

Teacher: Bradshaw	Week of: 9/5-9/9	Grade(s): K-4
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Overview
 In this lesson, students will be learning to take a mistake and make it into a smART success. They will be troubleshooting stray marks to make them into a “Beautiful Oops,” based on the book by Barney Saltzberg. ([read](#), [write](#), [listen](#), [watch](#), [analyze](#), [research](#), etc.) *Hint: Look at the verbs!*

Then, they:
Will start Unit 2 on lines. This will be the introduction to art elements and how we can use them to be smART artists.

- A. Topic:**
- Artists sometimes have to work with their mistakes in order to save time and/or money and create less waste.
 - Artists can realize that a “mistake” has actually had a positive impact on their artwork.
 - As artists we can reduce, reuse and recycle in order to be conscious of our waste and impact on the environment.
 - Definitions of reduce, reuse and recycle

B. Objectives:

VA.7.6.3	SWBAT explain the reduce/reuse/recycle paper system
VA.6.6.10	SWBAT troubleshoot an art “mistake” (paper with some sort of blemish on it) to turn it into a smART success
VA.5.6.16	
VA.5.3.17	SWBAT use watercolor paints/brushes correctly

C. Instructional Resources: *List any materials or resources needed.*

<i>Beautiful Oops</i> by Barney Saltzberg	
Paper	9x12 drawing paper
Crayons	1 bucket per table plus individual empty cups
Pencils	In pencil cups
Watercolors	One set for teacher plus one set per individual table
Brushes and water cups	One per student

D. Procedures:

1. Set: *Describe how you will launch your lesson. (Explain)*

Hook (10 min): TW read *Beautiful Oops*

Why: This will help students realize that mistakes are not a big deal; they can easily be fixed and can even become beautiful works of art. Learning to fix mistakes also ties into our big goal of ecology as it reduces paper waste.

2. Teach: List what strategies/skills you will use and what the students will do (Explicit Instruction Model)

INM (10 min): *What is a mistake?*

TW introduce the concept of turning a mistake into a smART success. How? Why?

TW introduce the words Reduce, Reuse and Recycle, giving examples of each.

SW practice putting scraps of paper in the correct bin.

GP (10 min): *Scribble Fix*

SW make a 1 second scribble on their neighbors paper. Each student will then turn the scribble on their paper into a work of art.

IP (20 min): *Intro to Watercolors and Paint Fix*

TW demo proper watercolor technique. SW practice on their scribble fix picture.

TW come around and make a watercolor paint splat on each students paper.

SW will be challenged to turn the splat into a work of art using watercolors and/or crayons.

3. Closure: At the conclusion of the lesson, explain how you will wrap up your teaching

Clean Up (5 min): Table captains will make sure their table is clear with 5 pencils and 2 erasers in their pencil cups.

4. Assessment: List what assessments you will use including homework, formative assessments, quizzes, tests

The paint fix project will serve as the assessment

Students will be assessed orally and by example in regards to recycling.

5. Differentiation: List strategies that can be used to engage all learners

Differentiation will come in verbal form from the teacher. I will be circulating watching for students who are struggling to come up with a solution to their mistake.

I will:

1. Have students describe their line/splat shape and brainstorm things that may have that line/shape in them.
2. Help students break apart tricky subject matter. (i.e. they want to make a car with their line but don't know how to get started. I will prompt them with thinking of the shapes/lines they see in cars, etc)
3. Draw guide dots.
4. Draw half of the object with students finishing the other half.

6. Connections: Explain any connections to different content areas

The ability to calmly look at mistakes and think of them as opportunities can be applied to any subject area.