



## LESSON PLAN

**Lesson Title:** This Makes Me Feel...

**Content Area & Arts Discipline:** Rdg/LA, Visual Arts

**Date:**

**Lesson Author (Teacher or Teaching Artist):**

**Grade Level:** 1-4

**Proposed Time Frame:** 3-5 Days

**Room Requirements/Arrangement:**

**Materials/Equipment:** glue, construction paper, copies of various versions of the Little Red Riding Hood story

**Resources:** Books such as My Many Colored Days by Dr. Seuss, When Sophie Gets Angry by Molly Bang, Why is Blue Dog Blue? By George Rodriguez

**Vocabulary:** warm colors, cool colors, primary, secondary, tertiary colors, contrast, space, line, mood, tone, villain, hero, details, etc

**BIG IDEA**  
**&**  
**LEARNING OBJECTIVES**

**What will the students leave knowing?**

**Students will...**understand that a piece of literature can convey a mood, tone, or feeling by exploring the use of color

**Students will...**be able to compare and contrast the mood of different texts

**Students will...**use color to convey emotion/mood

**Students will...**justify/write about choices

**SUMMARY**

**Give a brief overview of the lesson**

Students will create a scene from a story using a background color of their choice. TLW justify their choice of scenes and backgrounds through oral discussion and written expression. Students will compare and contrast the pieces of art, and then read similar texts. The students will continue to compare and contrast the other Little Red Riding Hood texts also.

**LESSON INSTRUCTION**

***List the steps of the lesson by following the outline below:***

**Engaging Students (“the hook”):** TTW read Red Riding Hood aloud to students. TTW help TL make connections to other texts through questioning. TT and TLW discuss the events and story elements of the book in order to aid the students’ comprehension.

**Building Knowledge:** TLW use cut or torn paper to create a scene from the story with a collage technique. The students must choose either a black or a white background.

**Modeling the Experience:** TTW model expectations by completing the beginning of the artwork using input from the whole group.

**Applying Understanding:** TTW ask “why” questions in order to get the students to explain what scene they depicted and why they chose the specific colors. Students will tend to put the scarier or sad scenes on the black paper....

**Creating Opportunities for Reflection (Closing):** TLW write 2-3 sentences in which they justify their color choices. “I chose to depict this scene with this color because...”

**Assessing the Learning:**

TLW compare and contrast the art pieces both through discussion and written expression. TLW explain why they think the artist chose the colors that are used, and also how the piece makes them feel.

TLW read other versions of the Little Red Riding Hood story in order to continue comparing and contrasting elements, tone, mood, etc.

**STANDARDS**  
**&**  
**PRINCIPLES**

**State Content Standards:**

RL1-Refer to details and examples in a text when explaining.

RL4.9-Compare and Contrast treatment of similar themes and topics

4SL1-engage effectively in a range of collaborative discussions.

**Visual & Performing Arts Standards:**

Understand why certain colors are used to evoke emotional responses.

Utilize art vocabulary

Illustrate through multiple media.

Use multiple tools for construction and composition.

**Principles of Universal Design for Learning (at least one from each of the three guiding principles):**

Individual Choice-Students use executive functioning to make decisions for their piece of art and justify choices

Provide multiple means of representations-offer ways of customizing the display of information. Students are given many different options of how to express their understanding.

Optimize individual choice and autonomy. Students complete their own piece of artwork based on their understanding of the concepts presented. They get to choose what scene they want to depict and how it should be depicted.

Facilitate managing information and resources.

**MISC NOTES**

**Extended Learning Activities:**

Compare/Contrast the mood in pieces of music, other pieces of art, etc.

Create your own piece of music using various instruments.

**TIPS/FAQs:**