



Co-Teaching Lesson Plan Template

School: Hazleton Area School District Valley Elementary	Classroom Teacher: Jasmine Corazza & Jaime Fiume	Teaching Artist: Olivia Oddo
Grade Level: 5 th	Project: Hearty Creature	
Number of classroom sessions for this project: 1 day for both groups.		
Date: February of 2022	Core content: Math / ELA (Circle one)	
Core Content Learning Objective: An opportunity to practice forms of geometry (both regular and irregular), the totaling of the number of pieces, and the idea of multiples and the division of those multiples to create one collective object.	Assessment: Based off of the connections retained between art & math - such as using in-class vocabulary whenever they present their day-project pieces, recognizing the relationship concerning the use of multiple divided geometric shapes to create and identify one solid object.	
Arts Learning Objective: An opportunity to practice the drawing accuracy of shapes, cutting out those shapes as cleanly as possible, using abstract thinking to arrange them into one creature, and the overall idea of using the teamwork of divided multiples to create a tangible piece of art.	Assessment: Based off of how well classroom instructions are followed within the classroom concerning materials, creativity, and the presentation of a concrete identifiable creature at the conclusion of the exercise. And overall, just having fun with the possibilities of what can be created!	
Summary of the Lesson: This lesson, like all of the mini projects, will only take a single class period to introduce and complete. I've found these projects helpful in the reoccurring situation that a virtual day, COVID spike, weather day, or holiday break interrupts the normal main project schedule. This project focuses on the continuous motor skills used in art and math activities, but more specifically on multiplication and division through the repetition of shapes to collectively create a creature of hearts (and other shapes) for the month of February. For this mini project the creatures should primarily consist of hearts (for Valentine's Day and February in general), but they may include other shapes as well. After looking at multiple "Hearty Creature" examples and the completion of the usual warm-up, students may begin brainstorming a real OR mythical creature to create out of the materials. They are encouraged to use multiples of the same shapes, split and divide shapes to make them more versatile, and glue them all together to create a unique "Hearty Creature" - Students are always encouraged to share their in-progress and finished projects with myself as well as their own peers.		



ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support

Attention: How will you prepare the students for the lesson?	
Teacher No prep for the teacher, other than making sure that the student's materials are ready at the start of class.	Artist Introduce the content step-by-step concerning slide examples, ask them what they know concerning the subject, and encourage them to use their creativity as well as their in-classroom knowledge to progress forward. I also ask multiple times if they have any questions, and tell them what we'll be doing the following week as well so they are not caught off guard.
Review: What will you review? What is the academic vocabulary for the lesson?	
Teacher No prep for the teacher, other than reminding students of the proper steps for solving their problems as help is needed.	Artist The vocabulary will be distributed across each art lesson. Collectively the vocab will include: <ul style="list-style-type: none">- Asymmetry- Symmetry- Multiplication- Division- Repetition- Geometry

Teach: What will you do to teach the content?	
Teacher No prep for the teacher, other than providing in-class help while conducting the exercise.	Artist <ul style="list-style-type: none"> - Provide an example of the mini project within the brief PowerPoint, so they have an idea of the exercise before we start. - I actively create the same project with them and verbally express what I'm doing, finding, and solving concerning the objective of the exercise. - Encourage them to ask me questions, show me their progress, and how the exercise improved both their math and art skills.
Support: What will you assign the students to complete and how will you support their learning?	
Teacher No prep for the teacher.	Artist At the end of the slideshow presentation (which is also posted to the student's classroom feed for them to freely reflect upon) provide links to free online math/art extension activities that can be accessed at school and at home. Also, depending on what is accomplished during class time, additional work time may be assigned for them to stay on track with their projects in correlation with the schedule for the next meeting.
Closure: What will we do to reinforce learning and close the lesson for today?	
Review vocab with each meeting and use terminology throughout the creative process, reflect on what was accomplished, and refer to the extension activities and (if necessary) out of class work time.	
Date to PAEP for approval:	