2015-2016 AXIS
Arts Integration
COOKBOOK

KIDSMART
Education through Imagination.
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## Arts Integrated Lesson Plan
### Shadow Puppet Shapes

**Name:** Emily Chervony  
**School:** ReNEW Cultural Arts Academy  
**Grade:** PreK

**Content Area:** Math  
**Arts Discipline:** Theatre

### For the ARTS content

<table>
<thead>
<tr>
<th>Objectives/Standards:</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Collaborate to create an art work</td>
<td></td>
</tr>
<tr>
<td>● Identify details and key concepts in a work of art</td>
<td></td>
</tr>
<tr>
<td>● Demonstrate supportive and constructive behaviors when creating, viewing or listening</td>
<td></td>
</tr>
<tr>
<td>● Identify details and key concepts in a work of art</td>
<td></td>
</tr>
</tbody>
</table>

### Objectives/Standards:

- **For the ARTS content**
  - CCSS:CM4-4.2 Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round).
  - CM4-4.1 Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations.

### Assessment:

- **For the ARTS content**
  - Anecdotal notes on the following TS Gold objectives:
    - 2c. interacts with peers
    - 3a. balances the needs and rights of self and others
    - 3b. solves social problems

- **For the ACADEMIC content**
  - Anecdotal notes on frequency of vocabulary usage

### Vocabulary:

- **For the ARTS content**
  - actor’s tools: voice, body, face, imagination
- **For the ACADEMIC content**
  - square, rectangle, triangle, oval

### Resources (materials, literature, supplies, etc.):

- large lamp, shade removed; large white sheet (non-fitted); clothespins or another way of holding the sheet up


### Background Info/ Prior Knowledge:

Prior to this lesson, ensure that students have been introduced to the concept of line--straight lines, angles, and curvy lines. Possible reading material includes *When a Line Bends, a Shape Begins* or *Lines That Wiggle*. Optionally, have student use their bodies behind the sheet to create straight or curvy lines or angles, allowing them to acclimate themselves to the materials prior to the need for creating a more complex shadow puppet in this lesson.

Ensure that students have discussed and observed the attributes of the four basic shapes (# of corners, straight or curvy sides, etc.).

Prior to this lesson, discuss with students what theater is (actors, on a stage, telling a story to an audience). Discuss the actors’ tools:

### Introduction:

Review what theater is (actors, on a stage, telling a story to an audience)  
Warm up the class: Shake out your arms, legs, heads, hips, whole body.  
*T: Yesterday we talked about different types of lines. What kind of lines do you remember?*
S: Curvy lines!
T: Make a curvy line with your body.
S: Straight lines!
T: Make a straight line with your body.
S: Angles! Corners!
T: Make an angle or a corner with your body.

Today we are going to make shapes with our bodies.
Review the 4 basic shapes with students: square, triangle, circle, and rectangle. Briefly discuss their attributes.

Learning Activity:
Today we are going to make shadow puppet shapes. We will use the actor’s tool of our bodies to create a shape with our shadows.
Invite one student to come behind the sheet, and ask them to make a circle.
Is this a circle? How do you know? Does it have curvy sides? Does it have any angles?

Invite two students to come behind the sheet, and ask them to make a square.
Is this a square? How do you know? Does it have straight sides? How many corners or angles?

Invite two students to come behind the sheet, and ask them to make a rectangle.
Is this a rectangle? How do you know? Does it have straight sides? How many corners or angles?

Invite two students to come behind the sheet, and ask them to make a triangle.
Is this a triangle? How do you know? Does it have straight sides? How many corners or angles?

Ask volunteers to come forward and whisper a shape for them to create. While they hold their positions, ask the class, What shape do you think your friends are making? Why do you think that?

Ask volunteers to come forward and allow them to choose their own shape, whispering their choice to you. What shape do you think your friends are making? Why do you think that?

Closing:
What kinds of shapes did we make today? What kinds of lines did we see? What was easy about it? What was hard about it? Which shapes are similar? What is the same about them? What is different about a circle and a triangle?

Reflection: What went well? What changes will you make next time you teach this lesson? The shadow puppets were an exciting new medium for kids, but it was hard to give everyone a chance to make a shape. Allow kids to work in pairs to create shapes in order to work on collaboration skills and also to give more kids a chance to make a shadow puppet. Allow kids time to “think with their bodies” about how to craft a shape, using the scaffolded questions you ask the class to assist them in working through the construction of their shape.
## Arts Integrated Lesson Plan
### Building Connections through Building

**Name:** Jennifer Sutton  
**School:** RCAA  
**Grade:** PreK

**Content Area:** Social Studies  
**Arts Discipline:** Visual

### For the ARTS content

**Objectives/Standards:**
- Collaborate to create an art work
- Identify details and key concepts in a work of art (e.g. shape, line, tone, volume, words, movement, pause, theme, mood, conflict, color, space, etc.)
- Make connections between the arts and content areas and their own lives
- Use vocabulary and concepts correctly when reflecting, responding, explaining, or describing.

### For the ACADEMIC content

**Objectives/CCSS:**
- CSS.3.4.6. Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees and putting out bird feeders).
- CSS.4.4.2. Discuss shelters/homes in various geographic regions.
- CM1-4.4 Count out a specified number of objects from a set of 10 or fewer objects when asked. (Includes counting and constructing sets.)
- CM3-4.1 Describe measurable attributes (length and weight) of objects and materials, using comparative words.
- CM3-4.4 Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (e.g., ruler, scale, measuring cup).
- CM4-4.4 Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes).
- CM4-4.5 Use and understand positions of objects, self and other people in space (e.g., in/on, over/under, up/down, inside/outside, beside/between, and in front/behind).

**Assessment:** Observation and checklists

**Vocabulary:**
- Shape (and shape words)
- line
- describe
- explain

**Assessment:** Observation and checklists

**Vocabulary:**
- Home
- shelter
- log
- cabin
- cylinder
| • assemble     | • roof      |
| • create      | • support   |
| • straight    | • square    |
| • curved      | • rectangle |
| • edge        | • inside    |
|               | • outside   |
|               | • above     |
|               | • below     |
|               | • next to   |
|               | • measure   |
|               | • length    |
|               | • height    |
|               | • width     |
|               | • inches    |
|               | • feet      |
|               | • recycle   |
|               | • reuse     |

**Resources (materials, literature, supplies, etc.)**
Large box(es), wrapping paper tubers, paper towel tubes, construction paper, picture of a log cabin, 3 D shape examples, Lincoln Logs

**Background Info/ Prior Knowledge:**
Students should understand that people live in homes and homes can be different.

**Introduction:**
VTS a picture with a log cabin. Discuss what shapes they see, how they think it was made, what it was made out of, why someone might have this house, etc. Ask students if they have ever seen a house like the one in the picture?

Explore a variety of 3 dimensional shapes and how they can be combined. Allow student to explore building with shapes, blocks, or Lincoln Logs. What worked when building? What didn’t work?

**Learning Activity:**
Explain that the whole group is going to work together to build a cabin using recycled materials. Show and discuss the materials. What will we need? How could we put the materials together so that we can really use this cabin? Discuss the shapes (cylinder logs, square windows, rectangular door, etc.) and attributes (straight, curved, long, short, etc.) of the materials.

Create a class plan. Who will paint the tubes? Who will attach them? What do want on the roof? What shape windows, doors, etc.?
The teacher will cut out windows and a door.

Students should work in groups over several days to paint, cut, measure, and assemble the pieces. Assign a certain number of pieces for students to collect (making sets). Throughout the process, discussion should continue about the shapes and attributes as well as the number and size of the items they are using. What shape is this tube? How do you know? What shape would fit here? Do we need a straight or curved edge? Why? Remember to use positional words to describe where each item will be attached. (inside, outside, above, below, next to) Other art may be created to serve as decoration for the cabin.

Discussion: How is the cabin like your home? How is it different? Would you want to live in a real log cabin? Why or why not?

