

# Solar Lesson Plan Format

**Age Level:** Kindergarten

**Subject(s) Area:** Art

**Materials Needed:** White paper, pencil, black pen (for honeybee), White paper shaped like a hexagon (1 for each student), Paint (lots of yellow), paint brushes, bubble wrap, clean up materials, paint shirts\*\*

## S Standards:

- K.6.2: Know connections between the visual arts and other disciplines in the curriculum (Science/Math)

## O Objectives:

- I can **identify** that honeybees are important for pollination and are part of science with 90% accuracy.
  - Level 1: Knowledge
- I can **name** the shape used to demonstrate the honeycomb is a hexagon with 85% accuracy.
  - Level 1: Knowledge

## L Learning Activities:

**Technology:** I will have a collage of honeybees on the active board so the students have an idea how to draw it.

**Required Vocabulary:** (Definitions are a little advanced)

- Line: Show movement, used to draw an object
- Shape: Enclosed space.
- Hexagon: 6 sided shape
- Color: What the eyes see reflected from light

**Opening Element:** Before we begin the art project, I will ask the kids what they know about honeybees and why they are so important. Then I will introduce the project and expectations. (You will be painting. Does that mean you will be painting your or your neighbor's body? Will you be really sloppy and fast? What will our voice level be at?)

### Reflective Questions:

1. How hard are you working on your art project?
2. Do you think your hive looks like a real bee hive? Why/why not?
3. Why do you think the bee hive looks like that?
4. How many bees do you think live in the hive?
5. Do you see how we use lines to represent an object? Bee
6. Looking at a real bee, it looks really hard to draw, but we can make it into shapes. What shapes do you see?

7. We use lines to draw the shapes. What other ways do you see lines in the honeybee?

#### **Instructional Methods:**

1. After having a short discussion about honeybees, the students should be able to connect that the honeybees pollinate the plants they have grown.
2. NAMES ON BACK OF BEE AND HONEYCOMB
3. The first step of this art project is to draw a honeybee in black and white. The bee will pop out more if there is not any color on it.
4. Once the bee is drawn, they will trace it with a black marker/pen/crayon
5. When their honeybee is finished, they will raise their hands and I will pass out a hexagon and paint
  - a. When about 5 of students have finished their honeybee drawing, I will stop them and have them watch me begin the hexagon. (back corner on the square rug)
  - b. I will demonstrate how I add color to it and then dip the bubble wrap in yellow paint and put it on my hexagon
  - c. After I demonstrate it, they may begin on their own.
6. They can choose to paint the background and then put bubble wrap on top of it or just paint it or just use bubble wrap. This is where they can be very creative.
7. When finish their painting, they will (set on window/leave at table to dry\*\*)
8. After they set their art to dry, they will clean up their table and painting supplies
9. When they are done, they may read a book, do a puzzle, or play with blocks

- **Guided Practice Strategies:** I will demonstrate how I draw my bee and will complete the art with them. Then I will model the honeycomb. I will walk around to answer any questions or confusion.
- **Independent Concrete Practice/Application:** Each student will make a bee and paint a hive
- **Classroom management/movement:** Students will be moving throughout the project to get supplies and to watch me model what they are doing. I will give them a voice level and remind them to keep it at that.
- **Differentiation:** Each student can complete the project how he/she wants. I added visuals and the tactile students get to use their hands for this project.

**Wrap-Up:** The next day, the students can add their bee to the hexagon and we can hang it up in the hall. Then we can discuss how it looks like a bee hive.

## **Assessment:**

**Formative:** I will observe students and listen to their answers as I ask questions

**Summative:** The final product will be their assessment.



## **R**eflection:

**THIS PROJECT WAS SO MUCH FUN AND TURNED OUT SO COOL! I had a blast doing it. I decided to have a cool hook for this lesson to introduce my honeybee theme. I had them close their eyes and try to guess what they thought the theme was going to be. I told them to hold up their thumbs when they got it and not to blurt it out. Then, I played the sound of honeybees buzzing on my phone. All of their thumbs shot up and they were so excited! Of course they all knew it was honeybees. Then, I showed them my example of the art project we were doing. They were all super excited and intrigued. They said something about pollination and I told them that we would be talking about it tomorrow. If I would do this lesson again, I would do the pollination lesson first and the art lesson last, so they had some more schema. I started off by explaining that the first step is to trace their hexagon. I had a short discussion with them on what a hexagon was and most of them knew what it was. Then, I showed them that I have to hold my hexagon down and then trace. After that instruction, they were instructed to go back to the circles. Most of them were traced and we went back to the circles. I originally started to pass out the water colors at this time, but Mrs. Schuchard told me they have a system of grabbing all their supplies that they practiced all year long. I told them that they could color it however they want it to be. Then, dismissed by quietest row to get supplies. After they were almost all finished with the water color, I had them set their art supplies where they go and let them read a little bit. When most of the students were finished, I brought them back to the front and demonstrated how to color a honeybee. They were actually really amazed by my drawing and it proved to me just how much modeling a kindergartener needs. I showed them that a honeybee is an insect so it has 3 body parts. Mrs. Schuchard told me afterwards to have the students name the parts after me, as I named the parts the head, thorax, and abdomen. I really didn't think of that part as important in the art project, but when she said it, I realized what a good learning opportunity I missed. I demonstrated how I drew the bee and how many legs and wings a honeybee has. I told them they were allowed to color in the bee stripes with a sharpie and they aren't normally allowed to do that. If this was my own classroom, I would have to make sure to follow routine so I don't mess the students up. After they finished drawing the bee, I demonstrated how to cut it out by bubbling around the legs and antennas, so they wouldn't get chopped off. The students followed this part pretty well as well. Then, Mrs. Schuchard sent them back to me to do that bubble wrap. With this I used yellow tempera paint. I cut out individual bubble wrap pieces and gave each student (about 6 at a time) bubble wrap to put on their bee hive. They loved it. Then, they put their pictures up and I had them wash their hands and throw away supplies. This lesson went longer than intended because Mrs. Schuchard wanted them to trace and cut out their own bees and hexagons, which is something I need to keep in mind for the kindergarten classroom. I assumed that they wouldn't be able to do that, but they definitely can do it for themselves. After lunch, I finished up by having them cut out their hexagons out and then gluing their bees on. I only had one student who did not glue her bee on enough and had to fix it.**

**One thing I struggle with is reminding students to put their name on their paper. It is something Mrs. Schuchard had to remind them to do and I need to keep that in mind for my future lessons. It is something that doesn't cross my mind anymore and is one super important thing to remember. Overall, the students loved this art lesson so much and I had a good time teaching it. I found it really hard to have discussion with art concepts because it is something I do not know much about. I need to study art concepts better before student teaching.**

**This lesson really showed me just how much kindergarten needs to have everything broken into pieces and demonstrated. It was very basic and I definitely need to add more visuals. I also finally**

learned how to manage a full group lesson! I used the clapping method for most of it and it worked so well. I just clapped two sets and by the second set, everyone was quiet. It is my favorite method so far and I will definitely use it in my own classroom. I like it so much more than turning on and off the lights. I also used the "class class" method. I saw that in a conference once and really want to use it in my own classroom. I love being in a classroom that uses it and practicing it.