

Unit Plan Title: Celebration Cakes

Essential Question: How do we decide what is important to celebrate in our lives?

Length of Class Period: 30 minutes

This lesson is 4/7

Summary		
In this lesson we will be starting by discussing what we did the previous class before starting our work time. I will then demonstrate how to shop for materials at the counter. Students will have time to finish their cardboard attachment practices and cake sketches. Once both are complete, they are allowed to start building their cakes. At the end of class we will clean and line up.		
Learning Objectives		
Objective (use Studio Habit of Mind Objective Wheel to help you find active verbs)	Studio Habit of Mind	Checking for Understanding/Active Participation Strategy/ Assessment Method
After the lesson's demonstration, the student will be able to analyze the given materials and consider what materials they will take and how.	Observe	Summative: WHAT: Students will watch, listen, and participate during the demonstration. HOW: I will observe for attentiveness and participation.
After the lesson's independent practice, the student will be able to begin creating their cake sculptures out of found objects.	Develop Craft	Summative: WHAT: Students will create their cake sculptures. HOW: I will collect work at the end of class for observation.
After the lesson's cleanup time, the student will be able to think back on how they did that day and decide what grade they earned based on their participation and behavior.	Reflect	Formative: WHAT: Students will tell me what grade they earned on a scale from 1-5. HOW: I will record their responses on a checklist.
Standards		
VA:Cr1.1.4a. Brainstorm multiple artmaking approaches to a creative art or design problem. (Objective 1)		

VA:Cr2.3.4a. Identify, describe, and visually document places or objects of personal significance. (Objective 2)
SEL 3A.2a. Demonstrate consideration for the safety and well-being of others. (Objective 3)
SEL 3a.2b. Demonstrate knowledge of how social expectations affect decision making and actions in multiple contexts. (Objective 3)
SEL 3B.2a. Identify and apply decision-making steps that consider impact on self and others. (Objective 3)

Set Up and Materials to Prepare in Advance

What artwork are we looking at today?: N/A
Inspirational Visual(s): Cardboard attaching poster; Cake cardboard mockups
Procedural Visual(s): Found Objects Menu
Other Resources and References: N/A
Copies: "Plan Your Cake!" Handout (1/student)
Load to screen: Found Object Menu
Cutting paper: N/A
Sorting and Cleaning: Cardboard and found objects on the windowsill.
Other: N/A

Materials for Students

Pencils (1/student)
Colored Pencils (1 cup/table)
Cake Planning Sheet (1/student)
Cardboard (Various)
Scissors (1/student)
Glue sticks (2/table)
Liquid Glue (2/table)
Building Board (1/student)
Tape (1 roll/table)
Cardboard (1 piece for demonstration)
Various found objects
Found Objects Menu (20)

Lesson Cycle

Attendance (3 minutes)

Students will line up in the hallway while I take attendance, then lineup inside the classroom for second attendance.

Topic Question?/Hook (1 minute)

Have a short discussion with the students, starting by asking them what we did last class.

Demonstration (3 minutes)

I will demonstrate for the students how to shop for found object materials, specifying that they should start with cardboard for building the base of their cakes.

Independent Practice/Students-at-Work (19 minutes)

Students will start by completing their cake sketches and cardboard attachment pieces. Once they are finished with both they will show me and they may begin building their cakes.

Clean-up/Storage: (1 minute)

Student Action: Put cardboard practice pieces on their nametags, along with the beginning of their cake if they started.

Teacher Action: Collect cake planning sheets.

Reflection (3 minutes)

Students will be asked one at a time what grade they believe they earned that day.

Culturally Responsive-Sustaining Education Strategies**CR-S Education Framework Elements**

Creating a welcome and affirming environment: Students will be greeted at the beginning of the lesson and asked how they are doing that day.

Identifying inclusive curriculum and assessment: Students will have options for assembling objects together using a variety of different methods for different preferences or needs.

Fostering high expectations and rigorous instruction: Students will reflect on their behaviors and participation from class and grade themselves based on the criteria of "5 Things You Can Control"

Accommodations and Modifications

Environmental Accommodations: Open walking space to move around the room, with large walkways between tables.

Instructional Accommodations--Presentation: Directions will be given in both english and spanish to those who need it

Instructional Accommodations--Student Response: Students could work together to develop ideas for artmaking.

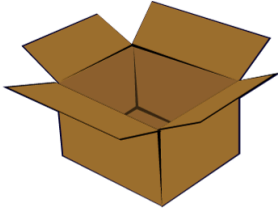





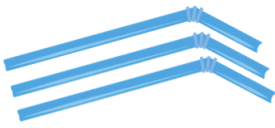
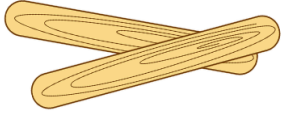








Instructional Accommodations--Schedule: Students can be given additional time next class to complete a task if needed.

After Class Teacher Follow Up

Make sure cake sculptures and practice attachments are put away, and put away cake sketches.

Visuals and Handouts

Found Object Menu

 <p>CARDBOARD</p>	 <p>PAPER</p>	 <p>FOAM SHEETS</p>	 <p>WOOD</p>
 <p>STRING</p>	 <p>FABRIC</p>	 <p>STRAW</p>	 <p>POPSICLE STICKS</p>
 <p>BEADS</p>	 <p>CUPS</p>	 <p>POMPOMS</p>	 <p>FOAM PIECES</p>
 <p>JEWELS</p>	 <p>PAPER CLIPS</p>	 <p>RUBBER BANDS</p>	 <p>TASSELS</p>