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**LESSON PLAN**

**Lesson Title-** Dream Catcher

**Day-** 1

**Objectives/Assessments/Adaptations-**

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| **Objective:** Students will receive the history of dream catchers. | **Pre-Assessment:** | **Format:** Teachers will ask the student if they know what a dream catcher is. | **Adaptations:** Explain to the students what it is, if they don’t know. |
| **9.2.3 A: Explain the historical, cultural and social context of an individual work in the arts.** | **Formative Assessment:** | Teachers will ask the students to recall the information and tell us what they learned. | Review the information to the students if they forget. |

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| **Objective:** Students will create a dream catcher. | **Pre-Assessment:** | **Format:** Teachers will help the students make the dream catchers. | **Adaptations:** Keep at a steady pace so the students can work with us. |
| **9.1.3. A: Know and use the elements and principles of each art form to create works in the arts and humanities.** | **Formative Assessment:** | Teachers will make sure they all have a finished dream catcher. | Help the students that are behind. |

**Lesson Body**

**Anticipatory Set-** We will gain the student’s attention by asking them questions about dream catchers, and their dreams. We will print out examples of dream catchers and show them how they are all different from each other. The purpose is to give them a background of dream catchers and to prepare them for the project.

**Procedures-** First we are going to introduce ourselves and then introduce the lesson that we are about to teach. We will ask them about dream catchers, and if they know what they are or what they do. We will next show them examples of dream catchers that we have found and tell them all the different meanings behind the materials that were used to create them, and the supplies be shown that they will use to create their own. Next they will choose yarn and pull it through the 8 slits that are cut in the plates already, they can start at the top slit and their next silt that they pull through should be the next to the opposite, then finally they will tape the yarn to the back so they stay in place. Then the students will pick feathers or beads that they will attach to the strings at the bottom of their dream catcher with tape or glue.

Supply list: Paper plates, beads, 60 inches of yarn, feathers, tape, glue.

**Closure-** Ask the students what they have learned, and if they will use the dream catcher at home.

**Clean-up-** Have the students throw away scraps, and put their supplies away that they haven’t used.

**Independent Practice-** We will tell the students to take home their dream catcher, and see if it works.

**Safety Considerations-** Make sure the students don’t hurt themselves with the scissors and the other supplies.

**APPENDIX**

**Rubric-** Participation, Comprehension, Craftsmanship

**Supplemental Instructional Tools- Background** information of dream catchers, pictures of examples, and all the supplies that will use as well. Supply list: Paper plates, beads, 60 inches of yarn, feathers, tape, glue.

**Self-Reflection-**