

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title: Wings—storyboard	Grade: 7
Contributor, School: Pat Klos, Bates Middle School	Time Frame: Two 45-minute sessions

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/Language Arts Content Standard(s) Standard 1:0 General Reading Processes Topic E: General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning)
Visual Art Content Indicator(s) 3.1 Demonstrate how media, processes, and techniques communicate ideas and personal meaning.	Reading/English Language Arts Content Indicator(s) 1.4 Use strategies to demonstrate understanding of the text (after reading).
Visual Art Content Objective(s) 3.1.c Create visual images or forms from observation, memory, and imagination to convey ideas and personal meaning with attention to point of view, detail, and spatial relationships.	Reading/English Language Arts Content Objective(s) 1.4.c Draw inferences and/or conclusions and make generalizations. 1.4.e Summarize or paraphrase.
Objective(s) (Connecting the content areas) Students will create a visual storyboard folded book that illustrates the elements of the narrative text and summarizes the story.	
Key Visual Arts Vocabulary <i>setting, theme, hamburger fold, hotdog fold</i>	Key Reading/Language Arts Content Vocabulary <i>sequence, summary, character, theme</i>

Prior Knowledge Students Need for This Lesson

Arts <ul style="list-style-type: none"> • <i>Elements of art</i> • <i>Principles of design</i> 	Reading <ul style="list-style-type: none"> • Basic elements of a narrative text
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Materials and Resources

Materials and Resources for the Class

- Chart paper for circle maps
- *Wings* by Christopher Myers
- Document camera
- Colored paper, 84x11
- Scissors
- Enlarged sample of the storyboard book
- Optional: colored pencils

Materials and Resources for the Teacher

- Sample storyboard book on two-sided colored paper

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

In this lesson, both the teacher and students will explore integration of arts and literacy standards by using a Read Aloud approach of a simple children's book. The students will gain a useful note-taking strategy, and the teacher will gain the experience of implementing a visual arts standard.

- Warm-up: In small groups, students create a Circle Map (Thinking Maps) to brainstorm: What do you think of/associate with when you think of wings? Use words and/or pictures.
- Read Aloud: The teacher reads *Wings* aloud to the students using document camera. When completed, students write down 4–5 events that they remember vividly from the story.
- Sequencing the story: In groups of four, students collaborate to create a Flow Map (Thinking Maps) to sequence the important events of the story using their shared notes. Review and discuss.
- Going deeper into understanding the story: Introduce the idea of creating a storyboard/folded book to take notes and organize information about the elements of a story or text. A storyboard is a visual representation of any written text.
- Demonstrate and model how to make a storyboard book using two-sided colored paper.
- Demonstrate how to enhance the drawings by using color for emphasis and line for detail.
- Model what to include in the storyboard by using a familiar story, such as *Cinderella*. The boards will include four flaps. Use each flap to describe one of the elements of the story: characters, setting, themes/important ideas, and an alternative title (what new title could be given to the book that would convey the main idea of the book?). On the top of the flap, place written notes in the form of keywords. Place images (sketches) on the panels underneath. The sketches are visual notes or descriptions. (Most of the time the sketches will include information not mentioned in the written notes.)
- In groups of four, students collaborate to complete the top flaps (keywords) of the storyboard books. Each student will make his/her own book and create his own sketches. Optional: Students may use colored pencils to enhance or embellish the writing or drawing.

Closure/Summary

- Reread the learning goals with students. Ask them if they think this would be an effective tool (e.g., study or during or after reading) for them and in what subjects might they be able to use a storyboard. What challenges did they encounter?
- Books are posted on the classroom bulletin board for a Gallery Walk/review.

Assessment (Description/Tools)

- Students self-check the process as they unfold and refold the books to be sure the books are correctly done.
- Students self-check the map sequence.
- Students conduct a peer review (i.e., students pair up with someone from another group) to examine each other's book. They use a PQP format (Praise/Question/Polish) orally with each other. The praise

should include one thing about the other student's book that he/she wishes had been included in his/her own book.

- Exit ticket—Write a one-sentence summary of the story.

Lesson Extensions

- The storyboard can be adapted to examine exposition/rising action/climax and resolution. It can be adapted to many content areas and can be used for both narrative and informational text.
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