Closing:
Have students explain what they worked on to help build the log cabin and why their job was important to the whole group project. Allow students to use the cabin to play or have a special reading place.

Reflection: What went well? What changes will you make next time you teach this lesson?

This lesson could be a whole unit and incorporate even more objectives from across all curriculum areas. Student can write, making lists, reflections, etc. Further comparison of types of homes, materials that could be recycled to use, and more in-depth lessons about shapes, their attributes, and combining them would be a natural connection. Students could also create a map that could serve as a blueprint for the cabin. My students were also able to make the connection to the gold log cabin at the New Orleans Museum of Art while on a field trip there.
## Arts Integrated Lesson Plan
### Make a Bug, Write a Bug!

**Name:** Kyle Radish  
**School:** Homer A. Plessy Community School  
**Grade:** Pre-K

**Content Area:** Science, Writing, Math, Language  
**Arts Discipline:** Visual

### For the ARTS content

<table>
<thead>
<tr>
<th>Visual Arts/Creating Grade Pk VA:Cr1.2.Pk</th>
<th><strong>Objectives/Standards:</strong> Engage in self-directed, creative making.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts/Creating Grade Pk VA:Cr2.1.Pk</td>
<td><strong>Objectives/Standards:</strong> Use a variety of art-making tools.</td>
</tr>
<tr>
<td>Visual Arts/Creating VA:Cr2.2.Pk</td>
<td><strong>Objectives/Standards:</strong> Share materials with others.</td>
</tr>
<tr>
<td>Visual Arts/Creating Grade Pk VA:Cr2.3.Pk</td>
<td><strong>Objectives/Standards:</strong> Create and tell about art that communicates a story about a familiar place or object.</td>
</tr>
</tbody>
</table>

### For the ACADEMIC content

<table>
<thead>
<tr>
<th>Objectives/CCSS: ATTENTION, ENGAGEMENT, AND PERSISTENCE</th>
<th>Standard AL 2: Demonstrate attention, engagement, and persistence in learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING</td>
<td>Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.</td>
</tr>
<tr>
<td>WRITING</td>
<td>Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</td>
</tr>
<tr>
<td>SELF-CONCEPT AND SELF-EFFICACY</td>
<td>Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.</td>
</tr>
</tbody>
</table>

### Assessment:

**For the ARTS content:** Finished sculptures and stories. Take pictures and assess using Teaching Strategies Gold levels, or a rubric if outside of Louisiana’s public pre-K system.

**Assessment:** Finished sculptures and stories. Take pictures and assess using Teaching Strategies Gold levels, or a rubric if outside of Louisiana’s public pre-K system.
Vocabulary:
- Sculpture
- Clay
- Join (as in two pieces together)

Vocabulary:
- Insect
- Arachnid
- Thorax
- Abdomen
- (possibly arthropod and cephalothorax for advanced students)

Resources (materials, literature, supplies, etc.)
Air dry clay or model magic, pipe cleaners, googly eyes, paper in different colors, markers, pencils, white paper, child scissors, school glue, toothpicks, and any other materials you may have on hand that might spark student imagination.

Background Info/ Prior Knowledge:
For this lesson, my students had already learned the requirements of insects (3 body parts, 6 legs, exoskeleton, 2 antennae and possibly some wings) and made a sculpture of an insect that fulfilled these requirements. We had talked about what makes arachnids different (2 body parts, 8 legs, no wings) and which creatures are arachnids. We had drawn and dictated observations about a variety of arthropods, and examined X-rays, photographs, specimens, and toy models of many more kinds of arthropods.

Introduction:
Teacher explains the overview of the project and reviews the types of arthropods we have learned about and observed.

Learning Activity:
Students spent the first period sketching and verbally planning which arthropod they wanted to make, including remembering how many of each body part their chosen creature must have. The second period, students assemble their sculptures, beginning with the main body parts, then legs, then eyes, wings, mandibles, antennae, etc. We worked in small groups so that students could have teacher assistance with cutting out wing shapes, cutting pipe cleaners, using toothpicks to join body sections, or simply getting ideas or advice. Adults helping with this activity need to be careful that the students have space and time to make their own decisions about how to make their arthropod. The final period is spent having students dictate a story about their arthropod. Some chose to write about a story about their arthropod. Some made up a fictional story about an adventure the creature had gone on. Students then illustrate and are also encouraged to write their own names on their stories and any letter strings they would like to add.

Closing:
Students take a gallery walk of their stories and sculptures, or get a buddy from an older class that can come view their work with them, depending on school availability.

Reflection: What went well? What changes will you make next time you teach this lesson?
The sculptures came out wonderfully, and the stories are adorable. Display of our work is harder than normal because displaying sculptures with a written piece is space consuming. My students were engaged and did well remembering how many of each body part to include. I was especially impressed with their ability to make a plan and stick with it over time and different media. I do wish that so many of them (about half) hadn't been so focused on butterflies exclusively, but I suspect that is a testament to how much they enjoyed the butterfly presentation that came in to visit the previous week. Still, I might like to find a way to avoid copycatting in the future. Also, arranging time for the display to go up and get the gallery walk done is not quick, since the clay must dry. Perhaps using styrofoam balls instead of clay would speed this up in the future?
# Arts Integrated Lesson Plan

## Matthew’s Dream

<table>
<thead>
<tr>
<th>Name:</th>
<th>Ms. Barrow and Ms. Hamilton</th>
<th>School:</th>
<th>Andrew, H Wilson</th>
<th>Grade:</th>
<th>PreK and Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area:</td>
<td>Reading</td>
<td>Arts Discipline:</td>
<td>Visual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## For the ARTS content

| Objectives: | Students will be able to apply line and color to create the three different pieces of art. |
| Vocabulary: | - Still Life  
- Abstract  
- Portrait  
- Paint  
- Colors (Warm and Cool) |

## For the ACADEMIC content

| Objectives/CCSS: | Students will be able to identify characters, setting, and plot in Matthew’s Dream and summarize the story in sequential order. |
| Assessment: | Draw the Beginning, Middle, and end of story. |
| Vocabulary: | - Character  
- Setting  
- Plot  
- Summarize  
- Beginning, Middle, End |

## Resources:
The book Matthew’s Dream, Paint, Paint brushes, construction paper, crayons

## Background Info/ Prior Knowledge:
Students were familiar with colors and shapes, which help support the art projects.

## Introduction:
Read Matthew’s Dream. Compared the pieces of art in the book to what the students would create. Gave inquiry questions to test knowledge of materials.

## Learning Activity:
Creating the 3 different pieces of art that featured in the book Matthew’s Dream.

## Closing:
The Gallery Walk, which displayed the students’ work for the whole school to view. Field Trip to the museum.

## Reflection:
**What went well? What changes will you make next time you teach this lesson?**
Reading the book every time before starting the art made it easier for students to comprehend materials and activities. Next time, we would go to the museum first so that the students can get a better understanding of a museum and all its components.
## Arts Integrated Lesson Plan

### Uncomfortable Masks

**Name:** Jen Powers  
**School:** ARISE Academy  
**Grade:** K-8th SPED

**Content Area:** Social-Emotional Development  
**Arts Discipline:** Theater and Visual

### For the ARTS content

<table>
<thead>
<tr>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use shape and color to represent emotion.</td>
</tr>
<tr>
<td>Express an emotion using your body (while wearing a mask).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual assessment when wearing masks and hearing situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mask</td>
</tr>
<tr>
<td>Shape</td>
</tr>
<tr>
<td>Color</td>
</tr>
</tbody>
</table>

**Resources:**
- White masks, crayons, fabric and paper scraps, glue sticks, liquid glue

### For the ACADEMIC content

<table>
<thead>
<tr>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify different emotions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to represent appropriate facial expressions when presented with an emotion or identify situations where a certain emotion may be felt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable</td>
</tr>
<tr>
<td>Uncomfortable</td>
</tr>
</tbody>
</table>

### Background Info/ Prior Knowledge:

- **How to create a mask:** We had previously created a “celebration” mask to talk about the shapes and colors that can be used as a mask.
- **What an emotion/feeling is:** An emotion is what your brain and body does during different situations.

