn of danger nearby before leaping away, and birds of prey who swoop down to capture unsuspecting prey. We also studied about how an animal's bone structure assists it in movement. We learned about vertebrates and invertebrates as a classification method. We created "X-rays" of the animal's bones. We discussed the need for hollow bones to allow birds to lift their weight in flight. We discussed how backbones allow a snake to slither. In this unit we also studied animal classifications as eaters: insectivores, carnivores, herbivores, and omnivores. We discussed many kinds of adaptations animals have for eating. Then we did the following activity as a performance-based assessment.

### DESCRIPTION OF THE ACTIVITY

**Skills, elements, and vocabulary taught:** Classification, invertebrates, vertebrates, omnivore, carnivore, herbivore, insectivore, adaptations.

### MATERIALS NEEDED:

- Tag board
- Pencils
- Markers
- Sample menus from restaurants.

### DIRECTIONS:

- 1 Divide the students into working groups (i.e., pairs or groups of three or four). Show the sample menus to give students ideas of what should be included on the menu. Discuss what the menus have in common—for example, the name of the restaurant, its address, and its phone number on the cover; pictures of food items and prices on the menu pages.
- 2 Each group's job is to create a menu for an animal restaurant, the Critter Café. Have students fold the tag board to form a large menu. Have them design a cover and a menu page for herbivores, insectivores, and carnivores. A notation can be made that omnivores may choose anything from the menu. (Meals at our café included things like "Hot Fly Pie," "Green Grass Quiche," and "Mouse Ribs.")
- 3 When menus are complete, conduct a role-play of going to the restaurant. Give one student the role of waitress and another the role of the animal coming to dinner at the restaurant. (We provided an ESL lesson on appropriate things a waitress says and appropriate responses a customer might offer.)
- 4 Have observers of the role-play determine what kind of animal is placing an order at the café: carnivore, herbivore, insectivore, or omnivore. Then have students try to guess which animal the student is "impersonating."
- 5 Conduct individual interviews as you observe students working on creating their menus. Listen to students discuss what food items to put in each category for feedback as to their knowledge. Assess again during the role-play.



**Extension—math integration:** Audience also has to calculate the cost of the customer’s meal using the prices on the menu.

**Comments for others trying this project:** If students are accustomed to working in cooperative groups, three or four students can work together with large tag board. However, when I did this activity with my class, more time was spent on gaining consensus on how to organize the menu than I wanted. I am going to try the lesson again next year because it was so successful and fun. However, I am going to try it using smaller construction paper and having students work in pairs. I hope the changes will allow students to finish the menus more quickly and allow more individual ownership of the product.



## SUAVE Curriculum and Project Description

PROJECT TITLE: Mosaic Mural  
TEACHER NAME: Judy Davis  
SCHOOL AND GRADE: Juniper, Grade 1, Escondido, CA  
SUBJECT AREA(S): Math/science/social science/language arts/visual arts

### MATERIALS:

- Butcher paper
- Construction paper
- Scissors
- Glue.

DESCRIPTION: Students created a mosaic to show seeds, sprouts, plants, and plants as part of our “Living Things” science unit.

**What happened in class?** We assigned shapes and colors to each thing to be represented. For example: brown  $\Delta$ s soil, blue (4)s rain.

**What skills, elements, and vocabulary were taught?** Geometric shapes, representational expression, mosaic pieces do not touch, science terms

**How did you assess the children’s understanding?** They made labels for a key to show how each term is represented.

**Where could you go from here?** We saw mosaic sculptures at Balboa Park and could do a mosaic on any theme!

**Comments for others trying this project:** Organize students so that about half the class are cutting shapes at their seats while the other half are gluing. Also, draw out the design with chalk for guidelines on butcher paper (we used black to contrast with colors).



