

**MANCHESTER COLLEGE**  
**Education Department**

**LESSON PLAN by:** Candy Preston, Erica Hudson, Katie Stoneburner, Tyler Kottkamp

**Lesson:** Farm Mobile

**Length:** 60-90 minutes

**Lesson adapted from:** <http://www.dltk-kids.com/animals/mfarmmobile.html>

**Grade Intended:** Second grade

**Academic Standards:** Art

*2.7.3 Create and use symbols in their work to communicate meaning.*

*2.9.2 Identify and use media, techniques, and processes to effectively communicate ideas, experiences, stories including:*

*Sculpture/Architecture/Jewelry*

*Media: paper, paper-mache, clay, cardboard, wood, paper, foil, found objects, beads, wire, foam.*

*Processes: carving, additive subtractive, modeling, and constructing.*

**Performance Objective:**

2.7.3 The students will use the given materials to communicate the symbols of farm life using at least 4 of the given symbols.

2.9.2 The students will create a mobile using the given materials depicting farm life following at least 80% of the steps correctly.

**Advance Preparation by Teacher:**

Acquire the following materials: paper towel rolls, yarn, copies of the patterns, crayons, scissors, glue, and construction paper.

**Procedure:**

**Introduction:**

Read *Who Lives on the Farm* by Lisa Bonforte to the class. Introduce what a mobile is and show an example of one already made.

**Step-by-Step Plan:**

1. Pass out copies of the patterns to each student
2. Allow time for students to color and cut out the patterns
3. After cutting out the patterns fold and glue together
4. Punch a hole on the top of each pattern
5. Pass out yarn and paper towel rolls
6. Give students opportunity to decorate the paper towel rolls any way they want
7. Put yarn through hole on pattern long enough to hang down.
8. Tie yarn around paper towel roll
9. Put a piece of yarn through the paper towel roll long enough to hang down

**Closure:**

Allow the students an opportunity to choose a place in the classroom to hang their mobiles.

**Adaptations/Enrichment:**

Directions in Spanish

For students with textural issues an aide can glue when necessary.

Enrichment: Students can add labels and/or create their own symbols for farm life.

**Self-Reflection:**

Was the task too difficult for students?

Did the students handle the multi-step process well?

Were the students creative?

**Bloom's Taxonomy:**

Application/Synthesis: Constructing the mobile

Knowledge: What symbols represent farm life

**Gardner's Multiple Intelligences**

Visual/spatial: creating art

Mathematical/logical: construction

Intrapersonal: working alone

Bodily/kinesthetic: hand-eye coordination, working with tools









