**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

|  |  |  |
| --- | --- | --- |
| Lesson Title & Big Idea: Family Representations | | Grade Level: 1st |
| Lesson Purpose:  Students will learn about different ways people can represent their family and will create their own family representation. | | Class Periods Required:  1 ½ hours |
| Key Concepts (2-3):  Family  Representation | Essential Questions (2-3):  What is a way people represent family?  What is something that describes your family? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)   1. Students will create a symbol representing their family. 2. Students will state something about their family. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)   1. SocialStudies.7.Grade1.A 2. VIsualArt.StrandI.3.Grade1.C 3. VisualArt.Strand1.1.Grade1.A | Missouri Core Academic Standards (Common Core State Standards)  (3-4) (<http://www.corestandards.org/>)   1. [CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson. 2. [CCSS.ELA-Literacy.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 3. [CCSS.ELA-Literacy.SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | |
| Integrated Content Areas:  1. Visual Art  2. Social Studies | Transition:  This will be the last lesson in my “Family” unit. Since we would have discussed fact families the day before I would probably introduce this lesson by telling the students that we will discover even more ways to describe and talk about families. | |
| Anticipatory Set (Gaining Attention):  I will begin this lesson by having each child share something about their family, which will get them engaged and excited. | Closure (Reflecting Anticipatory Set):  I will end the lesson with each student creating his or her own family letter. | |
| Lesson Activities & Procedure(s):   1. Have students sit in a class circle and remind the students about our carpet expectations. 2. Tell students that we are going to share something about our family i.e. something you guys enjoy doing together or a fun fact 3. Start the sharing off by saying that you and your sisters’ first names all begin with the letter M. 4. Have each child share and make sure everyone listens and respects the speaker. 5. Tell students some people represent their family with a family tree. Bring a family tree up on the Smart Board and ask who has ever seen one before and how do you read it. 6. If child explains correctly or not, emphasize that it allows people to see all the members of a family and the relationship they have with other members of the family. 7. Pull up a couple of different examples of family trees so students can see how they vary. 8. Put up Irish Family Crest. Ask if anyone has ever seen one and if so, if they know what it is. 9. State that the crest usually represents the family and the family name. Sometimes they will put an animal that they believe symbolizes the family (ex. Strong tiger, sly fox) could even put words on there. 10. Ask students if they have any special songs that their family likes to listen to or if they know any songs about families. 11. Make a list of the ones they name. 12. If none pull up YouTube and play: “We Are Family” by Sister Sledge, “Lean On Me” by The Temptations, “We Are” by KeKe Palmer. 13. After each song, have students make a group list on the Smart Board of what they heard that describes family especially if we have heard about the same things describe family sometime during the week. 14. Finish by discussion by asking students if they consider our classroom a family? Do we do or try to treat each other the way family members strive to? Should we? 15. Tell students that today they are going to create a collage on a jumbo letter about their family. 16. Have students return to their desks, open their journals and begin to brainstorm things that they could draw and/or put on their family letter. 17. Remind students that they can put things to represent certain characteristics or stories from their family (ex: they can outline their entire letter in buttons if their family collects different types of buttons) 18. Pass out each student’s letter, which is the letter that his or her last name begins with. 19. Explain that all supplies are on the guided reading table and only to get what they will use/need. 20. Pass out paint, paint trays, and water cups to each student. 21. Remind students that if they need glue or scissors they are also on the guided reading tray. 22. Go over art making expectations. 23. Have students work on letter and decorate it as much as possible in order to represent their family. 24. Once finished with letter, students must clean up their area thoroughly. | Lesson Texts & Materials:  -Laptop with YouTube  -Smart Board  -Jumbo letters for each child’s last name  -Paint  -Water cups  -Buttons  -Pipe Cleaners  -Pencils  -Glitter  -Stickers  -Pom Poms  -Markers  -Crayons  -Mod Podge  -Foam Shapes  -Popsicle Sticks  -Old magazines | |
| Lesson **adaptations** for challenged learners:  Challenged learners will benefit from our group discussions and that they will be able to utilize the Smart Board in order to see the different family representations I will be talking about. Also, I believe incorporating music will add another fun layer of learning for challenged learners because listening is not as challenging as reading for most. | Lesson **extensions/enrichments** for gifted learners:  Gifted learners will be able to write about what they chose to put on their family letter. Gifted learners can also explain their choices to a peer that is finished or to myself as long as I am not working with other students in the classroom. They could also work on creating a family tree, family crest or a family song when finished with the assigned craft. | |
| **Formative Assessment** strategies:  My assessment will be myself observing their participation and engagement in the discussion and lesson taught. I will also be able to assess their family letters and what they put on it to see what they have been working on and see that represents/symbolizes their family. | | |