

Differentiation Plan- Devin Hanson
Lesson Plan- Pinch Pots (K-1st Grade)

Goal of Lesson: This project will teach children how to use their hands to create their favorite fruit or vegetable. The students will develop skills hand building skills as well as the ability to recall visual information to create a three-dimensional reproduction of something. The students will also learn about Mexican pottery and cultural practices of pinch pottery.

Lesson Objectives:

- Students will read the book, *How Are You Peeling* by Saxton Freymann and Joost Elffers together as a class.
- Students will be introduced to Mexican pottery and the process that Hilario Alejos Madrigal uses to make his pots. (NS 4)(IS 2a,2c)
- Students will practice clay building by working their clay from the middle out to create a pinch pot in a desired form based on their favorite fruit or vegetable. (NS 1,2) (IS 4e)
- Students will carve into their pots with pencils to create texture and designs using ideas from Madrigal. (NS 1,6) (IS 2c)
- Students will press objects into their pots to add small three-dimensional attributes to their pots. (NS 1,2,3)
- After the first firing, students will use watercolors to paint their pots, still adhering to the realistic qualities of their fruit/vegetable. (NS 1)
- Students will reflect and share their pots with their peers at the end of class. (NS 5) (IS 5d)

Materials:

- Blick Stoneware Clay- 100 lbs- \$30
- Children’s Watercolor Palettes- 25- \$25
- Pencils- 50ct- \$2
- Fettling Knives- 5 (one for each table)- \$10
- Plastic School Paint Brushes- 30 pack- \$5
- Assorted items for imprinting- Free

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 can use are translations of the book I will read and proper annunciation of terms.</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 of key ceramic terms to help the student/s better understand and use less time for explanation.</p> <p>Because ceramics is universally accepted in the world, I can discuss artists from more countries besides Mexico, especially the countries that reflect the students in my class.</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 make a simple pinch pot for them and allow them to choose object to imprint onto the pot. I will give them the opportunity to utilize the objects I have to meet the assignment objectives.</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. For example, the pot can also be a sculpture, instead of a pot.</p>
Gifted	<p>Time:</p> <p>Materials:</p>	<p>Gifted students will most likely finish early. To increase their learning, I will introduce them to more advanced ceramics techniques, such as coil and slab building. This will open their eyes to more opportunity and they can practice this while their classmates are working.</p> <p>If the student finishes far earlier than</p>

	<p>Assessment:</p>	<p>intended, They can use a new technique, as discussed above. If they seem uninterested and if I have extra help in the room, I can let the student practice throwing on the pottery wheel and/or how to use the slab roller.</p> <p>These students will be assessed with the same rubric as the rest of the class, however, their extra work and time effort will be considered in the final grade.</p>
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