

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREA:
Reading/English Language Arts

Lesson Title: Exploring art mediums in literature	Grade: Pre-K–K
Contributor, School: Elizabeth Cotter Atwood, Cedar Chapel Special School	Time Frame: One 45-minute session

State Curriculum Content Standards, Indicators, Objectives

Visual Art Content Standard(s) 3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	Reading/English Language Arts Standard(s) 1.0 General Reading Processes Topic D: Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary
Visual Art Content Indicator(s) 3.1 Create images and forms from observation, memory, imagination, and feelings.	Reading/English Language Arts Indicator(s) Topic D: Vocabulary 1.1 Develop and apply vocabulary through exposure to a variety of texts. Topic E: General Reading Comprehension 1.1 Demonstrate an understanding of concepts of print to determine how print is organized and read.
Visual Art Content Objective(s) 3.1.a Experiment with art media, processes, and techniques and identify ways they can be used to express thoughts and feelings.	Reading/English Language Arts Objective(s) 1. D.1.a Acquire new vocabulary through listening to a variety of texts on a daily basis. 1. E.4.c Respond to text by drawing, speaking, dramatizing, or writing.

Objective(s) (Connecting the content areas)

By the end of the session, students will sequence a story and explore and experiment with tissue paper art.

Key Arts Vocabulary

mood, tissue, texture, shape, color

Key Reading/English Language Arts Vocabulary

days of the week, mood

Prior Knowledge Students Need for This Lesson

Arts
None

Reading/English Language Arts
Some familiarity with the days of the week and story sequencing

Materials and Resources

Materials and Resources for the Class

- *The Very Hungry Caterpillar*
- Adaptive materials including:
 - Voice communicators for answering comprehension questions
 - Big macs
 - Step-by-Steps
 - Various switches for access
- Sequencing chart with board maker symbols for assessment
- Tissue paper
- Liquid starch
- Construction paper

Materials and Resources for the Teacher

- Manipulative felt story characters for storytelling and story sequencing
- Tissue paper
- Liquid starch
- Construction paper
- Laminated days of the week story props
- Work system for structured teaching goals

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

This lesson can be used for all students but has been adapted for students with special needs in the following sequence:

The teacher will show students the board maker picture work system. The teacher will explain to the students that they will first read the story. Then they will help read the story by activating their switches, answering comprehension questions, and creating a character from the story.

Motivation

- The teacher will ask students: "Have you ever seen a caterpillar?" Think aloud (students may be nonverbal) about what a caterpillar is and show them pictures of actual caterpillars.
- Students may comment, point to parts of the caterpillar, and perhaps select a favorite caterpillar.

Model

- The teacher will continue a Think Aloud; take a Picture Walk through the book, *The Very Hungry Caterpillar*; and make a story prediction. Talk about the use of colors by the illustrator, warm versus cool, and how this helped to set the mood.

Guided Practice

- Read the story, pausing to introduce vocabulary words, elements of art used, concepts, and/or phrases. Ask students if they think they know what will happen next or how changing the art medium would change the mood of the story. While reading the story, place the story props (the felt characters and the days of the week) on the felt board to aid as a visual, to sequence, and to serve as a resource for answering the comprehension questions.
- Reread the story, having the students take turns activating a voice communicator to read selected passages from the story. If students are able to verbalize, this might be done in small groups or by having students read (looking at the pictures and discussing) to each other.
- Ask students the comprehension questions (see Assessment).

Independent Practice

- Depending on the needs of the students, work with each one to create a character from the story. Students will activate a Step-by-Step with instructions on how to tear and place the tissue papers down on construction paper to create a story character. Students will be

given a choice between warm and cool colors to use. For students who need a tactile experience, the teacher may want to provide different textures so students can compare them to tissue paper and to experience how it feels. Have students overlap colors to discover new colors. Some students may need one-on-one assistance with partial to full physical prompting.

- Eric Carle incorporates paint into his collages. Students may want to add details with paint or have previously painted sheets of paper, with a wide range of colors, to tear and add to the collage character.

Closure/Summary

The teacher will summarize the lesson by thinking aloud (for nonverbal students), reviewing the story prop visuals. The teacher and students will arrange the collage characters in the order of beginning, middle, and end of the story. (If students are independent, they can do this on their own and retell the story to their classmates).

Assessment (Description/Tools)

Reading Comprehension

Ask students:

- What happened at the beginning, middle, and the end of the story? Using a teacher-made sequencing chart, work one-on-one with a student to help choose the correct board maker symbol to be placed on the sequencing chart.

Visual Arts

Ask students:

- Was the tissue paper texture rough or smooth?
- How did the colors you chose help to set the mood for your project?
- What colors did you make when you overlapped?

Lesson Extensions

Other ideas where collage can be used with students:

- Life cycle of a butterfly
- Class book: *The Very Hungry Kindergartner*
- Food and nutrition
- Eric Carle internet video interview on how he makes his illustrations
- Classroom Suite Intellikeys/Smartboard Butterfly Lesson