### Introduction:

The teaching artist will create an uncomfortable mask that exhibits the characteristics of sad: gray and blue color, shapes shifting down, no jagged or sharp lines/shapes. Through discussion with the class, the scholars will identify the feeling of the mask (uncomfortable) and situations where the mask might be worn. Scholars will take turns trying on the mask and creating shapes with their body in response to appropriate sad/uncomfortable situations. For instance, you just lost your favorite stuff animal and can’t find it anywhere.

### Learning Activity:

- We then acted out a series of uncomfortable situations and observed the reactions (face and bodies) of the peers. Examples for the situations include: someone stole your pencil, you were left out of a game, you fell when you were outside, you don’t know the answer in class.

  Darci and Ms. Powers then presented the colors and shapes of several uncomfortable masks including the range of uncomfortable emotions: angry, nervous, sad, embarrassed, and frustrated. Then the materials available were laid out for the scholars to examine in pairs. While the scholars were examining the materials, the rest of the class was given a mask template to begin sketching their mask.

  Once the plans were complete and the teacher/teaching artist provided feedback, the scholars were able to reflect on times when they were uncomfortable (i.e.: I feel uncomfortable when ________, When ____________ happens, I feel uncomfortable). They were also asked to list the materials (paper and fabric scraps) they would need to make their mask.

### Closing:
The class discussed their progress on the mask design. We discussed how to be ready to begin that design the next day. Then the scholars practiced making a face similar to the one of their mask and did a turn & talk about a situation where their face and body might portray that emotion.

**Reflection**: *What went well? What changes will you make next time you teach this lesson?*

We split the design and implementation into two days with the first day emphasizing the emotion and the second day emphasizing the creation and presentation of the masks. It was hard for the scholars to communicate the social-emotional rationale on the second day and then their masks did not reflect the uncomfortable emotion that they had identified for them. If I were to do this again, I would try and split the social-emotional content more evenly into two days.
## Arts Integrated Lesson Plan

**Sharing JOY through line and color!**

**Name:** Mamae Hingle & Vinnie Tran  
**School:** Edward Hynes Charter School  
**Grades:** Kindergarten & 3rd  
**Content Area:** Library  
**Arts Discipline:** Visual and Theatre

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
</table>
| **Objectives/Standards:**  
  - VA:Re.7.2.3a Determine messages communicated by an image.  
  - VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.  
| **Objectives/CCSS:**  
  - Actively engage in shared reading activities with purpose and understanding.  
  - Describe the relationship between illustrations and the story.  
  - Compare and contrast the adventures and experiences of characters in a story.  
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by words in a story (e.g. create mood, emphasize aspects of a character or setting, etc...)  
  - Use information gained from visual elements and words in the text to answer explicit "who" and "what" questions. |
| **Assessment:**  
  - Students demonstrate a variety of lines and colors.  
  - Students peer review their fellow artists’ work in progress.  
| **Assessment:**  
  - Students “gallery walk” to observe the choices of their fellow artists.  
  - Students participate in discussions |
| **Vocabulary:**  
  - Lines: zig zag, curvy, loopy, dotted, etc...  
  - Colors  
  - Mood  
| **Vocabulary:**  
  - Illustrations  
  - Mood (gloomy, dreary, sad, happiness, joy, love)  
  - Character |
| **Resources (materials, literature, supplies, etc.)**  
  - Book: Extra Yarn by Mac Barnett | illustrated by Jon Klassen  
  - Digital camera (charged with full card)  
  - Roster to keep track of photobooth progress  
  - Printer & copy paper  
  - Black and white photos of students from the “photobooth”  
  - Construction paper crayons  
  - Black construction paper cut in half  
  - Glue sticks  
| **Background Info/ Prior Knowledge:**  
  - Safe Studio expectations: *We care for our ideas. | We care for our materials. | We care for each other.*  
  - Library expectations |

---

**Extra Yarn**

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11
Essential Questions:
• What is the main idea the author/artist is attempting to communicate?
• How is reading an image like reading text?

Lesson Summary:
During our KIDsmART Library time, students read and discussed the book *Extra Yarn*, by Mac Barnett. In the story, a young girl named Annabelle lives in a cold, colorless town. One day she discovers a box filled with yarn of every color. After knitting a sweater for herself, her dog, her neighbors, and classmates, she still has extra yarn left over. Annabelle uses her box of magical yarn to transform her community from a dark and lonely place to one filled with color and happiness. While reading the story, we considered the questions:

- What do you think the yarn represents?
- How do the illustrations/pictures help to tell the story/show the moral of the story?
- What does the use of color represent/communicate?

After reading and discussing, we used our face and body to express the feeling of happiness. Each of us created a “happiness pose” and practiced creating a variety of line types to express the act of sharing joy.

Introduction:
- At the Reading Rug, CT reads aloud *Extra Yarn* by Mac Barnett (E BAR) Illustrated by Jon Klassen
- During the read aloud, CT & TA pose guiding questions for student discussion (THINK-PAIR-SHARE)- differentiate levels accordingly
  - Why do you think Annabelle the only one who sees/gets the yarn?
  - What message do you think the illustrator is trying to get across?
  - What does the use of color represent/communicate?

  - spreading joy, happiness, kindness, good qualities...Where do you see color? (note pages marked)
  - Compare illustrations from dreary/gloomy/dark/lonely town to colorful town
    - THINK PAIR SHARE-
      - Come up with an adjective to describe the feeling of the images
      - How do the illustrations/pictures help to tell the story/show the moral of the story?
      - What do you think the yarn represents? Yarn doesn't work with bad intentions...

Learning Activity:
- PART I: TABLEAU/PICTURES TO LIFE
  - Split the class in half to make parallel lines
TA briefly reminds students of the Safe Studio expectations

- We care for our ideas
- We care for our materials
- We care for each other

TA asks/leads: What does joy look like to you? Think about how you can use your body to show/express the feeling of joy/happiness.

- Switch audience
- Teacher reminds students to remember their pose.
- During the checkout process, students will visit the photobooth (Rotunda) to have their expression of joy captured in a photo for an extension activity.

PART II:

- Students cut out their black and white happiness poses and glue them to black construction paper.
- Introduce and model a variety of line types. Students warm up by drawing line types in the air with their fingers.
- Students choose a line and a color to draw a line from their hand in the photo to the edge of the paper.
- Students choose a new line and a new color to continue working to fill their black background with colorful happiness lines.

Closing:

TA and CT model "search for lonely spots" procedure
Students partner up and help each other to identify areas that they could improve upon in their work
Students review, revise, and complete artwork
TA reviews and models Gallery walk
Students Gallery Walk to observe the choices of their fellow classmates.

Reflection: What went well? What changes will you make next time you teach this lesson?

