

Date:	STEAM Day 6	STEAM Day 7	STEAM Day 8	GLOWS (Teacher Reflection)	GROWS (Teacher Reflection)
Learning Targets	<p>Today I am... going to explore art</p> <p>So that I can... increase my knowledge of different styles of art</p> <p>In order to... expand my imagination when it comes to the creative side of a project</p>	<p>Today I am... going to explore music</p> <p>So that I can... increase my knowledge the elements of music and how music affects the brain.</p> <p>In order to... be able to incorporate music in my projects to give them deeper meaning.</p>	<p>Today I am... going to take surveys</p> <p>So that I can... gather different forms of data</p> <p>In order to... demonstrate multiple ways to use math</p>	<p>Today I am... going to reflect</p> <p>So that I can... see what was successful</p> <p>In order to... celebrate my achievements</p>	<p>Today I am... going to reflect</p> <p>So that I can... see what was didn't work as well as I would have liked</p> <p>In order to... improve for the next time</p>
Opening:	<p>(Display a work of art) [IMG 1971 in the Lesson Plan file]</p> <p>Have students do a 10x2 looking at the social media artwork</p> <ol style="list-style-type: none"> 1. Look at the image quietly for at least 30 seconds. Let your eyes wander. 2. List 10 words or phrases about any aspect of the picture. 3. Repeat Steps 1 & 2: Look at the image again and try to add 10 more words or phrases to your list. 	<p>Play the videos in order:</p> <p>Stepp STEAM Music Video Intro</p> <p>Elements of Music https://www.artslive.com/courses/elements-of-music/</p> <p>How Music Affects The Brain https://safeYouTube.net/w/ljQQ</p>	<p>Take a quick survey of who likes to eat out and who prefers to eat at home. Write down how many of each. Make a bar graph. Make a pie graph.</p> <p>Ask what other questions would be important to know about why they chose what they did. What other mathematical information could we collect?</p>	1.	1.
Lesson Plan (include strategies)	<p>Give students 5 minutes to search around their home and gather 3 objects.</p> <p>Each object no larger than their thumb or palm. Tell them it is now __:___ see you back here at __:___.</p>	<p>Play Video: Stepp Music Lab Instructions</p> <p>https://safeYouTube.net/w/2pQQ</p>	<p>It is important to mention in this lesson there are many ways to use math in the world. Here are a couple of video clips to help.</p>	2.	2.

Upon their return or as they are returning let them have a few minutes to share their objects if they want.

What to do with the objects?
Students are going to create found object doodles. Each doodle must incorporate 1 of their found objects.

You can show this video example:
<https://www.youtube.com/watch?v=QsAjLZc94Bo>

[There are also examples of artwork in the Lesson Plan file to share at this time.]

Encourage them to DRAW LIGHT TILL YOU GET IT RIGHT

No stick figures!

Often your 1st idea is not your best idea so encourage them to create 2 different ideas for the same object.

Challenge them to incorporate all 3 objects in 1 doodle.

The possibilities are endless! You can challenge them to relate one of their doodles to something they

Optional – Screen share and show students the project you created.

Direct students to the link for the Music Lab for a work session.

<https://musiclab.chromeexperiments.com/>

Importance of Mathematics in Our Daily Lives

https://www.youtube.com/watch?v=nejgy_xlvjM
Maths and Everyday Life
<https://www.youtube.com/watch?v=moST-WJ82BO>

Plus, due to the multiple levels of math abilities in the class we will be focused on a basic skill which can be used to easily communicate important information.

- Start by having the class pick a different topic than the one in the opener.
- Then have the students poll the class for the information.
- Talk about what each kind of graph is used for in the world – circle graph, line graph, and bar graph.
- Bar graphs compare data.
- Line graphs show change over time.
- Circle graphs are used with percentages.
- Have them decide which type of graph should be used for

	are learning in another subject while still using 1 of the objects!		<p>the survey/poll taken.</p> <ul style="list-style-type: none"> • Then create the graph. • Do one more topic and graph it. 		
Closing:	<p>Have them take a picture and share with the class.</p> <p>Discuss what they thought was easy.</p> <p>Discuss what they thought was difficult.</p>	<p>Direct students to the FlipGrid and Microsoft Form for the Exit Slip.</p> <p>https://flipgrid.com/9ce01338</p>	<p>For the wrap up, go back and talk about how there is much more to math than what they did today. It will be important for them to look for the math in the project they create during STEAM work. If they want to know more about the math involved it what they are working on ask a teacher for guidance. Math really can be fun!</p>	3.	3.
Assessment:	<p>Exit Slip – What was something new you learned today about art? How do you hope to use art in your future projects?</p> <p>(Click here for Forms Exit Slip template)</p> <ul style="list-style-type: none"> • Click duplicate • Update title • Share with class (link or embed) 	<p>Exit Slip – What is a song that makes you feel happy? What is a song that makes you feel energized? What is a song that makes you feel calm?</p> <p>(Click here for Forms Exit Slip template)</p> <ul style="list-style-type: none"> • Click duplicate • Update title • Share with class (link or embed) 	<p>Exit Slips – What was your favorite part of today's lesson and why? What was your least favorite part about today's lesson and why?</p> <p>(Click here for Forms Exit Slip template)</p> <ul style="list-style-type: none"> • Click duplicate • Update title • Share with class (link or embed) 	4.	4.
Differentiation and Specialized instruction	The challenges are in the lesson.	Student Choice Video Instructions	<p>For lower level math students guided sheets can be made.</p> <p>For advanced students challenge them to pick a</p>	5.	5.

concept they have learned in math this quarter and find it in daily life.

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STEAM connections	This is STEAM	This is STEAM	This is STEAM	This is STEAM	This is STEAM
Notes	Reach out to Kacie or a member of the STEAM Team if you need support with this lesson.	Reach out to Jennifer Stepp or a member of the STEAM Team if you need support with this lesson. It would be really great if teachers took 15 minutes to play around with the music lab as well and make a response video in the flipgrid. Students will see the options and that it is accessible.	Reach out to your Math Department members if you need support with this lesson.		