



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

Lesson Title:	Ice Cream Mood	School: Mountain View	Date: 01/30/20
Instructor Name:	Yulissa Lozano		
Class Size	7	Lesson Credits: (Where did you get your ideas for you lesson ie: website)	

Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.

NM State Standards:	<p>CCSS.ELA-Literacy: L.2.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.4-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. RI.3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>Visual Arts- Creating: Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? Cr1.2.3a- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p>		
<p>Please Visit www.mystandards.org</p>			
Learning Objectives:	<p><u>[Instructional context]</u> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud <u>[what students will do]</u> students will write a list of words <u>[what students will learn]</u> that are content-specific vocabulary.</p> <p>Students will be able to write descriptive words</p> <hr/> <p>Students will be able to cut out pieces of paper to create an ice cream cone with scoops of ice cream</p>		
Lesson Materials & Equipment	Item:	Quantity:	Special Requests for RGEC Equipment:
	Construction paper	Multiple	
	Scissors	7	
	Glue	7	
	Markers	Multiple	
	Colored pencils	Multiple	
	Crayons	Multiple	

INSTRUCTIONAL SEQUENCE Please note: *This section should be written so that a substitute teacher could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.*

***Body of the Lesson:** 1. (What you will say/do to assess, connect to, or build, necessary background knowledge.

2. Describe step-by-step what the students will be doing during the lesson.

3. Opportunities to participate in small groups.

4. Activity to process daily participation

1. Explain to the students that they will be making a mood ice cream cone.

2. They will be cutting out the cone out of brown construction paper

3. Explain to the kids that they will be thinking of 3 positive words to describe themselves

4. Have the students pick 3 of their favorite flavors of ice cream (3 colors of construction paper)

5. Explain to the students that they will be cutting out 3 scoops of ice cream from their construction paper

6. Have the students write their 3 word one on each scoop of ice cream

7. Have the students glue their ice cream cone together

8. Allow the students to share with the class

Signature: _____ Date: _____

Reviewed by: _____ (School Site Supervisor) RGEC Approval: _____



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