- Precut images for K students
- Model and encourage students to bring their lines all the way to the edge of the paper
- In the future, students could solidify how color and lines can represent mood by writing about their choices in a reflection.
Name: Genesis Parker      School: LHA   Grade: Kindergarten/1st

Content Area: Phonics      Arts Discipline: Visual

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<thead>
<tr>
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<th>For the ACADEMIC content</th>
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<td><strong>Objectives/Standards:</strong></td>
<td><strong>Objectives/CCSS (RL.3.3):</strong></td>
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<tr>
<td>VA:Re8.1.1 Interpret art by categorizing subject matter and identifying the characteristics of form.</td>
<td>L.K.1.a Print many upper- and lowercase letters. -Identify and recreate elements of letters</td>
</tr>
<tr>
<td>- Identify details and key concepts in a work of art</td>
<td>Assessment:</td>
</tr>
<tr>
<td></td>
<td>- Students identify letters in each other’s artwork.</td>
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<tr>
<td></td>
<td>- Students describe the letters they are making in their artwork and in the ABC chart.</td>
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<tr>
<td><strong>Assessment:</strong></td>
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</tr>
<tr>
<td>- Students identify colors, lines and shapes in artwork.</td>
<td>- Students identify letters in each other’s artwork.</td>
</tr>
<tr>
<td>- Students describe the colors, lines and shapes they’re using in their artwork.</td>
<td>- Students describe the letters they are making in their artwork and in the ABC chart.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td>• lines – straight, curved, vertical, horizontal</td>
<td>• lines – straight, curved, vertical, horizontal</td>
</tr>
<tr>
<td>• shapes – oval, circle, rectangle, square, triangle</td>
<td>• shapes – oval, circle, rectangle, square, triangle</td>
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<tr>
<td><strong>Resources:</strong></td>
<td></td>
</tr>
<tr>
<td>• Artwork slideshow</td>
<td></td>
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<tr>
<td>• Line poster</td>
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<tr>
<td>• ABC chart</td>
<td></td>
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<tr>
<td>• Curved and rectangle strips of colored paper</td>
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<tr>
<td>• Glue sticks</td>
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<tr>
<td>• Construction paper</td>
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<tr>
<td><strong>Background Info/ Prior Knowledge:</strong></td>
<td></td>
</tr>
<tr>
<td>• Students have been noticing details artwork for 2 classes</td>
<td></td>
</tr>
<tr>
<td>• Students have learned about lines, shape, colors and letters</td>
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<tr>
<td><strong>Introduction:</strong></td>
<td></td>
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<tr>
<td>Today, you will get another chance to look at the lines and colors in a piece of artwork and then make your own letter artwork using straight and curved lines, and whatever colors you choose.</td>
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<tr>
<td>Show the line chart with examples of different lines. Let’s look at different types of lines. What kind of line do you see here? Is it straight or curved? Name the lines.</td>
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<tr>
<td><strong>Learning Activity:</strong></td>
<td></td>
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<tr>
<td>Display a piece of art. Lead Visual Thinking Strategies.</td>
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<tr>
<td><strong>What do you see? What do you see that makes you say that? (lines, colors, shapes?)</strong> Let students point to the detail they identify in the artwork if you don’t see</td>
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</tbody>
</table>
it. Repeat, paraphrase and/or point to the detail they identify.

Ask the class, *What else can we find?*

After a number of identified details, repeat with another piece of art.

Ask students to identify their favorite letter on ABC chart. Walk through alphabet together until you reach the favorite letter. Ask student why they like that letter. Ask about the lines, colors, shapes they see in the letter. Repeat/paraphrase characteristics they identify.

Pass out construction paper and piles of strips and shapes of colored paper. Ask students to create their own artwork of 3 different letters using any shapes or colors they like. Have them lay out their first letter on their paper before passing out the glue sticks. Tell them they can put the letters in any direction on the paper or even on top of each other, but they all have to stay on the same side of the paper.

**Sharing & Responding to Artwork:**

When students finish their letters, collect materials, have each stand and hold their artwork (teach to hold with both hands so everyone can see). Ask class, *What do you see?* When they identify letters, ask *What colors do you see?* Shapes, lines etc. Have the next artist-presenter come up, hold artwork so everyone can see, and ask the class: *What do you see?*

**Closing & Reflection:**

*Today, you looked at artwork and noticed details in the art, then you looked at the same details in the ABC Chart and picked your favorite letters. We ended class with you creating your own A,B,C artwork using different colors and lines and shapes.*

*How did you feel creating letter art?*

*How did it feel to share your art with your friends and have them notice details in it?*
# Arts Integrated Lesson Plan

**Maps to Adventure!**

Name: Leslie Goldberg  
School: ReNEW Cultural Arts Academy  
Grade: Kindergarten  
Content Area: Social Studies  
Arts Discipline: Dance, Music

### For the ARTS content

<table>
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<th>Objectives/Standards:</th>
</tr>
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</table>
| Re8.1.Ka: With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent.  
Cn10.0.Ka: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Use observation and listening to improve skills in and complete art works |

<table>
<thead>
<tr>
<th>Objectives/CCSS:</th>
</tr>
</thead>
</table>
| SC.K.ESS.1: Distinguish between areas of Earth covered by land and water  
SS.K.MGE.2: Identify maps and globes as a representation of the earth and recognize the difference between land and water |

### Assessment:

For the ARTS content:
- Perform train and adventure songs with expressive changes in tempi.

For the ACADEMIC content:
- Use the key to label land and water on the treasure map.
- Place a ship on the water and the train-tracks on the land on your map.

### Vocabulary:

- **ARTS**
  - fast/ slow- tempo  
  - loud/soft- dynamics

- **ACADEMIC**
  - map  
  - map key

### Resources (materials, literature, supplies, etc.)

- Image of train, train adventure map, map-reading exit ticket  
- “Won’t You Go My Way?”, “Three Little Ducks”, “We’re Going on a Bearhunt”, “Paige’s Train”

### Background Info/ Prior Knowledge:

- Students have previously begun learning the train songs without the visual imagery of a map.

### Introduction:

- In Kindergarten, we are going on an adventure! What are some ways we might leave to go on an adventure?  
  - “Won’t You Go My Way?” (students suggest or lead movement of different ways to travel- train, plane, car, run, etc.)  
  - introduce the call and response using two puppets. Watch the kid puppet to see which part is yours to sing.

### Learning Activity:

- Show an Image of a train.  
  - What do you see in this image?  
  - What does it make you wonder?  

Today, we’re going to take a trip on a train!  

- Choo Choo! (vocal warm-up)  
  - “Engine, Engine”- use sand blocks to show steady beat. make a train.
Show hand-drawn map with train tracks, a lake, and mountains - VTS
- trace the path of the train tracks.
- identify the mountains, the lake, and the train station using the key.
- What happens when the train is leaving the station?
- What happens when the train is struggling up the mountain? Will the train go faster or slower?
- What happens when the train is going DOWN the mountain? Will the train go faster or slower?
- What should the train do when it goes past the lake? Go faster or slow down so the passengers can look?
- What happens when the train is coming into the station?

“Paige’s Train” (tempo changes as we trace down the track in the map)
- students standing and walking/ running in place as teacher/ students sing at different tempi

Closing:
Take map-reading exit ticket.
Adventures are fun, but it’s also always nice to come home.
- Songtale: “Three Little Ducks” or “Going on a Bear Hunt”
Arioso Land Map

Key
- Mountain
- Forest
- Train
- Train station

- Land
- Water
Paige's Train

Paige's train runs so fast,
Can't see nothin' but the window glass.

Verse 2
Paige's mule goes so slow,
There'll always be another row to hoe.

Snail, Snail

Snail, snail, snail, snail,
Go a-round and 'round and 'round.

Motions
Children hold hands in a circle. One person (the leader) takes the line on an inward spiral. After the line is well wound, the leader takes everyone on an outward spiral traveling between the rows of children still on the inward spiral. The circle will end facing out. The line performs another inward and outward spiral to bring the children back to facing into the circle.
**Left! Left!**

Left! Left!
I left my wife and forty-eight children,
Alone in the kitchen,
In starving condition
With nothing but gingerbread…

(Repeat from beginning)

Someone leads the line of children in a twisting pathway. Begin marching on left foot. Continue, repeating poem without missing a beat.

---

**Off to Timbuktu**

We are off to Timbuktu,
Would you like to go there too?
All the way and back again,
You must follow our leader then.
You must follow our leader,
You must follow our leader,
All the way and back again,
You must follow our leader.

Children take turns leading the group around the room. The leader initiates a motion and everyone else copies that motion as they travel around the room.

