

<p>Lesson: Didactic Writing Grade Level: 3rd-5th Lesson Essential Question/Target: LAFS.3.RI.1.2 How can I determine the main idea and explain the important details. LACC.5.S.L.1.1 How can I engage effectively, discuss topics, build on ideas, and express my own clearly?</p>	<p><u>Part of the exhibition project.</u></p> <ul style="list-style-type: none"> • Curating. • Creating the artwork. • Writing the didactic plate. • Having an art exhibition
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Next Generation Sunshine State Standards

Critical Thinking and Reflection	Innovation, Technology, and the Future	Historical and Global Connections	Organizational Structure	Skills, Techniques and Processes
() VA.4.C.1.1 () VA.4.C.1.2 (X)VA.4.C.3.1 () VA.4.C.3.3 () (X) VA.5.C.1.1 () VA.5.C.1.2 () VA.5.C.3.1 () VA.5.C.3.3	() VA.4.F.1.1 () () VA.5.F.1.1	() VA.4.H.1.1 () () VA.5.H.1.1	() VA.4.O.1.1 () () VA.5.O.1.1	() VA.4.S.1.4 (X)VA.4.S.2.1 () VA.4.S.3.1 () VA.4.S.3.4 () () VA.5.S.1.4 () VA.5.S.2.1 () VA.5.S.3.1 (X)VA.5.S.3.4

Teaching Strategies

- () Collaborative pairs
- () Visual aids/technology
- () Graphic organizers
- () Distributed guided practice/with Summarizing

Materials- Templates for writing, Paper, Pencil

Activating Strategies:

Present examples/Slide show of galley and didactic plates.

Resources- Teacher and student examples. Didactic plates from museums and galleries.

Vocabulary- Didactic, Details, biographical information,

Writing Lesson-

Use examples of Didactics from Museums and galleries to explain the purpose and why the plate is relevant.

Have students place artwork in front of them. Allow them to discuss their work with a shoulder partner. What was the reason they created the artwork? Next, have them tell their friend a little about themselves. Where they live. What do they like to do in their free time?

After discussing these topics, pass out the worksheet or paper. Depending on the grade and level you are working at, Guide the students through the various sections of the template. Advanced student levels should only require the template to be projected so they can write the information on a lined paper.

As the students complete the writing review their work.

Keep artwork and didactic samples together for grading.

**Many students enjoy reading what they have done to the class. If time allows this is a wonderful moment for your more theatrical students.*

ESOL/ESE

- (X) Additional time to complete Assignments
- () Cueing
- (x) Rephrasing
- () Increased practice
- (x) Modified testing/ assessment/grading Procedures

Summarizing Strategies:

Students will be able to create multi-sentence descriptions to explain their work for a didactic plate.

Assessment:

The student was able to complete the worksheet/Writing assignment demonstrating an understanding of the task.

The student was able to complete a worksheet/Writing assignment that allowed viewers to understand the visual significance of the artwork being discussed.

Didactic Template (L1)

My name is _____

I am _____ years old.

I am in the _____ grade.

My favorite color is _____.

I drew _____ because _____

_____.

I used _____ because _____

_____.

Didactic Template (L2)

Title _____

Date/Year _____

Media/Material _____

About you:

My name is _____

I am _____ years old.

I am in the _____ grade.

I live in _____ with _____

_____.

In my picture, you can see a _____.

a _____.

a _____.

My picture is about _____

Didactic Template (L3)

Use lined paper to complete this assignment.

Title _____

Year _____

Media/Material _____

About you: Biographical information (Write in full sentences.)

- Name (First and Last)
- Grade
- Family life
- Influences

About your artwork (Full sentences)

- What is the artwork about?
- Why is it important to you?