



Wednesday 10/19/2022

Adjectives Part 1

Ard - AIGr1Lp6

Arts Standards & Common Core Connections

1.L.1f Use frequently occurring adjectives.

I can use adjectives to describe a person.

Vocabulary

* adjectives: a word that describes a noun (person, place, thing, or thought)

Essential Question

Essential Question: How many ways can you describe a person?

Depth of Knowledge: **(DOK 2)** - Describe a noun.

Lesson / Instruction / Narrative

Intro:

* Review Arts Integration expectations for class.

Lesson:

- * Look at the PowerPoint on finger painting and adjectives.
- * Discuss artist Iris Scott.
 - * Explain that artists will be finger painting with their "fingers" only, not the palms of their hands.
- * The large square piece of paper is for artists to finger paint the background.
- * Discuss the adjectives that are on the Spinner Wheel and the colors those adjectives represent.
- * Teacher will spin the wheel. Artists will read the adjective that the spinner wheel stops on and tell the corresponding color.
- * Artists will use that color to finger paint an area on their background.
- * Spin the wheel again and repeat the process until the background is full of color (no white showing).
- * Have artists set their backgrounds on the drying rack to dry until part 2 of the lesson.
- * After artists finish their backgrounds, they can receive 1-2 small pieces of paper to try finger printing an object with details - if time allows.

Closing:

- * Did you enjoy finger painting?
- * Why do we use adjectives?
- * Can you think of an adjective to describe a pig?
- * Explain to students that you will return in 2 weeks with a new lesson!

Formative Assessments

Admission/Exit Tickets

Responses to questions posed at the beginning or end of a lesson or class to assess understanding of key concepts.

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Signals

Movement to signal understanding. Hand signals such as a Thumbs-Up, Thumbs-Down; Point and Identify

Instructional Strategies



- S Monitor Progress
- S Work Together
- S Expectations

Materials / Resources / Technology

- * PowerPoint
- * cut fingerprint paper in 1/2 for palette
- * white tag for background - cut off 6"
- * cut the 6" scrap from white tag in 1/2
- * paper towels - LOTS
- * paint in cups to share or fingerprint/palette paper per artist
- * wipes (colors to match Spinner Wheel)
- * messy mats (black butcher paper)
- * Spinner Wheel with adjectives
- * Music

Differentiation / Modifications

Students will be allowed to work at their own pace. Teacher will assist as needed.

Demographics:

- * 18 students
- * 8 ELL students
- * 3 SPED students
- * 6 girls
- * 12 boys