---

**Left, Left**

Left, left,
I left my wife in New Orleans
With forty-five cents and a can of beans.
And I thought it was right, right,
Right for the country, whoopy doo!
(skipping step)

Begin marching on left foot. At “whoopy doo,” all should do a quick right-left-right to shift back to the left foot in time for the next beat.

---

**Polly Perkin**

Polly Perkin,
Hold on to my jerkin,
Hold on to my gown.
That’s the way we march to town.

Children take turns leading the group around the room. The leader initiates a motion and everyone else copies that motion as they travel around the room.
Won’t You Go My Way?

Leader:

Group:

I met her in the morning, Won’t you go my way?

I met her in the morning, Won’t you go my way?

Additional Verses

2. In the morning bright and early...
3. Oh, Julia, Anna, Maria...
4. I asked that girl to marry...
5. She said she’d rather tarry...
6. Oh, marry, never tarry...
Arts Integrated Lesson Plan
Groovin’ & Growin’ as Mathematicians

Name: Kendra Johnson  School: ReNEW Cultural Arts Academy  Grade: K

Content Area: Math  Arts Discipline: Dance

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**Objectives/Standards:**

DA:Cr1.1.K- Explore different ways to do basic locomoter and non-locomotor movements by using at least one element of dance

DA:Pr5.1.k- Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space

**Objectives/CCSS:**

SWBAT pair number names with numerals. SWBAT count from 1 to 8. SWBAT read and write numerals 1 to 8

K.CC.1- Count to 100 by ones and by tens

K.CC.3- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)

K.CC.4abc- Understand the relationship between numbers and quantities: connect counting to cardinality

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object;
- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Understand that each successive number name refers to a quantity that is one larger.

K.CC.5- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects

**Assessment:**

- If shown a specific number, students must create a dance with X number of steps to assess ability to match counting, quantities, and cardinality

**Assessment:**

- Teacher-created ET: students count groups to answer how many + find the missing number in a sequence
**Vocabulary:**
- Movement
- Formation
- Dance

<table>
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<th>Vocabulary:</th>
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<tr>
<td>Numbers 1-8</td>
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<tr>
<td>Counting</td>
</tr>
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<td>Sequencing/ Sequential order</td>
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</tbody>
</table>

**Resources (materials, literature, supplies, etc.)**

Math In Focus Chapter: 2  Lesson: 3  Page #'s: Student book pg 38-45, Workmat 3; Big Book pg 11

Domino numbers, numeral cards, ten frame number, music

**Background Info/ Prior Knowledge:**

Students have been working with numbers for several weeks- learning to recognize numbers, count sequentially, and represent a number with a group of objects.

**Introduction:**

Today we are going to continue or exploration into the world of numbers by exploring one of my favorite numbers: the number 8! Eight is the number that is one more than seven. That means that when we’re counting, 8 is going to be the next number we say after 7.

Teacher models counting – adding 8 to existing number train

Repeat counting w/ students echoing, pointing to each numeral

Show students numbers in non-numeral form (domino numbers and ten frames, match with correct numeral)

Say: We need to sort these pictures under the correct numeral. The first thing I need to do is count the objects, I am going to make sure that I touch each one saying the number but that I do not count any objects twice. 1,2,3,4,5,6,7,8. The last number I said was 8 so I have 8 objects. I will put this picture under the 8. Repeat with other numbers and other arrangements of numbers.

Say: One of the reasons I love the number 8 so much is because I’ve always wanted to be a professional dancer. I know, you’re probably wondering what do numbers have to do with dance? EVERYTHING! Especially the number 8. Dancers perform most of their moves to an eight-count so, it’s pretty important that they can count up to 8 and recognize the number in any form- otherwise, they would look really silly when they performed their dances!

Today in our groups, we are going to be dancers and mathematicians! We have a big job ahead of ourselves; I hope you’re ready!

**Learning Activity:**

- Split students into groups- 16 complete independent centers while 15 remain on carpet

Before students begin, say:

Dancers are great teammates, which means they respect each other’s space and feelings. It takes a lot of practice to become superstar dancers like Beyoncé so remember; it’s ok if you struggle with the moves at first because you will eventually get better. What I’m more concerned with is you developing your skill in number recognition and counting.
Today we are going to be using our bodies to get better at counting and recognizing our numbers. Dancers move their bodies in many different ways (model). We are going to pair dance moves with our numbers.

Model with 1.

- Identify number, count domino number/ ten frame
- As a dancer, this number tells me to move one part of my body one time
- Stomp foot one time and say number

Repeat with remaining numbers. Select one student to “dance a number”

CFUs:

- What number is this?
- How many times should we move our body if we’re pointing to this number
- Let’s compare ____ and ______. Which number tells me to move my body more times? Fewer? How do you know?

Once all numbers have been given a dance move, connect back to dancing

- Connect back to how dancers move and how numbers guide what dancers do

Say: Now, the only thing we need to do is put these moves to a beat. Dancers don’t just do a move and stop; they keep their bodies moving the entire time.

T will play music of each choice and point to numbers, dominos, or tens frames at random and students will do the move

- 0 is a number with no count. When shown 0, students would rock side to side in “neutral.” This allows for students to catch their breath. It also resets students so they aren’t rushing into the next move and miscounting.

Scaffold: rearrange numbers and visual representations on board so students aren’t simply rote counting but being forced to identify number in various forms

Closing: Great job today everyone! We worked really hard to grow as dancers and mathematicians.

Turn & Talks:
How many objects are in this group? What other group is the same?
How do you write an 8?
How can we determine how many objects are in a group?

Reflection: What went well? What changes will you make next time you teach this lesson?
• When I first did the lesson, I tried to do it whole group, which is what led me to splitting the class into groups. When I went back to review counting with my struggling students, having a smaller group not only made the activity more enjoyable but the kids seemed to benefit much more from that structure.
• Also, I would just say being more aware of time. I think allowing students to preselect a dance move and then assigning it a number, as opposed to doing it more in the moment, would help the pace of the lesson and keep the momentum high.
**Arts Integrated Lesson Plan**

*Learn Vocab Through Pantomime!*

Name: Quiniece Doliole Richelle Knoess  
School: Dwight Eisenhower  
Grade: K  

**Content Area** Reading  
**Arts Discipline:** Theater

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</table>
| **Objectives/Standards:**  
SLK.6 Speak audibly and express thoughts, feelings and ideas clearly | **Objectives/CCSS:**  
SLK.2 Confirm the understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details |
| **Assessment:**  
Class Assessment | **Assessment:**  
Class Observation |
| **Vocabulary:**  
• tame  
• grumpy  
• growling  
• snarls  
• awoke | **Vocabulary:**  
• tame  
• grumpy  
• growling  
• snarls  
• awoke |

**Resources (materials, literature, supplies, etc.)**  
*Annie & The Wild Animals*, open space, chart paper, SFA index cards

**Background Info/ Prior Knowledge:**  
Pantomime: when actors show the audience something using only they face and body, not their voice

**Introduction:**  
Teaching Artist (TA) leads class in Banana Warm Up  
Form banana (one arm goes up)  
Form, form banana (other arm goes up)  
Peel banana (one arm goes down)  
Peel, peel banana (other arm goes down)  
Go Bananas (free dance)  
Go, Go Bananas (free dance)  
Form potato(one arm goes up)  
Form, form potato(other arm goes up)  
Peel potato (one arm goes down)  
Peel, peel potato(other arm goes down)  
Mash potato (jump up and down like you are mashing something with your feet)
Mash, mash potato
Form the corn (one arm goes up)
Form, form the corn (other arm goes up)
Shuck the corn (one arm goes down)
Shuck, shuck the corn (other arm goes down)
Pop the corn (jump up lightly like popped corn)
Pop, pop the corn
Form the orange (one arm goes up)
Form, form the orange (other arm goes up)
Peel the orange (one arm goes down)
Peel, peel the orange (other arm goes down)
Squeeze the orange (give yourself a hug with your arms)
Squeeze, squeeze the orange
Read the book *Annie & The Wild Animals*, introduce the new key words (different each week)

**Learning Activity:**
Pantomime vocabulary:
Classroom teacher (CT) reads the weekly story (*Annie & The Wild Animals*)
CT introduces new key vocab words and their definitions
TA goes through each work and definition and creates a pantomime movement with the whole class that represents each vocab word.

