



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?) Heart Tessellations	TIME REQUIRED: 30 minutes	AGES: All
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, 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: Attend to precision. • Art: Develop and refine artistic techniques and work for presentation. 		
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 tessellations inspired by M.C. Escher. 		
MATERIALS NEEDED:	PREPARE AHEAD OF TIME:	
<ul style="list-style-type: none"> • Paper in a light color (try pink or white) • Tempera paint in red, blue, and white • Paintbrushes • Paint palettes or washable trays • Heart shaped sponges or rubber stamps 	<ul style="list-style-type: none"> • Cut sponges into similar sized heart shapes. 	

PART ONE:	
SAY: Today we're going to create art from a style of math patterns called tessellations. We will use hearts for a Valentine's inspired theme.	
ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)	
<ul style="list-style-type: none"> • What is a tessellation? A tessellation is a pattern in which the shapes fit next to each other without gaps or overlaps. It isn't possible to create a true, gapless tessellation with the shape of a heart, but you can get close! 	
PART TWO: (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.	What key skills will I need to be prepared to model or teach?
<ol style="list-style-type: none"> 1. Start with a quick color mixing experiment. Have youth carefully place the paint in puddles on a tray or palette. Ask youth to mix the paints together with a paintbrush to create different colors. Which two colors make purple? How about pink? For added fun, add in yellow paint too so they can make 	<ul style="list-style-type: none"> •

<p>any color they like! Have youth create two distinct colors to use in this activity.</p> <ol style="list-style-type: none"> 2. Ask youth to dip one of the heart shaped sponges or stamps into one of the paint colors, then print (stamp) the shape onto a blank sheet of paper. 3. Now have youth dip the second sponge or stamp into the other paint color and print. 4. Have youth repeat steps 2 and 3 until they're satisfied with their design. 5. Set aside to dry completely. 	<p>ASK DURING (open-ended questions for during activity)</p> <ul style="list-style-type: none"> • What colors are you mixing? Which two colors will you use?
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SITE SPECIFIC (complete prior to lesson delivery)

<p>Leadership (How can youth help lead?)</p>	<p>Choices (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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PART THREE:

REFLECT

- Share creations! How is math involved in this activity?

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