**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: All Kinds of Families | | Grade Level: 1st |
| Lesson Purpose:  Students will learn about what a family is and learn about different types of families. | | Class Periods Required:  1 hour |
| Key Concepts (2-3):  Family  Different | Essential Questions (2-3):  What does your family look like?  Why is family important? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)   1. Students will paint a picture of their families. 2. Students will identify one reason that their family is important to them. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)   1. SocialStudies.6.Grade1.A.CulturesMeetingTheNeedsOfPeople 2. ListeningAndSpeaking.1.Grade1.A.PurposeForListening 3. Art.StrandI.3.Grade1.A.Portrait | Missouri Core Academic Standards (Common Core State Standards)  (3-4) (<http://www.corestandards.org/>)   1. [CCSS.ELA-Literacy.SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. [CCSS.ELA-Literacy.SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 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. Social Studies 2. Literacy 3. Visual Art | Transition: This will be our first lesson in the “Family” unit. I hope that opening this unit with this lesson students will be able to give students a foundation about family that they are most like the most familiar with because they all have a family. | |
| Anticipatory Set (Gaining Attention): I will open this lesson up by making a list on the Smart Board of what students know about “family”. | Closure (Reflecting Anticipatory Set): I will close the lesson with my students creating a painting that shows their family how ever they would like. | |
| Lesson Activities & Procedure(s):   1. Have students come to their carpet spots and remind them about carpet expectations. 2. Write “Family” on the top of the Smart Board. Ask students if someone can read this word and tell me what it says. 3. Then instruct students to raise their hand and tell me what they know about family and I will make a list on the Smart Board on what the students believe family is. 4. Remind class of what the expectations are when a read-aloud is going on. 5. Read All Kinds of Families by Norma Simon. 6. After book, have class move into a classroom circle on the carpet and I sit in circle with them. 7. Have students name some of the types of families they heard about in the book. Explain that all families are different. 8. Revisit our list about “Family” ask them if there is anything they want to add. If so, add it. 9. Go back to discussion: Students share something about their families.   Why is family important?   1. Have students return to their seats and put their heads down/close their eyes for 30 seconds to envision and think about their family. 2. Pass out writing paper for each student. 3. Instruct each student to use their very best writing to compose a sentence or two that tells about their family whether it is who is in their family, something their family does together, etc. If students struggle remind them that they can refer back to the “Family” list we made on the Smart Board. 4. When students are finished they can go and sharpen their pencils while I pass them out a mini canvas. 5. They will each draw a picture of their family on the canvas that goes with their writing to be displayed at a later date. 6. Once students are done sketching their family picture, give each student a cup of water, paint brush and paint to paint their picture at their seats. 7. Students are expected to clean up their area and supplies once they are finished. 8. Once canvases are dried I will display them on a board in the classroom with the center saying “FAMILIES ARE DIFFERENT” and all the canvases surrounding the sign will be connected by string to show the unity within our classroom. | Lesson Texts & Materials:  -All Kinds of Families by Norma Simon  -Smart Board  -Paint  -Paint trays  -Writing Paper  -Pencils  -Mini Canvas  -Bulletin Board decorations | |
| Lesson **adaptations** for challenged learners:  By having a whole group discussion, it will be able to include all learners including the challenged learners. Also, I feel that the lesson topic of family levels the learning field for all students because everyone is some sort of way has a family. | Lesson **extensions/enrichments** for gifted learners:  Gifted learners can have the opportunity to write more that one or two sentences about their family. They can strive to write a paragraph or once done with their painting, our gifted learners can attempt to read different stories about families. | |
| **Formative Assessment** strategies:  I will observe my students throughout the whole group discussion and gage their understanding and engagement in the lesson of the day. This will help me to see what my students are learning. | | |