Submitted By:
Name(s): Hillary Douglas
School/Grade Level: 3rd Grade
Big Idea/Title of Lesson: Multiplication Mosaics
Date(s): 2020  Duration: 3/60 minute lessons
Objective: Student will learn about mosaics and radial symmetry through the creation of a paper collage mosaic that shows multiplication.

State Standards Being Addressed (only one standard per curriculum item)
Mathematics or Language Arts Standard: 3.0A.C.7
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.

Visual Arts Standard:
Strand. 1 – create
Concept.3 – Elements and Principles PO101. Identify and use elements and principles in his or her own artwork.

Global Perspectives:
Students will observe and consider locally made mosaics and mosaics from other cultures including those of the Middle East/Islamic religion. Students will observe and recognize radial symmetry in various works of art and images.

21st Century Skills Content: (place an X before all that apply)
X Creativity/Innovation  X Problem Solving  X Health/Wellness
X Critical Thinking  ___ Democracy  ___ International Perspectives
X Communication  ___ Adaptability/Resiliency  ___ Ethics
___ Collaboration/Teamwork  ___ Financial & Economic Literacy  ___ Social/Civic Responsibility

Teacher’s Role During and After Lesson:
Before: Teacher will review OMA lesson plan and prepare to actively participate in activities.
During: Teacher will informally monitor and guide student progress. Teacher will assist with set up/clean up and will make connections or help amend curriculum as appropriate.
After: Teacher will reinforce any concepts presented during OMA introductory lesson.
Materials:
Secondary color construction paper print outs of circles divided by 6
OMA glue (white glue poured over sponges in air tight containers)
9x9 white paper
Pencils
Scissors
Envelopes

Lesson Plan 1 Design:

A. Anticipatory Set / Activation of Prior Knowledge:
AIS asks students to rewind brains to last project and whisper to their neighbors about the color family we used in our last project. (Primary). AIS projects an image of a mosaic and asks students to point out the primary colors. AIS asks students to describe the other colors they see. Are they in the primary color family? No, they have a different family called “Secondary.”

B. Teaching the Lesson:
AIS explains that primary colors can be mixed to make new colors. Red and blue make purple, red and yellow make orange, and blue and yellow make green. Purple, orange, and green are called secondary colors. Students will take 1 minute to color in the secondary colors on the back of their Planning Page.
AIS projects an image of mosaics from Tucson (Ben’s Bells type mosaics from downtown). Students can put their finger on their nose if they’ve seen these works of art before. Students will whisper to their neighbors about where they saw these works of art (maybe at their own schools!) and what makes these works of art special/unique. OMA Teacher will call on students to share individual responses with the class.
Students will then copy the project’s vocabulary word, “Mosaic,” and the definition, “A work of art made from small pieces.” They will draw a “doodle definition” of a mosaic and share responses aloud with the class.
AIS projects another image of a mosaic (showing radial symmetry) and ask students to show with their bodies how the pieces are organized. (In a circle). AIS asks students to whisper to their neighbors about things from nature that also show circles, (The sun rays, a cactus, a snowflake, a cut open fruit, a sea shell, etc.) AIS explains that mosaics can be made of lots of things (clay, glass, wood, fabric) but that we will make a mosaic out of cut paper. We will cut our pieces out of circles and organize them on our paper in a circle pattern. AIS will demonstrate how to cut circles and pieces slowly and with precision. Students will receive their secondary color circle papers and have time to cut them out. They will store their pieces in an envelope with their names on it until next class.

C. Closure / Concluding the Lesson:
OMA Helpers will collect and organize work. Students will whisper something interesting about mosaics to their neighbor. If time allows students may share out with class.
Lesson Plan 2 Design:

A. Anticipatory Set / Activation of Prior Knowledge:

Students will go toe-to-toe with a partner who is wearing the same color and share what they remember from last class. (Mosaics, circles, radial symmetry, etc.) AIS will explain that today we will continue working on our mosaics.

B. Teaching the Lesson:

AIS will use LARGE butcher paper and LARGE mosaic pieces to demonstrate how to organize mosaic pieces in a circle. AIS will show how to fold paper into quarters to find the center. Using the analogy of a flower blooming from the middle and outward, AIS will show how to start mosaic from the middle to build symmetry. Student volunteers help AIS build the large mosaic on the board, OMA Helpers will pass out 9x9 inch paper and work from previous class. Students must make TWO practice designs before they begin to finalize their mosaic plans. AIS and Classroom Teacher observe student work to ensure designs are organized in a circle.

AIS will demonstrate how to use the OMA glue to adhere mosaic pieces to their paper. Students have time to begin.

C. Closure / Concluding the Lesson:

Students place remaining mosaic pieces back in envelope. OMA Helpers and AIS collect supplies and materials. Students whisper to their neighbors about something that challenged them today. If time allows, students may share out with the class.

Lesson Plan 3 Design:

A. Anticipatory Set / Activation of Prior Knowledge:

Students will discuss with their tablemates what we worked on in the last two classes. Students share responses out loud with the class.

B. Teaching the Lesson:

AIS calls a volunteer student to do a review demonstration of gluing mosaic pieces for the class. Review should emphasize gluing shapes in a circle design. AIS shows how to curve paper and make sure all mosaic pieces are glued on tightly. Students have time to complete their mosaic designs. OMA Helpers collect and return empty envelopes and OMA glue.

AIS uses document camera to guild students through math integration on back of planning page. First everyone documents how to skip count by 6’s on the number line (AIS tells students that this will come in handy later.) Students then calculate and write in the numbers for the first box on the back of their planning page. Students then use these numbers to complete problems 1-4 on the back of their planning page. AIS and Classroom Teacher observe student work in process and remind students to be precise with their Math. Students are encouraged to refer to their Skip Counting by 6 number line. AIS asks students to show on their fingers/share answers aloud as a class to check work and thinking. Last, students have time to write their own multiplication or division problem and share the class.

C. Closure / Concluding the Lesson:

Students flip Planning Pages to the front and circle 3 Elements of Art that stand out in their project. Volunteers are called on to share the elements they chose and why aloud. OMA Helpers and AIS collect papers and supplies.
Methods for Facilitating Creative and Critical Thinking:
- Interpretation of Mosaics from different cultures/places
- Consideration of locally made Mosaics
- Doodle Definition
- Use of movement to show Radial Symmetry
- Consideration of Elements and how they were used in art work
- Application of multiplication problems to artwork

Strategies for Active Participation:
- OMA Helpers
- Whisper with a neighbor
- Creating individual art pieces
- Showing answers on fingers/checking work as a class
- Planning page

Strategies for Reviewing, Assessing Understanding, and Reinforcing:
AIS and Classroom Teacher will walk around room to ensure and observe students understanding of radial symmetry and multiplication through work on Planning Page and in individual art pieces.