**Closing:**
performance of a pantomime vocabulary as a class. If time, TA will call on small groups or individuals to share their pantomime of one word in front of the class.

**Reflection:** What went well? What changes will you make next time you teach this lesson?
The students were all engage; I will definitely use the banana chant as a warm up or a transitional song. The students really understood the vocabulary words. The pantomime really help them to understand and to know what the word mean.
# Climbing Towers of Ten!

**Name:** Kareba Williams  
**School:** ARISE Academy  
**Grade:** 1st  
**Content Area:** Mathematics  
**Arts Discipline:** Theater

## Objectives/Standards:
- Problem solve using multiple approaches.
- Represent multiples of tens by hopping and clapping.

## Objectives/CCSS:
- Combine two multiples of ten by using a strategy that makes sense to them (cubes, pictures and count on by tens).

## Assessment:
- Do students know when to jump and clap to show a true representation of the given tens and ones.
- Do students remember what each jump and each clap represents.

## Assessment:
- Can students relate pictorial and visual representation to tens and be able to identify how many tens and ones they have all together.

## Vocabulary:
- **Hop** - is the same as tens
- **Clasp** - is the same as ones
- **Place Value** - the value of where the digit is in the number
- **Sticks and dots** - sticks are lines drawn to represent a rod/bundle/tower of 10; dots are circles drawn to represent ones
- **Expanded Notation** - writing the number to show the value of each digit (37=30+7)
- **Place Value Chart** - a chart that shows where tens and ones are

## Resources:
- Cubes, Tens and Ones Blocks, and Body Movements

## Background Info/Prior Knowledge:
- Recognize teen numbers as ten and some more
- Read, write, and count to 100
- Count by tens; switch skip counting between tens and ones

## Introduction:
I will introduce how to decipher the difference between tens and ones using a place value chart. I will use towers and cubes to be symbols for tens and ones. I will also use sticks and dots as another symbol for tens and ones. Go over adding 20 to a number like 22, or 30 to 48.

## Warm-up:
Miss Darci does a physical warm-up and plays wiggle/wiggle Statue and Simon Says. Miss Darci gets students to hop and clap out numbers. (Hops = 10s and Claps = 1s)

1. 54+20=74
   Are we going to add hops or claps?
   How many more times will we hop?
2. 54+40=94
   Are we going to add hops or claps?
   How many more times will we hop?

3. 38+50=88
   Are we going to add hops or claps?
   How many more times will we hop?

**Learning Activity:** Students are broken up into individuals and are given a worksheet to add multiple tens to a number. Ms. Williams will be circulating to help students with any misconceptions. Once you have finished your worksheet, raise a strong silent thumb. Students will then be called to come up and show us the answer. Students will then show us how many times he/she would hop and how many times he/she would clap for the number they are showing.

**Closing:**
1. What is a place value chart? 2. What is a ten and a one? 3. Can we count by tens and ones? 4. Can we add multiple tens to a number?

**Reflection:** *What went well? What changes will you make next time you teach this lesson?*
Things that went well are students started to represent tens and ones using there and remembered this skill to solve math problems during independent work time. Some changes that I would make is another movement that would represent students taking away tens that would help students solve problems.
### Arts Integrated Lesson Plan

**My Playspace!**

**Name:** Mamae Hingle and Hope Lee Loughran  
**School:** Edward Hynes Charter School  
**Grade:** 1st

**Content Area:** English Language Arts  
**Arts Discipline:** Visual Art/ Collage Art

#### For the ARTS content

**Objectives/Standards:**
Use sensory images as well as the concept of spatial relationships and thinking to create a map.  
Write a descriptive paragraph about his/her sensory location.

#### For the ACADEMIC content

**Objectives:**
Observe and record sensory details on a graphic organizer, make a map, and will add a legend and symbols to represent key elements on their map.  
Use sensory details to write a paragraph about his/her place on the playground.  
Discuss inferences and descriptions.

**CCSS:**
- **RL.1.4** Identify words that appeal to the senses.  
- **RL.1.1** Answer questions about key details in text.  
- **W.1.5** With guidance and support, focus on a topic and add details to strengthen writing.  
- **W.1.8** Recall or gather information from experiences.

#### Assessment:
Informal conversations, classroom gallery walks, and read alouds.  
**Performance assessment:**
- Are they using safe studio practices when using scissors and sharing art materials?  
- Are they able to visualize and recreate a place using paper, glue, and scissors?  

**Self- Assessment:**
- Were you able to describe your location using three out of the five sensory details?  
- Were you able to use words that appeal to your sense of touch, taste, sight, smell, and sound?  
- Looking at your map, what do you like best?  
- Were you able to make a connection between your place and map location?

**Vocabulary:** Visual, feelings, five senses, safe studio, tools, collage, brainstorm, geometric shape, size, color, layers, direction, scale, symbols, key (legend), and objects.

**Resources:**
Handouts and information along with map making activities by Jenna Bonistalli.  

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**Oral:**  
Participation in discussions and descriptions of sensory images.  
- What are the five senses?  
- What words can we use to describe what we see on the playground? Hear? Smell? Touch? Taste? (Noting that we do not really taste).

**Project:**  
- Can students create a legend to represent key elements surrounding their location? Are students able to use sensory details when creating and describing his/her map?

**Writing:**  
- Are students using sensory details to describe his/her place on the playground?  
- Are readers able to visualize and create sensory images while reading descriptive paragraphs?

**Lesson modification assessment:**  
Students must use 3 of the 5 senses to discuss a map or write a paragraph.

**Vocabulary:** Five senses, sensory details or images, adjectives, nouns, visualize, map, legend, symbols, and paragraph.
**Supplies:** picture of a playground, sensory organizer, map template, colored construction paper, scissors, glue, pencils, gold star, and lined paper.

**Background Info/ Prior Knowledge:**

**Rules:** *Students should understand norms and have structures in place for working as a group, team, partner, and/or individually.*
- Understand the importance of being safe when working with art materials.

**Grammar:** *Adjectives allow us to describing how something or someone (the noun) looks, feels, tastes, sounds, or smells.*
- Know rules of capitalization and punctuation.

**Sensory details and images:** *Students should know the five senses and use language as a way to share sensory-rich experiences (words that appeal to the senses).*
- Recognize sensory images as being more than simply seeing something. They also include hearing, smelling, tasting, and touching (feeling).

**Maps:** *Students should be able to create a map of a spot outdoors and use location words to describe places on a map.*
- Have a basic understanding of maps and how they represent an area or location. (Including color, size, shape, symbols, and locations).

**Art:**
- Have examples and practice with collage

**Spatial thinking:**
- Connect a place on the playground and map. (Location)

**Writing:**
- Identify parts of a paragraph (Topic, supporting sentences, and a sense of closure).

---

**Introduction: Creating sensory images**

Visualize and gather information on a playground. Make a mind movie, think of a playground. What do you see?

Look at a picture of a playground, what do you see? Are there other senses we could use to describe this playground?

Mamae's Slide: **Visualize a playground What images do I see, hear, taste, and touch?**

**Learning Activity:**

Playground experience- Students sit more than an arm’s length distance, somewhere on the playground.

He/She is given a visual organizer containing a list of the five senses to record brief expository sensory details.

Writing- Students write a expository description of their place on the playground, use one sense at a time.

Classroom- Students use their sensory organizer, map template, colored construction paper, scissors, and glue to recreate their where they were sitting.

In discussion- Compare and contrast different maps. What is similar? What is different? What symbols can be added? Looking at my map, how will other students know where I was?

