Lesson 1 Day 1

It's always a little nerve-racking heading into class wanting things to go well. Clarissa and I came early to set everything up. Our anticipatory set was successful in that students were excited and engaged as we clicked through slides of artist work. We tried to introduce a lot of our questions for the day: What is preservation? What is composition? Why do artists save things? Students answered questions and came up to interact with the smartboard. Students gathered objects found their seats and began the rubbing drawings pretty seamlessly. Prompting thoughts about composition and transferring to contact paper was successful as well. One planning thing I would have done differently in that students needed a great deal of assistance both in peeling the contact paper AND folding and encasing their compositions in the contact paper and these steps were back to back and so Clarissa and I were spread a little thin in assisting everyone. I would, in the future, put a buffer step in between the two or just space them differently in general. One other unexpected thing was not having time to get to our clay activity. But this was surprisingly ok. We were able to use the little bit of extra time in class to capitalize on our reflections and that was really worth-while. I was reminded that my goal as a teacher isn't to crank through as many as activities as possible but to allow for each activity to have the time to develop into a meaningful experience for students.

Lesson 1 Day 2

**What worked well:** Clarissa had the good idea of printing out this week's lesson and I will definitely be doing that in the future. It's a comfort to have it there to reference. The anticipatory set went really well. We quickly reviewed last week via our blog and students were excited to see photos of what they'd done. Following that, Clarissa put together an exciting line-up of artist work and students were eager to ask questions and engage with the presentation. Another element that went surprisingly well was the distribution of 3D objects. Students had collected several objects last week but when we ran out of time for the clay activity, we collected the objects. I was concerned that in distributing them again, students would be tied to the specific ones they had found. But I expressed this concern to Denise before class and she made the good point that it is all in the wording and presentation for this age group. And so we explained it to them that while we had gathered the objects individually, we now combined them in a community bag and would be allowed to pick three out to work with for the day and students responded without a hitch. The observational drawing pre-assessment went well too. Denise explained that they have had a little exposure to this. And when asked about their decisions, students were able to specify details they had noticed and attempted to recreate from their objects in their drawings. This was a small win. Prefacing our project, we allowed the students to play with the clay (a recommendation from Denise last week) and I'm so glad we did! It got some of the excitement jitters out and it allowed students to preemptively explore combining their found objects with clay. I am so appreciative to have a co-teach like Clarissa because we are able to bounce off each other and jump in whenever-it worked out well that I cut clay while Clarissa demoed so that when she was done students came and got their tiles.

**What didn't work well:** I think one of the greatest downfalls of the lesson was vocab. And it seems kind of minor but it is driving a lot of our key concepts and I couldn't help but feel really disappointed in our teaching to see so many of the students unsure of what they were doing. One thing I think we have working against us is that many of our vocab words end in "tion" i.e. inspiration, composition, impressions, and preservation. Another element, however, is that we still haven't set up a permanent word wall (even though Denise gave us a space.) Instead, we wrote it on a slide on the smart board and I'm afraid that because it was such a quick review, the students didn't get much out of it. Student reflections were ok but not as strong as last week. Students weren't making deeper level thinking comments.

**What I would do differently:** We will definitely spend a little time over at the word wall, putting up and reviewing some of our vocab. I also want to reiterate vocab when reviewing our blog and previous explorations so that students can associate an experience with a term and solidify that meaning. i.e. with "inspiration" remind them of our artist introduction presentations. Next lesson, I really want to develop some thought-provoking and developed questions for reflection. We are having students do both a mid-class turn-and-talk feedback time, as well as a group one at the end. I want to develop questions that will encourage students to grapple with concepts from the day in a meaningful way.