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Second Grade Ice Breaker Activity
School of Education
Raritan Valley Community College

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I. Second Grade Ice Breaker Activity

II. Essential Questions:

- What makes you unique & what do you enjoy in your free time (hobbies)?
- How can you draw this in a way that others can interpret?

III. Standards: Grades K-2 and 3-5: All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 grade-level standards for the arts (<http://www.nationalartsstandards.org>).

Standard Two – Learning differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (<http://www.state.nj.us/education/code/current/title6a/chap9.pdf>).

IV.

Learning Objectives	Assessments
Students will be able to identify what their hobbies are, how this will benefit them, and how that makes them unique.	Teachers will be able to conclude that students understand the concept of hobbies and individuality.
Students will be able to practice simple drawing techniques to achieve understanding of their classmates.	Teachers will be able to evaluate the student’s skills by assessing the completed activity.

V. Materials:

- Pencil
- Colored Pencils
- Eraser
- Paper (Three 5x4inch pieces per student)

VI. Pre-lesson assignments and/or prior knowledge:

Students will brainstorm three hobbies that make them unique. They will identify what makes these activities unique from one another by thinking about items that relate this these specific hobbies such as uniforms, sports props, and supplies.

VII. Lesson Beginning: Each student will receive three 5x4inch pieces of paper. Students will be asked to brainstorm what makes them unique and they will present each one of these activities on a sheet of paper, using only pictures and no words. Students will be asked to examine what objects are related to these hobbies. Some of the questions asked will be:

- Does this object directly correlate to the activity?
- Can this object be used in other activities?
- How can you express this hobby as an artist, without using written or spoken words?

Each student will first draw their three activities in pencil, if they have time – they will then use colored pencils.

VIII. Instructional Plan:

1. Students will write their name on each piece of paper. Ask students to take note of what activities, hobbies, and characteristics make them unique.
2. Students will then brainstorm what objects correlate with these activities.
3. Students will sketch their activities, one per piece of paper, with pencil. While students are drawing, go around the room and ask each student what their three activities are. Take note so you have the correct answer.
4. When the students are finished drawing their objects on the three pieces of paper, they will then use colored pencils.
5. When the students are finished, they will find a student from another table, introduce themselves, and exchange one piece of paper. They will repeat this two more times until they have three different pieces of paper from three different students.
6. Students will analyze the three new drawings. They will guess what the activity is, and write their guess on the back of the sheet of paper.

IX. Closure: When the project is complete, the instructor will organize the pieces of paper by artist and score each artist. The students that received the correct guesses by classmates will have their name put in a raffle. The winner of the raffle will receive a goody bag of art supplies. We will have a class discussion about what makes us all different, what drawing techniques we have used, and what we want to learn this year.

References

Home | National Core Arts Standards. (n.d.). Retrieved from

<http://www.nationalartsstandards.org/>

New Jersey Professional Standards for Teachers. (n.d.). Retrieved from

<http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

Rationale Statement**Date of Completion:****Date of Submission:****Title of Artifact: Ice Breaker Activity****Standard:** Standard Two: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

I am placing my Ice Breaker lesson plan under standard two, learning differences. Students are directed to interact and confront each other about what makes each learner unique both in and out of the classroom. The students will also be practicing their drawing techniques and making connections between hobbies and objects that represent them. The students will be conversing with classmates that they may not know very well. They will bond over what makes them both different and alike, leading to positive interactions throughout the remainder of the year.