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Lesson Plan Template
Teaching and Learning and Clinical Practice Courses

PRELIMINARY INFORMATION	
TEACHER CANDIDATE: Emily Stallings **DATE: 4/27/2026** **GRADE:** 3 **# STUDENTS**: 26	
UNIT/TOPIC: Economics	**LESSON #** __ OF __
LESSON NAME: Art Gallery	

STANDARDS, OBJECTIVES, ACADEMIC LANGUAGE
CONTENT STANDARDS (Math) (ELA) (Social Studies) (Science): List the academic content standards (include both number and text) (e.g., Common Core State Standards, Core Content Connectors, NGSS standards). If only a portion of a standard is addressed, then only list the part or parts that are relevant.
CCSS.HSS.3.5.3- Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS (Interacting, How English Works, Foundational Literacy): List the standard(s) (include both number and text) that are most relevant to the lesson.
ELD.PI.3.9 - Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).
CONTENT LEARNING OBJECTIVE(S): Based on the content standards, write **one** or **two** content learning objectives that state what students should know and/or be able to do as a result of this lesson. **Objectives MUST be: specific, measurable, and realistic.**
Students will be able to produce an art piece and explain “buying” and “selling” in the context of buying their materials and selling their artwork. Students will make decisions involving trade-offs.

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STANDARDS, OBJECTIVES, ACADEMIC LANGUAGE
VAPA STANDARD(S)
Which VAPA Discipline (Dance, Media Arts, Music, Theater, Visual Arts) are you integrating into your lesson: **California Arts Standard(s):** **3.VA:Pr5 - Identify exhibit space and prepare works of art, including artists' statements, for presentation.** **Continuum - Observing- Emerging - Developing - Proficient - Artistic Leader**
STUDENT-FRIENDLY LEARNING GOAL(S):
- I can present my artwork to the class along with a guided artist statement.
LANGUAGE OBJECTIVES: Based on the ELD standards, write **one** or **two** language objectives that state how students' English language development will be supported through this lesson. Consider how you might include objectives that meet the needs of students at different proficiency levels (emerging, expanding, bridging, lifelong learning)
- Student will be able to orally present their artwork, making use of given sentence frames.
ACADEMIC LANGUAGE: Identify the language demands of the lesson. Detail the level and complexity of the texts being used, as well as the key vocabulary students must understand in order to participate effectively in this lesson.
Vocabulary: buy, sell, trade-off, artist statement.

STUDENT DATA (Current Performance)	
Prior Knowledge and/or Pre-lesson assessments (i.e.: questionnaires, concept inventories, anticipation guide, open-ended questions, graphic organizer, entrance tickets)	We just launched the economy unit yesterday by learning a short song about economics and completing a CCD chart. We won't have an entry ticket because the lesson is mostly about exploration but students are coming into the lesson having just learned the meaning

	of economy and being introduced to the concept of economics pertaining to buying, selling, trading, and money.
STUDENT DATA: How will you use this data **to inform instructional approach** (whole group, small group, rotations, individualized)? Which **co-teaching approach** supports and aligns with the data for this lesson? How might this data influence the lesson plan **to support all learners** Universal Design for Learning (UDL) principles?	
This lesson is mostly project-based, allowing students to explore the concept of buying/ selling and trade-offs before receiving targeted direct instruction.	
Specific UDL supports & extensions planned	Sentence frames for their oral presentation of their artwork.
Planned Assessments Formal and Informal (i.e.: Turn & Talk, Think-Write-Pair-Share, Thumbmometer, graphic organizer, Summary, ABC Chart, Sorting Activities, Concept Maps)	Students will demonstrate understanding through the oral presentation, correctly identifying the price of materials and the cost of their art piece.

STRATEGIES AND LEARNING TASKS
LAUNCH/HOOK/ENGAGEMENT(Opening): How will you start the lesson to connect with what students have already learned and know (activate background knowledge)? How will you integrate what you know about your student's academic knowledge, social development, funds of knowledge, and cultural backgrounds to engage the students from the start?
I'll launch the activity with a "this or that" game to introduce the concept of trade-offs. I'll have them answer one "this or that" question to give them an idea of what we're doing, and then add in dollar amounts along with the "this or that" (e.g., this or that $10 hot Cheetos or $4 Takis), I'll then give them the vocabulary to go with the idea and then introduce buying/ selling and how it can involve trade-offs.
LESSON SEQUENCE(Middle): Specify the sequence of activities that will scaffold your students' learning toward the objectives.

What will students be doing? Think specifically about what questions you will ask, in what activities students will engage, how you will promote discussion, and how you will facilitate students' use of key academic language.
As you write this section, be sure to design your instruction to support *all* learners in your classroom (i.e., use universal design principles: engagement, representation, action & expression; accommodations and modifications)
What formative assessments will you use for each activity to inform lesson effectiveness?

Teaching Strategies/Learning Tasks/Activities	Formative Assessment(s)
After we launch the lesson, I'll explain the activity- students will be submitting artwork to a gallery, but will need to buy their own supplies. Students will each be given $10 to buy what they want to use. We'll discuss trade-offs with the materials (e.g., they can't afford to buy all the materials offered, so they'll need to choose). Students' art needs to have a focal point and a pattern in the background, but otherwise, they have some freedom. I'll make it clear that the gallery is more likely to pay more for art that's vibrant and detailed, and provide example works. Students will be given 25 minutes total to create their art pieces. Once the time is up, students will complete an exit ticket Name_____ Date_____ **Artist Statement** This piece is called _____ Price of materials: _____ Price for the artwork: _____  The gallery should buy my art piece because _____ _____ They'll use this as the outline for their oral presentation to the "gallery" and will be given sentence stems "This piece is called____, I paid ___ for my materials, I'm charging __, you should buy my art piece because _____"	Buying their materials (including counting out money) Presenting their artwork using the proper sentence frames.

CLOSURE(Closing): How will you bring closure to the lesson?
What questions and/or prompts might you use to support **students in articulating/sharing their learning**?
How will you preview what will come next for the students in regard to the subject matter?

After students share their work, the gallery will go over their "paperwork" and decide a fair price for each piece of art. We'll finish the lesson by collecting their art and artist statements and asking them if they could do the project again if they'd change anything about how they did the project. Were the trade-off decisions easy? How'd they choose their materials?

RESOURCES AND MATERIALS: What materials will you need for this lesson? What materials will students need?

- **Watercolor paper**
- **Oil Pastels**
- **Watercolor paints**
- **Fake money**
- **Supply list**
- **Artist Statement**

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