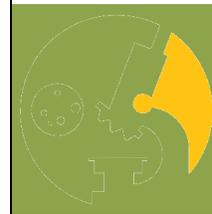


Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREA:
Science
Reading/English Language Arts

Lesson Title: Big book/life cycle of the butterfly	Grade: 2
Contributor, School: Hollie Edwards, Potomac Elementary School	Time Frame: 3-4 lessons, 40 minutes each

State Curriculum Content Standards, Indicators, Objectives

<p>Visual Art Content Standard(s) 1.0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art. 3.0 Creative Expression and Production Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>	<p>Science Content Standard(s) Skills and Processes 1.0 Students will demonstrate the thinking and acting inherent in the practice of science. Life Science 3.0 The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.</p> <p>Reading/English Language Arts Writing Content Standard (s) Writing 4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.</p>
<p>Visual Art Content Indicator(s) 1.1 Identify, describe, and interpret observed form. 3.1 Create images and forms from observation, memory, imagination, and feelings.</p>	<p>Science Content Indicator(s) Topic: Constructing knowledge 1.A.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. Topic: Communicating Scientific Information 1.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question. Topic: Genetics 3.C.1 Explain that there are identifiable stages in the life cycles (growth, reproduction, and death) of plants and animals.</p> <p>Writing Content Indicator(s) 4.2. Compose oral, written, and visual representations that express ideas, inform, and persuade</p>

Visual Art Content Objective(s)

1.1.b Represent observed physical qualities of people, animals, and objects in the environment using color, line, shape, texture, form, and space.

3.1.c Create artworks that explore the uses of color, line, shape, texture, form, and selected principles of design, such as pattern, repetition, and contrast to express personal meaning.

Science Content Objective(s)

1.C.1.c Draw pictures that correctly portray at least some features of the thing being described and sequence events (seasons, seed growth).

3.C.1.c Given pictures of stages in the life cycle of a plant or an animal, determine the sequence of the stages in the life cycle.

Writing Content Objectives(s)

4.2.b Contribute to a shared writing experience or topic of interest.

4.2.d Compose to inform using major points and examples to support a main idea.

Objective(s) (Connecting the content areas)

- Students will inform and enhance their scientific observational skills through visual art descriptions (illustrations).
- Employing elements such as color, line, texture, form, and space will develop greater scientific, sensory, and verbal detail by inviting focused and engaged observation.

Key Arts Vocabulary

color, line, shape, texture, form, space, balance

Key Science Vocabulary

stages, life cycle, metamorphosis, ,chrysalis, pupa symmetry, text feature, glossary

Prior Knowledge Students Need for This Lesson**Art**

- Students will have prior knowledge of creating a picture by drawing.

Science

- Students have nurtured, witnessed, and journaled their active participation with the life cycle of the butterfly.

Materials and Resources**Materials and Resources for the Class**

- Scrap paper for planning and drafting
- White construction paper (prepared with space for illustrations and writing)
- Markers
- Crayons
- Paints
- Highlighters (to mark words that will be included in the glossary and index)

Materials and Resources for the Teacher

- Art work reflecting photographic and visual art depictions of butterflies
- Exemplar of big books that demonstrate both balance and legibility
- Example of a big book page that demonstrates poor balance and illegible handwriting and labeling

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)**Day One**

- The teacher introduces the class project: the creation of a big book on the life cycle of the butterfly.
- The teacher and the class together browse through several big books. Attention is

given to how the book is set up. Close attention is given to the identification of text features (e.g., heading, table of contents, index) that are often included in non-fiction books.

- The class brainstorms what text features would be included in the class's big book.
- Students brainstorm and chart which stages of the life cycle of the butterfly will be included in their big book. How many pages will be determined to help establish group formation and assignment?
- Students brainstorm and chart what details might be included in their verbal (i.e., words) and visual descriptions (i.e., illustrations) of each stage of the life cycle.

Day Two

- The class will be divided up into small work groups (several big books will be constructed).
- Each group will work on a specific life cycle page and a specific text feature page.
- Students will receive blank pages (sized as final draft) for the first draft.
- Students will work on prewriting and writing the first draft.

Day Three

- Students review the text features that will be considered for illustration (i.e., labels and captions).
- Students observe effective use of captions and labels in other big books.
- Students discuss elements of art that will help convey important details in illustrations (e.g., line, color, texture).
- Students will discuss how best to use the space designated for illustrations (i.e., size and placement of images).
- Students will work in their groups to plan and draft their illustrations.
- Students revise and edit writing and illustrations.

Day Four

- Students first work on final copies of their pages, using pencil.
- After pencil work is checked, students go back and effectively add markers, colored pencils, and crayons to enhance writing and illustration.

Closure/Summary

Each student group rehearses and expressively presents its big book to the class.

Assessment (Description/Tools)

- Students will present and critique books on the life cycle of the butterfly.
- The audience will clearly identify stages of the life cycle through the illustrations.
- The audience will be invited to pose relevant questions to the presenters.
- Students will demonstrate audience etiquette, keeping their eyes on the presenter.

Lesson Extensions

- Students compose poems about the life stages of the butterfly.
- Students use wet painted design to symmetrically duplicate the wing of a butterfly.