Use pencils to add details, create a title, and legend. Place a star shaped sticker on the map to show location. (Me on my own map or my play space.)

**Writing-**

Write a paragraph using sensory descriptions. (Descriptive vocabulary to describe what they hear, see, smell, taste, and feel.)

**Closing:**

Take a gallery walk to view the maps. What is similar? What is different? Share and ask questions. Summarize: How does this experience enhance our ability to use sensory images when describing a person, place, animal, or thing?

**Reflection: What went well? What changes will you make next time you teach this lesson?**

This experience was a success. Students were able to talk, write, and create a map using sensory details and images.

When giving the initial directions for map making, the focus was on using collage as an art medium to replicate a place on the playground. Initially, many maps revealed details but lacked shapes, colors, and textures used in recognizing a playground. After a comparison of maps, many students covered white space areas. In the book, *Mapmaking with Children* by David Sobel, it was suggested to start large basic shapes on a map. In our case, the students determined the three large shapes to be the hill, soccer field, and play equipment. Maps with those components in first, revealed a larger portion of the playground. Both ways were successful in gathering sensory details for map making and paragraph writing.
## Arts Integrated Lesson Plan

**“Sleeping Beauty”**

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives/Standards:</strong></td>
<td><strong>Objectives/CCSS:</strong></td>
</tr>
<tr>
<td>1.0 Script Writing – Students will create scripts through planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.</td>
<td>1.RL.1.1 - Ask and answer questions about key details from the text.</td>
</tr>
<tr>
<td>2.0 Character Acting – Students will develop basic acting skills by assuming roles and interacting in improvisation.</td>
<td>1.RL.1.3 – Describe characters, setting, and major events in a story using key details.</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Teacher will observe the order in which scholars arrange pictures (depicting beginning, middle, and end). Sentences should match the action of the picture. Student’s knowledge of the story is expressed through dramatization.</td>
<td><strong>Assessment:</strong> Scholars will discuss the key details of the story. Scholars will complete story map about the story.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> • Actor’s neutral • Improvisation • Volume • Body</td>
<td><strong>Vocabulary:</strong> • Character • Setting • Problem • Solution • Tale • Spindle • Prick • Virtue</td>
</tr>
<tr>
<td><strong>Resources:</strong> • Sleeping Beauty – This lesson plan has been created with the version provided in the Listening and Learning strand of Core Knowledge Language Arts • Story Map (Graphic Organizer – Setting, Characters, Beginning, Middle, End, Problem, Solution)</td>
<td></td>
</tr>
<tr>
<td><strong>Background Info/ Prior Knowledge:</strong> • Most fairy tales have been told orally and in writing for many years across the world. Fairy tales have lots of things in common such as: “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings. • Actor’s neutral is standing relaxed, feet shoulders width across, and hands by your side. When acting, you can use your face and body to show how characters look and feel.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction:</strong> <strong>Day 1:</strong> Today, we will listen to a fairy tale named “Sleeping Beauty.” Activate prior knowledge: What do you know about fairy tales? What tales have you heard before? What characters might be in a fairy tale? What kinds of unusual things happen in fairy tales? Do fairy tales usually have a happy or sad ending? Our purpose for listening is to find out the problem caused by the spindle.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activity:</strong> Read “Sleeping Beauty.”</td>
<td></td>
</tr>
</tbody>
</table>
Ask comprehension questions while reading: “How does the thirteenth fairy feel about not being invited to the party? What was the spell the thirteenth fairy cast on the princess? How did the twelfth fairy soften the spell? Why hadn’t the princess seen a spinning wheel before? Why did the princess fall asleep? When something is enchanted it is under a spell. When is the princess’ enchantment supposed to end?”

**Comprehension Questions for after reading:** “At the beginning of the fairy tale, why do the king and queen have a feast? Who is invited to the feast? What are some of the gifts given to the child be the fairies? What does it mean to give a gift of virtue? Do you think the kind made a good decision not to invite the thirteenth fairy? Why is the thirteenth fairy angry? What does she do? What happens to the princess on her fifteenth birthday when she finds the spindle? Why do you think there is still a spindle in the castle after the king said that all of them should be burned? Why do you think the fairy tale is called “Sleeping Beauty”? What elements of this fairy tale could not happen in real life?”

Scholars will complete Story Map.

**Day 2:** Today, we will use what we know about “Sleeping Beauty” to act it out. Scholars will discuss the major story elements that should be acted out. Teacher will then assign roles. With the help of the teacher, scholars will improvise to act out the story.

Characters: King, Queen, Sleeping Beauty, party goers, Thirteen Fairies, Prince
Setting: The Castle
Problem: The king only has twelve gold plates and decides to not invite the Thirteenth Fairy. In return, the Thirteenth fairy casts a spell on the princess.
Solution: The Twelfth Fairy softens the spell. The hundred year spell was at an end and the Prince’s kiss awoke the princess.

“A princess is born. The king and queen decide to have a feast in honor of her birth. The party goers and fairies are having a great time. The party was coming to an end and the fairies were giving gifts to the princess. Then, the thirteenth fairy shows up and she is very upset that she was not invited. She casts a spell on the princess (she will prick her finger on a spindle on her fifteenth birthday and die). The twelfth fairy softens the spell. The king orders all the spinning wheels in the kingdom to be burned. On her 15th birthday while the king and queen were away, the princess was wondering around the castle. She went into a room she had never seen before and there was a woman busy on a spinning wheel. Having never seen one before, she approached it and pricked her finger. At that moment, the princess, the king, the queen, along with all of the castle’s staff and animals fell into a deep sleep. Think thorns grew around the castle. Over the years, many a prince tried to break through the thorns to break the spell. After 100 years, the spell was over and the thorns turned to flowers. All that was needed was a kiss to awaken the princess and other people and animals sleeping in the castle. The day finally arrived. The prince went to the castle. With no more thorns he was able to get inside, kiss the princess, and completely banish the spell.”

**Closing:**
What was the setting of the story?
Who were the characters?
What was the problem/s? Solution/s?
How did we use our bodies and voices to express the character’s emotions?

**Reflection:** What went well? What changes will you make next time you teach this lesson?
Glows: The kids were really engaged in these lessons. They had a clear understanding of the major story elements and were able to discuss, write about, and act out the story, “Sleeping Beauty.”

Next time, I would like to record the full lesson and have the kids watch and critique it.
My Story Outline

Name: __________________

Story Title: __________________

Beginning: Tell about the characters and setting.

Middle: Tell about the problem.

Ending: Tell about the solution and the ending.
# Arts Integrated Lesson Plan
## Volume Patterns with Partners

| Name: Amy Dickerson | School: Homer Plessy Community School | Grade: 1 | Content Area: Science | Arts Discipline: Music |

### For the ARTS content

**Objectives/Standards:**
- **Music**
  - MU:Pr4.3.1 a. Demonstrate and describe music’s expressive qualities (such as dynamics and tempo)
  - MU:Pr6.1.1 a. With limited guidance, perform music for a specific purpose with expression and b. Perform appropriately for the audience and purpose
  - MU:Cn11.1.1 a. Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.

### For the ACADEMIC content

**Objectives/CCSS:**
- **Science:**
  - 18. Demonstrate how sound is made in a variety of ways (singing, whispering, striking an object)
  - 19. Describe and demonstrate the volume of sound

### Assessment:
- Students will perform their own AB volume pattern with a partner.
- Teacher will use attached rubric as students perform to assess both arts and academic standards.

### Vocabulary:
- **Volume:** how loud or soft something is
- **Audience etiquette:** acceptable, polite behavior when an audience watches a performance
- **Pattern:** something that is repeated over and over again - can be shapes, colors, designs, music, etc.

