



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan

<b>Lesson Title:</b>	Paint pouring experiment	<b>School:</b> Mountain View	<b>Date:</b> 1/29/20
<b>Instructor Name:</b>	Alejandra De Anda		
<b>Class Size</b>	7	<b>Lesson Credits: (Where did you get your ideas for you lesson ie: website)</b>	

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

<b>NM State Standards:</b>	<p><b>CCSS.ELA-Literacy:</b>          K.10-Actively engage in group reading activities with purpose and understanding.          RL.2.2-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.          RL.2.4-Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.          SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.          SL.2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Visual Arts- Creating:</b>          Anchor Standard 1: Generate and conceptualize artistic ideas and work.          Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.          Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?          VA:Cr1.1.1a- Engage <b>collaboratively</b> in exploration and <b>imaginative play</b> with <b>materials</b>.</p>		
<p>Please Visit  <a href="http://www.mystandards.org">www.mystandards.org</a></p>	<p><i>[Instructional context]</i> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud <i>[what students will do]</i> students will write a list of words <i>[what students will learn]</i> that are content-specific vocabulary.</p> <p><b>Students will be able use their fine motor skills to create a marble painting</b></p> <hr/> <p><b>Students will be able to use their creativity to create a picture</b></p> <hr/>		
<b>Learning Objectives:</b>			
<b>Lesson Materials &amp; Equipment</b>	<b>Item:</b>	<b>Quantity:</b>	<b>Special Requests for RGEC Equipment:</b>
	Paint	Multiple	
	Paper	7	

**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 able to make a painting by pouring paint instead of using paint brushes.

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2. Demonstrate how the painting will be done.

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3. Pour drops of paint different colors onto the piece of paper. (works best with card stock)

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4. Move the paper around by tilting in different directions to get the paint to move and drip around the paper to create a marbles effect with different designs.

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5. Allow the students to share their pictures with the class.

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**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_ **(School Site Supervisor) RGEC Approval:** \_\_\_\_\_