

Lesson: Word Art

Name: Alex Kinnaman

Date(s) of Lesson: Thurs, April 14, 2022

Student Learning Objective(s) and Related Assessment(s):

Language: Word Art, Correspond, Placement, Structure

Learning: Students will engage creatively with the journal prompt and will fully engage with direct instruction from Mr. Kinnaman regarding the Word Art project. Following direct instruction, students will work at an acceptable noise level on their individual word art project.

Success Criteria: This will be measured by the successful completion of the word art project by the end of class. This project is another piece of the puzzle for the large anthology which we will be turning in at the end of the unit.

Standard(s):

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

Materials/Resources: List the materials you will use during the lesson, *including any supplementary or adapted visuals, models, or technological resources.*

Computer/Laptops

Word Art Document

Examples

Visualizer

Learning Activities:

Initiation: Describe briefly how you will initiate the lesson.

I always start class with a welcome and a brief discussion, asking students how they are doing. Class will begin with a journal prompt, a brief sharing period, and then we will transition into the introduction of the word art project. (10-15 minutes)

Lesson Development: Describe how you will develop the lesson.

Using the visualizer, I will introduce the Word Art project, first by moving through the document on google classroom. I will take students through the steps of the project which they will perform today and will also discuss the general concept of the project. After introducing the project through the form I will show students examples of what potential projects look like, and talk through different potential ideas they could try (i.e. Different people and subjects or shapes they could use). Following this direct instruction, I will ask

for questions and will send students on their way to work for the rest of class. The expectation is that this creation is finished at the end of class.
(50-65 minutes)

Closure: Describe briefly how you will close the lesson and help students understand the purpose of the lesson.

Collaborative class ‘Word Art’ – take their words (said out loud) and write them on the board

What was challenging about this project? – One word or phrase

What was difficult to understand? – One word or phrase

What would you do differently? -- One word or phrase

What could we improve? – One word or phrase

(5 minutes)

Individuals Needing Differentiated Instruction: *Differentiate instruction for Learners.*

	<u>Content</u>	<u>Process</u>	<u>Product</u>	<u>Environment</u>
Modifications :			Students are able to choose the subject of their word art project and are able to work with words that they are comfortable associating with, while also challenging themselves appropriately based on the complexity of branching word associations related to the vocabulary they have	

			already developed.	
Extensions:			Students may work with a significantly more complex set of words alongside a more complex subject matter. The relationship between the shape they choose and the words they use can be as interrelated as they desire. There are many layers at which students may think creatively and extend their learning via complexity.	