

Lesson Plan Title: "What's in the box?"

Length: One Class

Grade: 1st grade

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

We will give each student a hand full of clay and have them follow our directions (how to roll, cut, flatten the clay and how to use templates)

- This will show us how well the students can shape the clay
- This will give students time to get a feel for the material before starting their projects

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Today we will be exploring how artists tell stories through their own artworks.
You are the artist who will be sharing your own story about how you lost a tooth by using clay to create a story box.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Symbol
Three-dimensional composition
Form

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists use symbol and form to tell their own stories through three-dimensional design.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:**
Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

After listening to a story, students will be able to **relate** by connecting their own lives and coming up with personal stories. (Remembering, Standard 1, Standard 1 GLE 1, Transfer/reflection, Literacy)

Answering ideation questions, students will be able to **envision** ideas about what to include in their box by telling their own story. (Synthesis, Standard 3, Standard 3 Gle 1, comprehend/create)

Using model magic clay, students will be able to **apply** hand building techniques to create a three-dimensional story by applying personalized symbols. (Application, Standard 3, Standard 3 gle 1, comprehend/create)

Through observation, students will be able to **identify** the stories told in their classmates artwork by matching the story to the artwork. (Remembering, Standard 4, Standard 4 Gle 1, reflection/transfer)

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Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-Use markers and pastels instead of paint	-Draw the images inside box if student doesn't want to work 3d
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Use a combination of multimedias	Student put imagery on outside and inside to show story.

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Narrative art

Students will be discussing their responses to a variety of artworks using personal interpretation. Students will also be introduced to the idea of story telling through artwork also known as narrative art.

Materials:

Must be grade level appropriate. List everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Sketchbooks
Different colors of Model Magic clay
hot glue
Pre-cut unfoldable boxes (made from cardstock)
Plastic butter knives
Watercolors
Acrylic paint
Paint brushes
Tools to create texture in clay
Markers for coloring clay

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

-losing teeth book: The Night before the Tooth Fairy by Natasha Wing
- instagram video examples:
-<https://www.instagram.com/p/Bm23rAYh270/?hl=en&taken-by=kleineknetwelt>
-<https://www.instagram.com/p/BmS13VMhK5Z/?hl=en&taken-by=kleineknetwelt>

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Cut unfoldable boxes
- Find a book about losing teeth (Laine will look at Clothes Pony for this!)
- Create templates for students to use for cutting out the floors

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

General instructions about the care and respect of clay tools and materials.

- Clay tools: when walking always hold pointy side down, when carving carve away from your body.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate students interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

-Read the children a story about losing teeth

-Sami and Laine will share their own stories about losing a tooth

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

Think about a time when you lost a tooth.

Where were you?

Who was with you?

How did you lose your tooth?

Were you excited, scared, happy, sad?

