

Lesson Plan Template:

NOTE: You will either complete the Traditional or the 5E portion of the LP Template. Delete the one you do not plan to use.

Teacher's Name Alexandria Cranson	Date 2/25/2026
Grade level 4th grade	Content/Subject Art - Pop Art & Grid Drawing

TEKS:	<p>TEKS:</p> <p>4.1(A) Develop ideas from imagination and personal experience</p> <p>4.2(A) Explore and apply elements of art including color and shape</p> <p>4.2(B) Use repetition and contrast in compositions</p> <p>4.3(A) Demonstrate craftsmanship using tools and materials</p>
ELPS (based on the ELPS standard): ELPS Standards	<p>ELPS:</p> <p>ELPS 1(C) Use visual and contextual supports</p> <p>ELPS 3(E) Share ideas using grade-level vocabulary</p> <p>ELPS 4(F) Demonstrate understanding through visuals</p>
Student Friendly Objective: I can...	I can create a Pop Art dessert artwork using repetition, contrast, and a 2x2 grid.

Assessment of Objective(s): How will you Formatively and Summatively assess understanding of the skills and content (including the vocabulary) of the lesson?	<p>Formative Assessment</p> <ul style="list-style-type: none"> - Students explain how they divided their paper. - Students justify color choices. - Verbal check-ins during modeling. - Turn-and-talk checks for understanding. <p>Summative</p> <ul style="list-style-type: none"> - Students will: - Correctly divide 12 x 12 paper into four 6 x 6 squares. - Repeat their dessert drawing in each square.
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	<ul style="list-style-type: none"> - Use bold contrasting colors. - Demonstrate craftsmanship.
<p>Data: (1) How do you anticipate your students' performance on this lesson? (2) What data (observation/ assessments/previous lessons, etc) do you have that informs how you anticipate they will perform? (3) How are you using that information to inform your instructional plan?</p>	<p>Students previously struggled with:</p> <ul style="list-style-type: none"> - Not verbalizing thinking - Misunderstanding steps during modeling - Moving into independent work too quickly. <p>This lesson includes:</p> <ul style="list-style-type: none"> - Structured think-pair-share moments - Explicit checks after EACH modeling step - Stop-and-check points before moving forward.
<p>Assessment of Objectives</p> <ul style="list-style-type: none"> ● Consider how you will determine mastery of the objective. <ul style="list-style-type: none"> ○ NOTE: This could be your Independent Practice, Exit Ticket, Demonstration of Learning, or the Evaluate part of the lesson. 	<p>Students will demonstrate mastery of the objective through:</p> <p>Product Evidence (Visual)</p> <ul style="list-style-type: none"> - A correctly measured 12 x 12 paper divided into four equal 6x6 squares. - The same dessert image is repeated in each square - Bold, non-realistic, contrasting color choices in each section - Clean craftsmanship (straight grid lines, fully colored spaces) <p>Process Evidence (Verbal + Checks for Understanding)</p> <ul style="list-style-type: none"> - Explaining how they found the midpoint (6 inches) when dividing the paper - Justifying why repetition creates emphasis in Pop Art - Explaining how their color choices create contrast <p>During closure, students will complete: “My artwork shows Pop Art because...” Or “Repetition makes my dessert stronger because...”</p> <p>4 (MASTERY)</p> <ul style="list-style-type: none"> - Accurate 6 x 6 grid, strong repetition, bold contrast, clear verbal explanation <p>3 (PROFICIENT)</p> <ul style="list-style-type: none"> - Mostly accurate grid, repetition present, color mostly bold <p>2 (DEVELOPING)</p> <ul style="list-style-type: none"> - Grid uneven, repetition inconsistent, limited contrast <p>1 (BEGINNING)</p> <ul style="list-style-type: none"> - Grid not divided correctly, limited repetition, minimal color contrast

Describe requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.	TEKS Pacing Student needs Testing	
Number of Students in the Class	34	
	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
IEPs/504 Plans: Classification/Needs	1	Following directions, personal space, and unwanted sounds Offer flexible seating Be mindful of sensory activities Use a peer support strategy to model appropriate behaviors Clear, step-by-step instructions
Language Needs		
Other Needs		
Differentiation (including accommodations and modifications of content, materials, delivery, activity, assignment, assessment, etc.) Based on students' needs, how do you plan to differentiate throughout the lesson?	<ul style="list-style-type: none"> - Option to complete only 2 squares instead of 4 if necessary. - Pre-drawn 2x2 grid for students who struggle with measurement. 	

Traditional Planning Template

The graphic includes high quality best practices for the Traditional LP. Use the following graphic as a checklist to support you as you write your lesson plan.

