




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.

<b>LESSON NAME:</b> (What is the name of the activity?) Zentangle Snowflakes	<b>TIME REQUIRED:</b> 30 – 60 minutes	<b>AGES:</b> All
<b>SCALED LEARNING FRAMEWORK ELEMENTS:</b> (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.) <ul style="list-style-type: none"> <li>• STEM</li> <li>• Arts</li> </ul>		
<b>STANDARDS ADDRESSED:</b> (Common Core State Standards; National Core Art Standards) <p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. Use appropriate tools strategically.</li> <li>2. Attend to precision</li> </ol> <p><b>Art:</b> Develop and refine artistic techniques and work for presentation.</p>		
<b>LESSON OBJECTIVE:</b> (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> <li>• Create snowflakes in the Zentangle style.</li> </ul>		
<b>MATERIALS NEEDED:</b> <ul style="list-style-type: none"> <li>• Zentangle Snowflake PDF template <b>ATTACHMENT</b></li> <li>• Printer</li> <li>• White cardstock paper</li> <li>• Fine Tip Markers</li> <li>• Glue stick</li> </ul>	<b>PREPARE AHEAD OF TIME:</b> <ul style="list-style-type: none"> <li>• Print a Snowflake template on white card stock for each student.</li> </ul>	

<b>PART ONE:</b>  <b>SAY:</b> Today we’re going to create Snowflakes in a basic Zentangle format.  <b>ASK &amp; CONNECT</b> (prepare opening ideas to connect lesson to youth’s prior experience or prior session) <ul style="list-style-type: none"> <li>• What is a Zentangle?</li> <li>• How are a maze and a Zentangle similar?</li> </ul>
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<p><b>PART TWO:</b> (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.</p> <ol style="list-style-type: none"> <li>1. The snowflakes are made of two different kinds of lines – dashed and gray. The first step is to trace all the dashed lines.</li> <li>2. To make a pretty end cap on the dashed lines, draw a small circle on each.</li> <li>3. Starting in the center and working out, a small arrow or upside down “V” is draw on top of a gray line. This is continued until the last arrow reaches the end.</li> <li>4. The process is repeated in each section until the snowflake is complete.</li> <li>5. The card may be folded and given as is, or glued to a larger sheet of colored paper to give it a finished look.</li> </ol> 	<p>What key skills will I need to be prepared to model or teach?</p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<p><b>ASK DURING</b> (open-ended questions for during activity)</p>

**SITE SPECIFIC** (complete prior to lesson delivery)

<p><b>Leadership</b> (How can youth help lead?)</p>	<p><b>Choices</b> (What content or process choices are there?)</p>	<p>How will I promote exploration?</p> <p>How will I nurture creativity?</p>
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<p><b>PART THREE:</b> <b>REFLECT</b></p> <ul style="list-style-type: none"> <li>• Show off your Zentangles! How is math involved in the creation of these Zentangles!</li> </ul>
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<p><b>FAMILY AND PARENT ENGAGEMENT</b> (Select how activity will be shared)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Invitation: During activity, invite families to join as they are picking up their child</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email</li> </ul>
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