After visualizing, draw a sketch in your sketchbook

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

<p>Day 1</p>	<p>Instruction - The teacher will... (Be <u>specific</u> about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>Sami and Laine will introduce ourselves again and go around in a circle to say our names and our favorite color.</p> <p>The teacher will instruct students to sit at the carpet and the teacher will read off of a sign that lists their expectations and rules for art class.</p> <ol style="list-style-type: none"> 1. Raise your hand when you want to talk 2. Be kind to others 3. When it's clean up time, Everyone will help clean 4. Raise your hand if you need help 5. Share materials with your classmates 6. Respect your classmates and the art supplies <p>After rules and expectations, we will introduce the lesson by reading a picture book about losing teeth. We will ask about how the author illustrated their story to show students that art can tell stories by asking, "What did the author use to tell a story? Why were illustrations included? How would the story change if the author didn't use pictures and just words?"</p> <p>The teacher will also explain that art that tells a story is called "Narrative art"</p>	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <u>specific</u> about what will be the <u>intended result</u> of the instruction as it relates to learning.) UNDERSTAND</p> <p>Students will feel more comfortable in the learning environment once more structure is established.</p>	<p>Time</p> <p>Total: 1 hr 45</p> <p>15 min</p> <p>10 min</p>
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	<p>The teacher will tell students, “Today you will be telling your very own story about how you lost a tooth by creating a story box like this, this is an example of narrative artwork. *show example made by Laine and Sami*</p> <p>Sami and laine tell our own stories about losing a tooth and then we show our boxes and ask the students to guess whose box belongs to which Teacher.</p> <p>The teacher will show the students the examples created by the instagram artist Vera :https://www.instagram.com/p/Bm23rAYh270/?hl=en&taken-by=kleineknwelt https://www.instagram.com/p/BmS13VMhK5Z/?hl=en&taken-by=kleineknwelt</p> <p>The teacher will ask students to pair and share a time they lost a tooth.</p> <p>The teacher will direct students to open their sketchbooks. The teacher will ask them,” Think about a time when you lost a tooth. Where were you? Who was with you? How did you lose your tooth? Were you excited, scared, happy, sad?” For this they will only be given colored pencils and 10 minutes to think of an idea and sketch it.</p> <p>The teacher will instruct students that the first step is to paint the ground /inside of their boxes</p>	<p>The students will begin to explore ideation by viewing the ways losing a tooth can be turned into artwork to tell a story.</p> <p>Students will be motivated by viewing the examples provided, and will have more ideas of the possibilities that they can create.</p> <p>students will relate by connecting their own lives and coming up with personal stories.</p> <p>The students will begin to make personal connections and explore ideation by envisioning ideas and creating different sketches of possible ideas for their creations.</p>	<p>4 min</p> <p>2 min</p> <p>2 min</p> <p>10 min</p> <p>3 min</p>
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Day 2	<p>The teacher will do a demonstration showing the students how she can use both watercolors and acrylic paint to get different effects.</p> <p>The Teacher will hand out pre-cut boxes and we will call on table by table to come up and grab their choice of paints. The teacher will explain that today they will be focusing on painting their box and next class they will work with model magic.</p>	Students will explore the idea of creating a background by using paints to color their boxes.	49 min
	<p>The Teacher will turn on piano music for the class to listen to while they work. The Teacher will walk around and interact with students about the work they are creating and how it represents them.</p>		10 min
	<p>The teacher will dismiss students by tables to place their boxes on the table and give each table group a job for cleaning up.</p>		
	<p>Teachers will recap learning from last class by showing the students the blog to show documentation of learning.</p> <ul style="list-style-type: none"> - “What discoveries did you make about watercolors?” - What discoveries did you make while sketching out your ideas? - Why do you think we sketch before starting a project? <p>We tell stories through art which is called narrative art.</p> <p>In your sketchbooks, you all drew a story that included where and how you lost a tooth (or how you would lose a tooth in the future) Then you all painted your boxes.</p>	Students will reflect upon what they learned last class by discussing their observations of the blog and recalling what they learned last class.	10 min

	<p>Teacher will instruct (A) student from each table to come up and collect paint/ paint brushes and (B) student to fill the water bin for their table.</p> <p>After recap, we will instruct students that they have 10 minutes to finish painting their boxes before we give the clay demo.</p> <p>Teacher will instruct the (C)student from each table to return the paint and the (D) student to dump out the water bucket.</p> <p>The teacher will then instruct students that they will watch a demo for using clay and then will be able to start creating the clay accessories for their boxes.</p> <p>The Teacher will go over safety by demonstrating how to cut with a plastic knife, "Make sure your hand that is holding the clay is away from the knife, and hold it like this (with your pointer finger on the back for more control)"</p> <p>The teacher will instruct students," When holding and walking with a knife always walk with the pointy side facing the floor" The teacher will show students a quick demonstration of different things you can do with model magic. -</p> <ul style="list-style-type: none"> -roll it - flatten it with your hands and a table -cut it with a plastic butter knife) -color with model magic <p>Then we will give each student a little piece of model magic to experiment with for 3 min</p>	<p>Students will understand how to properly use the clay tools.</p>	<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>5 min</p> <p>3 min</p>
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Day 3	-“What did you discover about what the clay can do?”		2 min
	The teacher will then hand out more clay for the students along with markers and give students time to create objects for their box.		50 min
	The Teacher will warn the class, “10 minutes until clean up time!” Assigning specific jobs to each student (C students put markers and paint away, D students pour water out and clean paint brushes, A and B students clean table)		10 min
	Students will meet at the red carpet. The teacher will tell students that they will finish creating the items that belong in their box out of clay today. The teacher will ask a few students to verbally share what things they are making out of clay for their box and what discoveries they made about the clay last class.	Students will reflect upon what they learned last class by discussing their observations of the blog and recalling what they learned last class.	5 min
	Students will go to their tables and we will dismiss table by table to get their boxes. They will have a letter (A,B,C,D) assigned to them so they have a job for the day. As the table gathers their boxes, person A will grab markers and person B will grab clay.		
	Students will continue working on their three-dimensional objects and some students may want to finish painting their boxes as well.		90 min
	The teacher will instruct students when the table is finished to come up by table to the hot glue station to glue		

