



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete:
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) Graph a Wall Hanging	TIME REQUIRED: 30 – 60 minutes	AGES: 3 rd grade and up
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, College and Career Readiness, Arts, Literacy, Enrichment, Diversity, etc.) <ul style="list-style-type: none"> • STEM • Arts 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards) <ul style="list-style-type: none"> • Math: Model with mathematics. • Math: Reason abstractly and quantitatively. • Arts: Generate and conceptualize artistic ideas and work. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> • Create two-dimensional graphing plans and designs. • Use designs to create three-dimensional wall hangings. 		
MATERIALS NEEDED: <ul style="list-style-type: none"> • Wall Hanging Pattern (see attachment) or ½ inch squares graphing paper • Wooden or plastic beads in a variety of colors—the beads should all be the same size (pony beads are a good option) • Colored pencils, markers, and/or crayons that match the bead colors • Two sticks or dowels for each youth—length depends on the size of the beads • Yarn or string 	PREPARE AHEAD OF TIME: <ul style="list-style-type: none"> • Determine appropriate stick or dowel size based on size of beads used. 	

PART ONE:

INTRO TO REFLECT

SAY: Today we're going to use graphing skills to create awesome wall hangings!

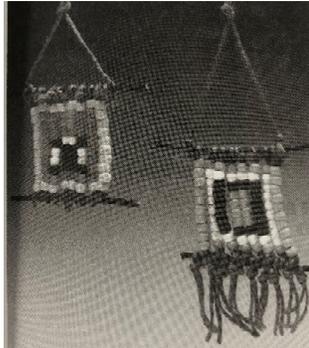
ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)

- What do you know about graphing?
- How have you used math in creating art before?

PART TWO:

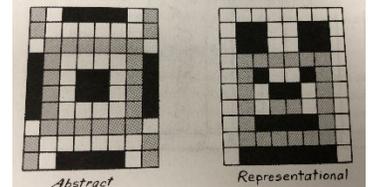
(What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.

1. Distribute graph paper and have youth mark off a sections that is ten squares tall and eight squares wide.
2. Tell youth to create a design within this 8 x 10 section. Each square you color will become one colored bead on your wall hanging. Tell youth that their designs can be abstract or representational. Remind youth that each square should only be one color and that color should represent the color of bead they wish to use. **You may wish to provide youth with several sheets of graph paper to allow the opportunity to create multiple designs to choose from.
3. Next, youth will cut 8 lengths of string and tie one end of each string tightly around one of the sticks/dowels. Make sure there is enough room between the strings for the beads to fit in a row. The length of the stick should be a few inches longer on both ends than a row of eight beads.
4. Using the graph paper as a pattern, follow the colors on each row of your pattern to figure out which beads you will need. String one row at a time.
5. When you finish a row (each string) of ten beads, tie a knot at the end of the string. **If youth are having a hard time getting the string through the bead holes, wrap a piece of tape at the end of the string to help.
6. Follow your graph pattern until you have strung all eight rows of beads.
7. Tie the top of each string to the other stick. Cut off any extra string.
8. Tie another string to the top to act as a hanger.



What key skills will I need to be prepared to model or teach?

- Define the difference between "abstract" and "representational" (realistic).



- Define the difference between two-dimensional and three-dimensional. What are examples of each?

ASK DURING (open-ended questions for during activity)

- What is something you can create that would be abstract? What is something you can create that would be representational?
- How did you come up with your design?
- What part of this process do you enjoy the most?

SITE SPECIFIC (complete prior to lesson delivery)

Leadership (How can youth help lead?)

Choices (What content or process choices are there?)

How will I promote exploration?

How will I nurture creativity?

PART THREE:

REFLECT

- How does math show up in this activity?
- Give time for youth to show off their Graph Wall Hangings. What do you enjoy best about your creation? How did you feel about this process?

FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent's attention to their youth's contribution at pick up and explain their child's positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email