Lesson Planning: Gradual Release

Engage

- Question
- Quick Game
- Active Warm-up using prior knowledge
- Other

Direct Instruction/Modeling

- Connect to Engage
 - Processing Opportunity (Based on the "Engage")
- Connection to prior learning
- Think Aloud (Teacher)
- Examples (Teacher-led)
- Anchor Chart
- Vocabulary
- HOT Questions

Guided Practice

- Active Learning Activity**
 - With a recording sheet or graphic organizer
 - Processing Opportunity
- Collaborative/Student to Student
 - Cooperative Learning strategy
- HOT Questions

Independent Practice

- Active Learning Activity**
 - With a recording sheet or graphic organizer
 - Processing Opportunity
- Individual Work OR Collaborative/Student to Student
 - Cooperative Learning strategy (if collaborative)
- HOT Questions

HOT Question Stems

Creating an Anchor Chart

Culturally Responsive Practices

- Funds of Knowledge
- Cooperative Learning
- Power & Participation
- Culture & Community
- Content
- Language Support
- Student Value

Cooperative Learning Strategies

- Think Pair Share or Turn & Talk
- Hand Up; Stand Up; Pair Up
- Numbered Heads Together
- Rally Robin
- Concept Sort
- Carousel Chart/Gallery Walk
- Four Corners

Differentiation

- Content
- Process
- Product

Assessment Ideas for IP

- Computer game/qu
- Exit Ticket/Ticket Out the Door
- One question quiz/SA Qu

Traditional Lesson Plan: Describe each lesson plan part in detail. Be sure to include the materials needed, and allotted time for each part.

Lesson Preparation	Allotted Time and Materials Describe the allotted time and materials needed for this part of the lesson. Include specific, differentiated supports linked directly to the unique needs of students in your class that you will be using to teach the lesson.	Detailed Description of Your Plan. Time: 60 minutes Materials: 12 x 12 white paper Pencil Ruler Sharpie Markers or colored pencils Example grid visual Anchor chart: "How to Divide a 12x12 Paper" Differentiation: Premarked midpoint dots for students who struggle Visual measurement Guide Small group support during ruler step
Focus/Engage	5-7 min Promethean Board Images of Pop Art desserts Anchor chart	I will engage students by showing Pop Art dessert examples inspired by Andy Warhol. I will ask: What do you notice first?

		<p>Why would an artist repeat the same image? How do the colors make you feel?</p> <p>Turn & Talk: Why might repetition make something stronger?</p>
<p>Concept Development/ Direct Teach (Modeling)</p>	<p>20-25 minutes</p> <p>12 x 12 drawing paper Rulers Pencils and erasers Sharpie Colored pencils or markers Teache example Hovercam modeling</p>	<p>STEP 1 (MEASURING THE GRID) I will model how to divide a 12x12 paper into four 6x6 squares by measuring and marking the midpoint.</p> <p>I will use this example: - Hold the ruler along the top edge -find 6 inches -make a small dot -repeat on bottom edge -Connect dots vertically -Repeat for left and right sides horizontally</p> <p>As a model, I will say: “If my paper is 12 inches, half of 12 is ____?” (Students respond: 6)</p> <p>CFU: Thumbs up if 6 is halfway.</p> <p>Call on one student to explain WHY 6 is in the middle.</p> <p>Then: “Turn to your partner and explain the steps for dividing your paper before you begin.”</p> <p>STEP 2 (DESSERT DRAWING) Students choose their favorite dessert.</p> <p>STEP 3 (REPETITION) Students trace drawing into each square.</p> <p>Why are we repeating it? What would happen if each square were different?</p>

		<p>STEP 4 (COLOR)</p> <p>I will model bold contrast: Pink donut + green background</p> <p>Blue cupcake + orange frosting.</p> <p>ASL: Why shouldn't we use realistic colors? How does contrast make it POP?</p>
<p>Practice (GP/IP)</p>		<p>Students will work independently after approval of their grid.</p> <p>Structured talk: After grid step: "Explain to your partner how you know your squares are equal."</p> <p>Adjust instruction if needed.</p> <p>During work time, I will intentionally ask: "How did you measure?"</p> <p>"How do you know if it's correct?" "Why did you choose those colors?"</p>
<p>Discussion Frame for Mini-Closure/Reflection on the Learning</p> <p>NOTE: A mini-closure could take place after Guided Practice, depending on what would be appropriate.</p>	<p>Launch: Include summary statement and divergent question to begin discussion</p>	<p>Summary statement; Artists use repetition and bold color to transform everyday objects into powerful images.</p> <p>Divergent question: How would your artwork change if you used realistic colors?</p>
	<p>Eliciting: What are 2 HOT questions you could ask during the discussion?</p>	<p>Eliciting Qu 1 1. Why does repetition create emphasis?</p> <p>Eliciting Qu 2 2. How do color choices influence mood?</p>
	<p>Conclusion: Include summary statement, question, and plan for future learning</p>	<p>Summary Statement: Today, we used math (measurement), repetition, and contrast to create Pop Art Desserts.</p> <p>Question: How did measuring carefully affect your final artwork?</p> <p>Plan for future learning: Students will explore background patterns or text in the next class.</p>
<p>Management of the Lesson: How will you reinforce the classroom rules/routines for learning and behavior during the lesson? What will you do to get students' attention during the lesson? What are your plans for any transitions during the lesson?</p>	<ul style="list-style-type: none"> - Rulers were passed out only during the grid step - Markers passed out after drawing is approved - Clear transition signals - Visual timer 	