	<p>objects into place. (Teacher will do the glueing)</p> <p>After everyone is done glueing it will be clean up time.</p> <p>The teacher will instruct (B) students to put sketchbooks on the counter, © students pick up all unused model magic and put it back with the correct color, (D and A) students to pick up all scraps off the floor and the table, and wipe table down.</p>		<p>10 min</p>
<p>Day 4</p>	<p>The teacher will pull up the blog from last week and ask the students, “What did we do last week?”</p> <p>“What are some discoveries you see taking place?”</p> <p>The teacher will instruct students that “Today is the last day to complete your story boxes. As you start to finish your boxes I want you to pay special attention to making sure that your box represents the story of how you lost your tooth. When you are completely finished you will come to the hot glue station and one of the teachers will hot glue your clay into place. “</p> <p>Teacher will instruct students, “I will call you up to the black carpet by table to find your box and bring it back to your table.”</p> <p>Teacher calls students up one table at a time.</p>	<p>Students will reflect upon what they learned last class by discussing their observations of the blog and recalling what they learned last class.</p>	<p>5 min</p> <p>5 min</p>

	<p>Teacher instructs students saying, “Can I have the (D) students come to the art bin and I will hand you clay for your table?”</p> <p>Teacher instructs students , “ (B) students please come up and grab a bag of markers for your table.”</p> <p>“You have about an hour to complete your box, if you decide you want more paint come see Laine or me and we will get you the materials you need.”</p> <p>“Time to clean up, please put your box on the blue carpet and then I need: (A) students to pick up unused clay and return it to the art bin. (B) students to put caps on all the markers, and return markers to the art bin. (C) students will fold the table covers and return them to the box (D) students will wipe down the table with a wet wipe”</p> <p>Teacher will instruct students to sit on the black rug, “ Circle up on the black rug.” “Next we are going to do a critique, can anyone tell me what a critique is?” “A critique is when artists come together and show each other their work, and give each other opinions. Today we are going to be doing a special kind of critique called a silent gallery walk.</p>	<p>Students will learn how to properly reflect upon their own artwork and others.</p>	<p>2 min</p> <p>2 min</p> <p>59 min</p> <p>10 min</p> <p>5 min</p>
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	<p>Teacher will instruct, "I want all of you to take your box off the blue carpet and put it on one of the round tables and then sit back on the blue carpet."</p> <p>Teacher will instruct, "Now we are going to do a gallery walk and talk about each other's artwork."</p> <p>The teacher will then go to each table and ask the students whose boxes are at the table to explain how they lost their tooth and then the teacher will ask the students to identify whose box is whose. When a student guesses someones box the teacher will ask the student "What did the artist make that they put in their box that matches the story they told?"</p>		<p>2 min</p> <p>15 min</p>
		<p>The students will make connections on how artists use art to represent a story.</p>	

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Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Students will have their open boxes on their table and participate in a gallery walk. We will ask students to describe what they see inside their classmates boxes that tells a story, they will also reflect upon how their classmates portrayed their own personal stories by having a group discussion.

