

Team Teaching lesson plan

Name(s): *Aileen Duarte, Jonah La Margo, & Emma Risdon*

Lesson Name: *How to be a Good Neighbor?*

Duration of Lesson: *4 hours*

Grade Level(s): *4th grade*

Element or Principle(s): *Collages*

Definition of element or principle used:

- *Abstract art: does not attempt to represent an accurate depiction of a visual reality but instead uses shapes, colors, forms, and gestural marks.*
- *Design: an outline, sketch, as the form or structure of a work of art.*
- *Pattern: the repeating of an object or symbol.*
- *Warm colors: Oranges, reds, yellows, and lighter greens*
- *Cool colors: Blues, Darker Greens, Darker Purples*

Content Standards:

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a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.

b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.

How the lesson uses them:

Learning background information about famous people Mister Rogers and Paulo Frierer and doing research on them to be the main focus on the lesson. They had a big inspiration on cultural diversity and equality. This leads to being able to use personal and external resources by doing activities related to these people.

VAPA standards:

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How your lesson uses them: *Learning background information about famous people Mister Rogers and Paulo Frierer and doing research on them to be the main focus on the lesson. They had a big inspiration on cultural diversity and equality. This leads to being able to use personal and external resources by doing activities related to these people.*

ELD Standards:

Emerging 4.1: *Exchanging information/ideas-* Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.

Expanding 4.1: *Exchanging information/ideas-* Contribute to class, group, and partner discussions, including sustained dialogue, by following turn taking rules, asking relevant questions, affirming others, and adding relevant information.

Bridging 4.1: *Exchanging information/ideas-* Contribute to class, group, and partner discussions, including sustained dialogue, by following turn taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

Learning Objectives

Content Objectives: Students will be able to identify the key characteristics of both Mister Rogers and Paulo Freire, understand how they can implement these characteristics into their own life, and discover the key similarities between Roger and Freire, through creating collages.

Language Objectives: Students will show their understanding of how to be a good neighbor through participating in whole-class discussions, exchanging their ideas with peers, creating a collage to display their ideas, and writing a short reflection at the end of the lesson.

Academic Language:

Throughout this lesson, students will use key academic vocabulary such as

Pedagogy- The method and practice of teaching.

Critical Pedagogy- Philosophy of education that encourages students to be critical towards their reality.

Empathy- Being able to understand and care for the feelings of someone/something.

Diversity- People of different cultures and backgrounds together for inclusion.

Marginalized- Isolating a person, group, etc and they feel unimportant.

Artists and Artworks:

- Students will be introduced to Henri Matisse (1870-1954) artwork. Connecting their work with Mister Rogers by prompting the students to make collages. Students will watch three clips regarding Mr.Rogers and an informational presentation in order to understand Mister Rogers philosophy on how to be a good neighbor (human being). Additionally, students will be introduced to Henri Matisse artwork regarding collages. They will be prompted to create their own piece (collage) by implementing their findings of Mister Rogers such as representing the values he displays in his show such as love, respect, empathy, etc.



“The Snail”, Henri Matisse, 1953

Rubric

Collage Critique					
Criteria	5 points	4 points	3 points	2 points	1 point
<u>Participation</u>	Participated in class and was always on task.	Participated in class and was usually on task.	Somewhat participated in class but was on task.	Little participation in class and off task at times	No participation in class and off task.
<u>Use of materials</u>	Used materials appropriately with no redirection.	Used materials appropriately with slight redirection..	Needed redirection regarding the use of materials.	Needed a lot of redirection regarding the use of materials.	Used materials inappropriately and was not receptive to redirection.
<u>Understanding, achievement, & completion</u>	Applied all principles and elements throughout the collage process.	Made an effort to apply the principles and elements throughout the collage process.	Applied some principles and elements throughout the collage process.	Rarely applied some principles and elements throughout the collage process.	Did not apply the principles and/or elements throughout the creation and completion of collage.

Resources:

Holly Hanks Wanta. (2019, July 9). Paulo Freire and the Development of Critical Pedagogy

[Video]. YouTube. <https://www.youtube.com/watch?v=tyZEJHcY6q8>

<https://www.misterrogers.org/about-fred-rogers/>

“I Like You as You Are - Mr. Rogers.” YouTube, YouTube, 7 Nov. 2020,

<https://www.youtube.com/watch?v=rV81S3OOhh0>.

“I hope you are able to grow to respect whoever you are inside.” *YouTube*, YouTube, 4 June

2017, <https://www.youtube.com/watch?v=QrRQSbRPfO4c>. Accessed 3 May 2023.

“There are many ways to say I love you.” *YouTube*, YouTube, 6 June 2017,

<https://www.youtube.com/watch?v=FtsLoA1nBDQ>. Accessed 3 May 2023.

Materials: Throughout this lesson, students will use:

- Projector, showcasing short clips on YouTube about Mister Rogers and Paulo Freire.
- Chromebooks, students will be allowed to do more research regarding the topics at hand.
- Magazines.
- Construction paper.
- Scissors.
- Glue.

Anticipatory Set:

How to be a good neighbor? Students will be presented with several clips on the projector regarding Mister Rogers. The videos will discuss self-love, belonging, and respect for others.

Students will discuss the questions below as a whole group:

- Who do you think Mister Rogers is?
- What do you think Mister Rogers believes?
- What do you think it means to be a “good neighbor”?

Instruction (Modeling or I Do):

1. The teacher will talk about the videos watched and show the example of “The Snail” by Henry Matisse.
2. The teacher will model making a collage by thinking aloud while choosing texts and images from a magazine that resemble being a good neighbor. Teacher will explain why each selected component of the magazine resembles that, and how to paste it onto the construction paper to create the art piece.

Guided Practice (We Do):

1. After modeling, all students will create a trifold chart that is labeled “Looks like, feels like, and sounds like.”
2. As a class, we will discuss what being a good neighbor looks like, feels like, and sounds like and students will fill in their charts with the ideas that they like. (Critical pedagogy is used in this lesson, as students are leading the discussion, with minimal help from the teacher. What does being a good neighbor mean to them?)

3. Students will work collaboratively to get ideas for their collage, and what images/texts they will look for in their magazines.

Independent Practice (You Do Alone):

1. After discussing, the teacher will pass out the necessary materials for this project to every student (scissors, glue, construction paper and select magazines).
2. Students will be instructed to do their own research on Mister Rogers using teacher-selected sources/websites, in order to add more ideas for their chart.
3. When students have finished their research and filled out their chart with at least 7 ideas for each category, students will be able to start their collage.
4. Students are welcome to work together to continue sharing their ideas and collaborating, but should be creating their own collages based on what they find in their own magazines.

Differentiated Instruction (Some Do):

1. Students who need differentiated instruction or extra support will be given teacher chosen research and information about Mister Rogers that they can use to help further their understanding, without having to conduct their own research.
2. Students who need extra support will also work in a small group with the teacher in order to work collaboratively and effectively with their peers to share their ideas and create their collages. By working in a small group, the teacher can closely monitor these students and determine what extra steps may need to be taken in order to ensure that these students are given the support that they need on this assignment.

Closure:

1. After students finish their collages, they will be asked to share their art pieces with a partner and explain why they chose what they did. The teacher will walk around and observe students in their partner talk while they share, as a form of formative assessment.
2. Students will then be asked to write a short reflection, using their chart and collage, about who Mister Rogers is, and what being a good neighbor means to them. This reflection will be an exit ticket for the lesson.