**Class:** Art, Gr.3 **Sub:** Monica Baczuk

**Date:** Wednesday, October 4th 2016

**Time:** 1:40 - 3:30

**Topic: Thanksgiving - Paper Plate Turkeys**

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| **Objective:**   * Students will describe a person in their life that they are thankful for and provide a reason why. * Students will create a paper plate turkey to give to the person they are thankful for.   **Key Question:**   * Who am I thankful for and why am I thankful for them? |
| **General and Specific Learning Art Outcomes:**  Reflection: Component 3-Appreciation-Concept D,E,F  Depiction: Component 4-Main Forms and Proportions-Concept A,B,C,F  Depiction: Component 6-Qualities and Details-Concept A,B  Composition: Component 7-Emphasis-Concept A,B  Composition: Component 8-Unity-Concept A,C,D  Expression-Component 10(i) Purpose 3-Concept A  Expression-Component 10(i) Purpose 4-Concept A  Expression- Component 10(i) Purpose 5-Concept A  Expression-Component 10 (iii) - MEDIA AND TECHNIQUES |

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| **Materials/Technology Needed:** |
| **Materials:**  Paper plates, Construction paper, Googly eyes, Pipe cleaners, Scissors and Glue sticks |

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| **Time** | **Content/Description** |
| 20 minutes | **Introduction:** I am thankful for…   * After students come in from recess, take attendance on PowerSchool. * Have students take out a pencil, their scissors and glue sticks (if they do not have glue sticks they will have to borrow from a neighbor). * Explain to students that they are going to be making paper plate turkeys for someone or people that they are thankful for. Show them the turkey exemplar. * They are going to write why they are thankful for this person(s) and then make a turkey to give to them for Thanksgiving on Monday. Show them the form glued to the back of the turkey exemplar. Tell them that they should put a lot of effort into their turkey, because they will be on the bulletin board for the school to see and then they will be given to the person they are thankful for. * Handout yellow “I am thankful for…” forms. Tell students to think about one or maybe two people in they are thankful for and then one specific reason why they are thankful for this person. They will fill out their thankful form and remind them it is important to write neat and check their spelling, because they will be giving these to the person on their form. * While students are writing, give each student a paper plate. When they are done filling out their “thankful for” form they will glue it to the back of the plate. Have students also write their name on the back of the plate. |
| 1 hour and  15 minutes | **Procedures/Activities:** Paper Plate Turkeys  Each student will need:   * 1 and a half brown pieces of construction paper * 1 orange piece of construction paper * 1 yellow piece of construction paper * 1 red piece of construction paper * 1 small section of black construction paper * **Step 1:** Fold all four colours of construction paper in half (hamburger style). (One brown, one yellow, one orange and one red.) On each separate colour have students trace out one of their hands. After this they will cut out their handprints with the papers still folded in half. Remind them to cut slowly and neatly, because they are cutting out two hands prints at once. They will cut out the handprints on all four colours and at the end they should have 8 handprints in total (2 of each colour). * **Step 2:** Students will glue their cut out red, yellow and orange handprints to the front of the top of their paper plate on the flat part, trying to alternate colours and overlap them a little. These will be the turkey tail feathers. They will set aside their brown handprints for the wings. * **Step 3:** Students will make the turkey head using their half piece of brown construction paper. In pairs they can each share a blue circle tracer to trace the circle head. If they want they can cut out a circle without using the tracer. The goal is to have a circle that fits on the inside of the top of the plate that they will glue on (the turkey head). Cut out brown circle and glue on facing up plate, covering the bottom of the hands a little. Then students can glue on a brown handprint on each side to be the turkey’s wings. * **Step 4:** Have students use scrap yellow construction paper and cut out a smallish yellow triangle for the beak. They will then cut out 2 small black triangles for the feet. Give each student 2 googly eyes and a red pipe cleaner piece for the Wattle (gobbler). They will glue the eyes, the beak and the wattle under the beak in the middle of their paper plate. The feet will be glued on the front rim of the bottom of the plate. **The red pipe cleaner gobbler will probably need to be stapled on and maybe the feet also.** When students get to this final step, I would just help them staple these on. * When students are done, have them double check that their name is on the back and put their turkey on the back table so it doesn’t get squashed. Students that don’t finish by the end of class can leave what they got done and their materials on the back table and we will try to find time to finish it before the end of the week. **We will be displaying these at the school, so they can’t take it home yet!** * **Have students clean up their desk and pick up all the leftover construction paper pieces and put them in the recycling.** * When they are done, students can:  1. Read silently in a smart spot (anywhere in the room, where they won’t get distracted). 2. Work on extra work, if they have any in their loose paper folder. 3. Work on a Canada Map Puzzle in pairs or groups of 3. These are stored beside the computers in the corner. 4. Play math dice/card games in pairs, using the decks of cards in the pink bin at the front of the room. (Ex. Adding Go Fish, War or Pig with Dice) I usually let one to two groups work in the hall if they can be quiet.  * If all students, but a couple are done at this point and there is still time before end of the day agenda message, you can read the picture book *Anancy and the Haunted House* to them aloud. We usually read aloud where there is room somewhere on the side of the room, where they can sit all on the floor. |
| In the last 5 to  10 minutes of class | **Closure/End of the Day:** Agenda/Silent Reading   * Have students take out their agendas and find today’s date. They have to write at least one sentence about their day. (Example “Today in art we made paper plate turkeys.”) * When they are done, they can put their agendas in their back packs and take out a book to silent read till the bell goes. |

**Lesson Reflection/Notes:**

**Thank you so much for coming in! I hope my lesson plan made sense and sorry if it was too detailed or not detailed enough. I am an intern teacher, so I have never had to make a sub plan before. I hope you enjoy your afternoon! ☺**

**Thanks again,**

**Kristin**