**Post-Assessment
(teacher-centered/objectives as questions):**

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

<p>Did students connect their own lives to their artwork?</p> <p>Did students use their sketchbook to envision ideas about what to include in their boxes?</p> <p><i>Did students use handbuilding techniques to create a three dimensional story by applying personalized symbols?</i></p> <p><i>Did students make connections to the art created by their classmates by <u>matching the story to the artwork</u>?</i></p>	Criteria	Advanced	Proficient	Developing
	Students connected their own lives to tell a personal story.	Detailed and involved strong personal connections	Somewhat detailed and involved personal connections	Little detail and few personal connections
	Box employs personalized imagery using model magic to tell a story?	Strong personal connection and a wide variety of media employed	Some personal connection and at least two media employed	Little personal connection and only one medium employed

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)

9/14/2018

1. What worked well for this art experience? Why?

This week's art experience at Polaris had multiple aspects that worked well. For example, once Laine and I went over our expectations with the students, they almost immediately began to follow them and remind each other of the rules. I

think that having the visual poster of our expectations helped the students remember the rules. Another thing that worked well for this experience was our timing for each activity. The time we allowed for planning/sketching and painting was the perfect amount, every student remained engaged, excited, and on topic the entire time. Something else I noticed worked well was when we had the students sit on the floor together for instruction instead of giving them instruction while they were sitting at their desks. When the students sat closer to Laine and I they seemed to pay attention more.

1. **What didn't work well for this art experience? Why?** Consider your preparation *and* teaching.

This week's lesson one aspect of our lesson really didn't work as well as it could of and that was clean up time. Despite having established our expectation that everyone participates in clean up, I noticed some students were doing the bare minimum when clean up time arrived. I also noticed students disappearing for water and the bathroom as soon as clean up time came around. Another aspect that didn't work well was that Laine and I were doing "jobs" that the students are capable of doing, such as filling water cups and getting paints and brushes for each table. Since Laine and I did these jobs ourselves it took longer than it would if the students did the jobs.

1.
What would you do differently? Why? Consider your preparation *and* teaching.

In the future, in order to hold students accountable I am going to make small cards with the letters A, B, C, D each table will consist of 4 students each one with a different letter. I will also create a poster that explains the jobs each letter will have. Some job examples would be collect materials for your table, wipe down table, collect and return all sketchbooks to the front, ect. I think by giving each student a specific job it will be easier for me to identify who is participating and who isn't and to hold students accountable.

9/21/ 2018

What worked well for this art experience? Why?

I think multiple aspects of our lesson were successful this week. One thing that worked well was our timing, students were engaged and busy the entire time. Another huge success was the new clean up procedures we implemented. The students were super excited to see a letter on their desks when they walked in. Before everyone had sat down, I already heard students making the correlation between the chart on the board and their letters. The chart we created included the letter, the job they were responsible for and a drawing related to the job. Clean up time felt calm and organized, students referred to the chart and did their jobs. The students also reminded each other of the jobs they were responsible for.

The letters also made it easy to call groups of students from each table by their letters to come collect supplies. Another thing that worked well was giving the students white clay and letting them use markers to add colors to the clay. This gave students more freedom to create any color they could imagine. This was more engaging than students being limited to set colors.

What didn't work well for this art experience? Why?

Something that didn't work as well as planned was student's seemed to ignore the poster of classroom expectations we had gone over last class. Students were getting up from their seats to come and get Laine and I and were calling our names out from across the room. The poster was in plain view but I think the students might have benefited from a brief overview in the beginning of class so that the rules were fresh in their minds. Another thing that didn't work as well as it could of was the amount of time we dedicated to experimenting with the clay. I felt like students could have spent an entire lesson just exploring what the clay can do and what effect different color markers create when mixed into the clay. I noticed that after students experimented and we handed out more clay for them to create their objects, majority of students kept exploring and experimenting what their clay could do rather than begin their project. Some students didn't start forming objects to fill their boxes until they finished experimenting for 20 minutes. I think if more time was allowed to play all the students would feel more prepared to begin to create objects for their boxes. Another thing that didn't go as planned was the jobs

we wrote for student (B). We wrote, "Clean off brushes and dump out water dish," the B students all did that but then left the clean brushes and empty water dishes in the sink because there were no directions about putting them away.

