

MANCHESTER COLLEGE
Education Department

LESSON PLAN BY Candice Preston, Katie Stoneburner, Erica Hudson, and Tyler Kottkamp

Lesson: Sheep in the Field

Length: 30 minutes

Age or Grade Intended: 2nd Grade

Academic Standard(s) Art:

2.7.2 *Create artwork about self, family pets, and personal experiences.*

2.8.1 *Identify and apply elements (line, shape, form, texture, and color) and principles (repetition, variety, rhythm, proportion) in their work.*

Performance Objectives

2.7.2 Following the given instructions, the students will create a three-dimensional picture of a sheep with 90% accuracy.

2.8.1 After creating a picture of a sheep, the students will verbally identify the texture and color of the sheep with 95% accuracy.

Advanced Preparation by Teacher

1. Make templates of the outline of the sheep for each group of students on sturdy paper.
2. Acquire 10 white cotton balls for every student.
3. Procure 1 bottle of liquid glue for every 2 students.
4. A book about sheep such as, *Sheep in a Jeep* by Nancy E. Shaw or *Sheep Take a Hike* by Nancy E Shaw.

Procedure

Introduction/Motivation

Have a KWL chart on the board or overhead.

Talk about what students know about sheep already.

Discuss what they want to know about sheep.

Step-by-Step Plan

1. Show the students an example of the sheep project already finished.
2. Pass out the templates.
3. Explain the following procedures to the class.
 - A. Trace the sheep onto the black construction paper using a white crayon.
 - B. Cut the sheep out following the lines.
 - C. Put your name on the back of the sheep.
 - D. Separate/pull apart the cotton balls.
 - E. Glue the cotton balls on the lamb.
 - F. Clean up.
 - G. Find a sheep/farm book to read.

The following instructions could be written on the board.

1. Trace

2. Cut
3. Name
4. Pull
5. Glue
6. Clean up
7. Read!
8. Good job!
4. As the students finish their projects the sheep can be placed on a bulletin board.

Bloom's Questions/activities:

Knowledge: Identify other materials that could be used to give the sheep the same texture.

Application: Manipulate the cotton balls to create a fuzzy, soft sheep.

Evaluation: After all the sheep are hung up on the bulletin board have students judge them on several categories examples being as follows: Fuzziest, Cleanest, Sheered, longest wool, shortest wool, etc.

Multiple Intelligences

Interpersonal-sharing glue with another student

Linguistic- verbally describing the sheep

Intrapersonal-completing the majority of the work by themselves

Visual/Spatial-using physical elements that are seen by the eyes

Closure

Give everyone a chance to finish their projects. To gather everyone else back up instruct them to put their books away and to check their work areas one more time. Finish KWL chart with what students learned about sheep from the books they read and were read to them.

Adaptations/Enrichment

For students who may have tactile issues something other than cotton balls can be used such as tissue paper or cloth.

For the student who has tactile issue with glue, allow aide to glue cotton onto the sheep, at student's direction.

The sheep may be pre-cut if need be.

Directions can be given in Spanish or modeled by the teacher.

Provide more difficult farm/sheep books for the student who is gifted/talented in reading.