## SUAVE Curriculum and Project Description

PROJECT TITLE: Transportation Mobile—Land, Air, Sea  
TEACHER NAME: Ana Hernandez  
SCHOOL AND GRADE: Lincoln, Grades 1–2 (combined class), Escondido, CA  
SUBJECT AREA(S): Science (Grade 1)/math/visual arts/social studies

### MATERIALS:

- Cardboard
- Drawing paper
- Crayons
- Colored pencils
- Pictures or boxes of transportation modes, dowels
- Nylon fishing line
- Construction paper scraps.

DESCRIPTION: This is a hanging mobile that shows different modes of transportation used on land and water and in the air. Also featured are different elements that represent land, air, water environments (train tracks, trees, birds, clouds, octopus, and fish, etc.).

### PROCESS:

- 1 Brainstorm modes of transportation (e.g., horse, flying carpet, elephant, bicycle).
- 2 Have students pick one mode.
- 3 Have students draw, color, cut it out, and glue onto piece of thin cardboard.
- 4 Have students cut the piece out and trace it on a second piece of drawing paper.
- 5 Have students cut out the second piece and place it on the cardboard side of the first piece to see which side of drawing paper needs to be colored.
- 6 Have students lay the second piece next to the first in order to color it like a mirror image.
- 7 Have students glue the second piece to the back of the first so that there is one piece with both sides colored and the exact same image.
- 8 Brainstorm symbols that represent land (roads, grass, flowers . . .), air (birds, sun, stars, wind . . .), and water (fish, whales, seaweed . . .) and have each student make one. Again, they have to complete both sides. Use colored scrap construction paper.
- 9 String pieces up in mobile form, by forming three branches—one air, one water, one land.

**Comments for others trying this project:** The mirror image symmetry part is tricky. That is why the second side needs to be traced, cut, and temporarily placed on the first side so that students color the correct side.



## SUAVE Curriculum and Project Description

PROJECT TITLE: “Knee-Knock Rise” Game (making a board game based on a novel)  
TEACHER NAME: Dale Murphy  
SCHOOL AND GRADE: FELICITA, GRADE 5, Escondido, CA  
SUBJECT AREA(S): Math/science/social science/language arts/visual arts

### MATERIALS

- Crayons
- Construction paper
- Markers
- Graph paper.

### DESCRIPTION

- 1 Read and discuss a novel in class (can also use individual books).
- 2 Have kids retell the story from start to finish. Be sure to have at least 10–12 events from the story. I had the kids put the events inside pictures of oysters (that’s what we were learning about in science).
- 3 After they write their events, have them pick six of their favorite events or six events that they feel are not important to the story. Then introduce the vocabulary words *positive* and *negative*. Elicit from the kids what those words mean. From the definitions, they should see that *positive* events are good things and *negative* events are generally bad. Next, have the kids work in pairs and decide which events were positive and which were negative (either to the character or to the reader). For each positive event, place → in the pearl. For each negative, place ← in the pearl.
- 4 Pass out one sheet of construction paper to each child. Discuss various types of board game designs. Have kids design their board game, including a place for “chance” cards (the oysters) and a place for discards. They also need to include the title of the book and an illustration (usually in the center of the board) that goes with the story. All boards must include four ways to show positive things that could happen to the players (e.g., “You got the bigger end of the wishbone—take a Chance card”) and four ways to show negative things that could happen to the players (e.g., “You went to the top of Knee-Knock Rise and got caught in a storm—lose a turn”). All mini-stories (or ways to get a Chance card or to lose a turn) must somehow relate to the story being studied. This is how you check for comprehension.
- 5 Extended activities could include making a cube to use as the die (math), planning geography lessons (social studies), weather or earth units (science), and so forth. The possibilities are endless!
- 6 Be sure to give kids time to use the board games in class. They could combine oysters to have more Chance cards. ☺
  - a What skills, elements, and vocabulary were taught?  
Vocabulary → *positive, negative* skills ← comprehension.
  - b **How did you assess the children’s understanding?**  
By what they wrote on board game squares and which way they placed their arrows.
  - c **Where could you go from here?** Anywhere!
  - d **Comments for others trying this project?**  
Be flexible with your time. The more time you give the kids, the more creative their projects turn out to be.