What would you do differently? Why?

One thing I would have done differently is I would make the clean-up poster more specific and included that (B) students need to return the clean water dish and brushes back to the art bin. By specifying that the students need to clean the items and put them away, I leave no room for misinterpretation of what to do after they are clean. Next time I will also remember to remind students of our classroom expectations at the beginning of class, this will help keep the rules fresh in their mind. Another thing I would change is the amount of time I gave the students to experiment with the clay, next time I would give them an entire class period to experiment with what the clay could do. If I give the students more time to explore and play with the material they will be more knowledgeable about how they can create objects for their boxes.

9/30/18

What worked well for this art experience? Why?

What worked well for this art experience was in the beginning of class we went over the classroom norms and throughout the lesson students followed the classroom norms we had established. Another success was that students were eager to give feedback to their classmates and they were curious about what each other had created. When we gave each student one of their classmates boxes to "critique" students were discussing at their table the different elements of their boxes. I also overheard one student engaging his tablemates in a discussion of how they thought their classmate had created a slime effect with the clay inside his box. This was exciting for me because students were talking about art without being probed to do so. Their assignment was to simply write a word on their sticky

note to describe the box in front of them but the students were going above and beyond and engaging each other in discussions about the artwork in front of them.

1. What didn't work well for this art experience? Why?

One thing that didn't work well for this art experience was critique, although students did engage in conversations about art at their table I think that the sticky note critique may have been too advanced for this age. When Laine and I got feedback from our mentor teacher she explained to us that most of our students can't spell yet and that it may have benefited us more to have the students participate in a group silent gallery walk and for us to call upon students to talk about the artwork they see in front of them. Another thing that didn't go as planned was that Laine and I forgot to model how to properly do a critique, because of this the students didn't know exactly how to go about critiquing their classmates artwork.

1. What would you do differently? Why?

Next time I will use an informal gallery walk for the critique instead of sticky notes, I think making the critique verbal will benefit this age group because they will be able to easily communicate their ideas. Another thing I will do differently next time is model for the students how a critique looks. By modeling for the students there will be less confusion of what is expected of them.

10/05/2018

What worked well for this art experience? Why?

One thing that worked well for this art experience was the new method of co-teaching Laine and I tried. This time instead of tag team teaching we assigned Laine as the main teacher and I was the assistant/documenter. This was really successful because instead of us interrupting each other to give instruction Laine

was able to take the lead this time. Also this technique of co-teaching was effective because it allowed only one of us to have to focus on documenting which allowed Laine to pay attention to the classroom as a whole while I worked with students one on one.

Another thing that worked very well for this experience was the demo, Laine did a great job of engaging all the students as she compared watercolor to acrylic paint and instructed them how to use acrylic paint. I only had to redirect 2 students during the critique, every other student was completely engaged.

What didn't work well for this art experience? Why?

Something that didn't go as planned for this experience was clean up time, students were not participating in clean up and the entire process was very chaotic. This time because we didn't set defined guidelines or jobs for cleanup time the students were lost when the time came for cleaning.

Another thing that didn't work as planned was how we set up before students came in. We didn't pour paint ahead of time, fill water containers or divvy up paint brushes so when it came time for students to start painting they had to wait as Laine and I scurried around the room passing out materials. While we passed out materials students started to get louder and off task as they waited.

What would you do differently? Why?

One thing I would do differently is assign students a letter and I will create a poster that is split into 4 sections each section containing a letter (A, B, C, D) under each letter will be a drawing and one sentence of what clean up job that letter is responsible for.

Another thing I would do differently is when setting up before class I will put out all the materials needed for the lesson on each table. In order to ensure my student's aren't getting distracted by the materials while I give instruction, I will have student's sit on the purple carpet while I give instructions. When I am ready for the student's to begin the project I will then instruct them to take a seat at the tables.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.