

Differentiation Plan- Devin Hanson
Lesson Plan- Print a Greeting! (2nd-3rd Grade)

Goal of Lesson: In this lesson, students will analyze German Expressionist block printing and understand how to develop a simple block print in order to create a greeting card.

Lesson Objectives:

- Students will identify and describe German Expressionism and block print artists such as Karl Schmidt-Rottulff and Ernst Ludwig Kirchner. (NS 4, 5)(IS 2a,2c,4f)
- Students will study the word “symmetry” and practice pattern by sketching a small symmetrical pattern on a small piece of cardboard using 5 shapes. (NS 1,2)
- Students will design a block print using self-cut shapes out of cardboard, keeping in mind the positive/negative effect of the German block prints. (NS 1,6) (IS 2c)
- Students will practice printing their block on a piece of paper. (NS 1)
- Students will fold a greeting card and use their block print to create the cover using repetition. (NS 1)
- Students will reflect on their finished cards by presenting their projects to the class through a verbal self-evaluation. (NS 5) (IS 5d)

Materials:

- Cardboard (scrap from grocery store)- FREE
- Elmer’s Glue- 10 bottles- \$10
- Scissors- 10- \$10
- Pencils- 50ct- \$2
- Tempera Paint- 3 Bottles (Black)- \$10
- Foam Trays (grocery store)- \$2
- Cardstock- 20 sheets- \$10
- Printer Paper- Ream- \$5
- Brayers- 5 (One Per Table)- \$10
 - Total: \$59

Student needing accommodation	project: time materials theme assessment other	Description of accommodations for lesson
ESL	<p>Materials</p> <p>Time</p> <p>Theme</p>	<p>Materials I will use in this lesson will consist of a non-English translation of the German print text. If this is not possible, I will make sure to declare the meaning of big words.</p> <p>I will allow more time for students having trouble understanding to comprehend the material. I will make sure to learn non-English translations to help the student/s better understand and use less time for explanation.</p> <p>Because printmaking reflecting several parts of the world in the early 20th century, I can change the theme and discuss other cultural printmaking artists, relating to the ESL students in class. This will help the student better understand the material and also allow other students in class to better understand their classmate.</p>
Special Needs (Cerebral Palsy)	<p>Materials:</p> <p>Time:</p> <p>Guidelines:</p>	<p>Because the student has little to no movement of the hands, I will use the non-handle scissors and allow the student to cut and paste foam to make the block print.</p> <p>If an associate is not available to assist this student, I will make sure to set aside extra time to help. I believe this project can still be possible with extra time.</p> <p>The guidelines of this project can be changed to make the piece simpler to make for the student. It can relate to simple shapes and pattern, allowing the student to successfully finish.</p>
Gifted	Time:	Gifted students will most likely finish early.

	<p>Materials:</p> <p>Assessment:</p>	<p>To increase their learning, I will ask them to think and research new printmaking artists online to assist them in their piece. This will open their eyes to more behind the assignment and why it is meaningful.</p> <p>If the student finishes far earlier than intended, they can attempt to use a linoleum block instead of an easy cut block. This is much more advanced and precise and will allow the student to increase their understanding of the printmaking process in the 21st century.</p> <p>These students will not be assessed like the rest of the class. Their grades will reflect the extra work they completed after their project, as well as the work itself. The extra research and practice isn't simply busywork, but instead, increased understanding.</p>
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