### Resources (materials, literature, supplies, etc.)
- Computer and access to internet, speakers, one piece of red construction paper for every student, one piece of yellow construction paper for every student

### Background Info/ Prior Knowledge:
- Students should already have knowledge of patterns with shapes, colors, designs, etc. They should be familiar enough with them to state the definition of a pattern and should have practiced creating their own patterns with visual art by the time this introductory music lesson is taught.

When I taught this lesson, students had also already recognized life cycles of butterflies, plants, etc. as patterns, and were recognizing patterns in the every day world around them, whether it was a visual pattern with art work, a rhyming pattern through poetry, or even seeing that the days of the week and months of the year are patterns during calendar math.
Introduction:

*Listen to “It’s Oh So Quiet” by Bjork.*

Tell students to listen to the different parts of the song - some are quiet and some are loud.

“Volume is how loud or soft something is - what is volume?” Students repeat. “In this song, the volume is sometimes soft and sometimes loud.”

**Students listen to the song.**

“We’ve talked about and created lots of patterns with shapes and colors during our calendar time in the morning and during some art lessons, but today we’re making a different, really exciting kind of pattern. We’re going to create MUSICAL patterns!”

**State objective:** “Today we are going to use the song It’s Oh So Quiet to create an AB musical volume pattern, just like the one in the song.”

**Learning Activity:**

Show students an AB pattern using 2 different colors of construction paper, one red and one yellow.

Tell students that this song has an AB pattern, too, but it has to do with volume. Some parts are quiet and some are loud. They switch back and forth.

Teacher will make a pattern with their voice and hold up colors to represent the soft and loud parts. Think out loud through the thought process.

**Ask:** “What color paper was my A, or the soft part of my pattern?”

“What color paper was my B, or the loud part of my pattern?”

Listen to the song again, this time with each student holding both colors of paper. As they listen, they should hold the red paper for the A (soft) part of the song and the yellow paper for the B (loud) part of the song.

“You guys did a great job identifying an AB pattern in this song together - now do you think you can MAKE an AB pattern on your own?!”

**Give directions:** “Using only your body (give examples: clapping hands, tapping legs, tapping feet, stomping feet, etc.) and your voice, you are going to work with a partner to create an AB volume pattern.”

Do an example for students and make sure they are prepared to perform for the class when they are finished. Teacher will either pair students or let them choose a partner. Give students 5-10 minutes to prepare their pattern.

Before students perform, go over proper audience etiquette so students know what is expected as they watch classmates.

Use rubric to grade as student partners as they perform their volume pattern for the class.

**Closing:**

“I’m so impressed with the way you guys came up with your AB volume patterns. Tomorrow we are going to practice again, but add in some other music vocabulary to make us even better musicians.”

(Students will practice again in another lesson, but with different patterns, such as ABC, AABB, ABCC, etc., and adding the terms piano and forte. Other musical elements can also be added in future lessons.)
Reflection: What went well? What changes will you make next time you teach this lesson?
In my classroom, this lesson went extremely well. Students were excited and engaged, and worked very well with their partners. My lowest students had trouble recognizing loud/soft and being able to produce the different sounds on their own, but their partners carried them and they still felt successful. When I teach this lesson in the future, I will let students that finish quickly create different patterns and not stick only to ABABAB – part of the assessment could then be to recognize the pattern units they create and correctly name them.

<table>
<thead>
<tr>
<th>Skills Rubric – Volume Pattern Lesson</th>
<th>Skills Rubric – Volume Pattern Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name:</strong></td>
<td><strong>Student Name:</strong></td>
</tr>
<tr>
<td><strong>Collaboration with partner</strong></td>
<td><strong>Collaboration with partner</strong></td>
</tr>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td><strong>Student successfully presented AB pattern</strong></td>
<td><strong>Student successfully presented AB pattern</strong></td>
</tr>
<tr>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td><strong>The AB pattern demonstrated correct use of soft/loud volume</strong></td>
<td><strong>The AB pattern demonstrated correct use of soft/loud volume</strong></td>
</tr>
<tr>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td><strong>The student used audience etiquette during performances</strong></td>
<td><strong>The student used audience etiquette during performances</strong></td>
</tr>
<tr>
<td>1  2  3  4  5</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td><strong>Total:</strong> _______/12</td>
<td><strong>Total:</strong> _______/12</td>
</tr>
</tbody>
</table>
# Arts Integrated Lesson Plan

## Attack of the Amazing Insects

**Name:** Melissa Sacks  
**School:** RCAA  
**Grade:** 1st

**Content Area:** Read Aloud  
**Arts Discipline:** Visual, Theatre

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
</table>
| **Objectives/Standards:**  
SWBAT make their own creative choices in creating an insect. | **Objectives/CCSS:**  
SWBAT apply their knowledge of insects to a puppet.  
RI.1.7 Use the illustrations and details in a text to describe its key ideas. |

| **Assessment:**  
- What was one choice that you made?  
- How is this choice different from someone else’s?  
Written: What is one choice you saw that was similar to yours? What is one choice that was different? | **Assessment:**  
- What was one part of the insect you added? Why is that part important?  
- How does this part help the insect?  
- Why did you design it that way? |

| **Vocabulary:**  
- puppet  
- paper bag  
- artistic choice  
- template  
- draft | **Vocabulary:**  
- antenna  
- thorax  
- head  
- legs  
- abdomen  
- wings |

| **Resources (materials, literature, supplies, etc.)**  
- Paper bag template  
- Paper bags  
- scissors  
- glue  
- construction paper / scraps  
- crayons  
- model bag insect | **Background Info/ Prior Knowledge:**  
- Students should have a basic knowledge on what makes an insect an insect. Previously read a book about the parts of an insect and how they differ from spiders.  
- Students have helped in creating an anchor chart labeling the parts of an insect |

| **Introduction:**  
Today we are going to be creating our very own insects! |
Teacher: Remind students/have students rethink about the parts of an insect. Talk about what each part does and why it’s important.

TA: Discuss with students about how they are going to be making their own creative choices to make an insect puppet. Review with students how to make a puppet from a paper bag (give time for them to explore - aka play!)

Teacher: When we make our puppets today, we are going to make sure that we have at least 3 important things every insect needs. You can choose what things you would like to include, but you have to have at least 3 things. Have students brainstorm the 3 things they would like to have and write it down on their template paper.

TA: Explain to students how they can use the template to make their puppets - draw in the right places / where should the mouth go? etc.

Learning Activity:

Students: After they have written their 3 things their insect will have, use crayons to draw a “draft” of their puppet on the paper. This way they can see what they want to have and see how big/small they want to make things.

Teacher/TA: After they have finished their draft, go around and check - do you have at least 3 things an insect needs? What do you have? Why did you choose that? Why is it important?

Students: When finished with draft and it has been checked - get a bag, construction paper, and scissors and start finalizing their project on the paper bag.

Teacher/TA: Walk around and make sure that each part of their insect is being translated. Ask them “Why did you make that choice? (aka - why did you make the antenna little? I see your bug has big eyes but _____ has small eyes, you are both adding in important things but making your own choices!)

Closing:

Students: Do a gallery walk - see what students have done that is similar to you and what is different. Go back to your desk with 2 things (one the same and one different from your work.)

Have students come up and share a choice they made and why they made that choice - I made the body long and skinny because my insect likes to dig in holes.

Reflection: What went well? What changes will you make next time you teach this lesson?

Students were really invested in making their puppets but I had to make sure that they were including the important parts of an insect in their puppets. Next time I think I will make all of the students have all of the parts they need to make an insect (not just 3 choices).
# Arts Integrated Lesson Plan

**Rocketing Through Outer Space!**

Name: Lucia Berliner           School: ReNEW Cultural Arts Academy           Grade: First

Content Area: Science           Arts Discipline: Visual Arts

## Objectives/Standards:

- Students will be able to create a rocket ship using the artistic process.
- Students will be able to use their knowledge of the solar system to create a setting that is representative of outer space.
- National Core Arts Anchor Standard #6
  Convey meaning through the presentation of artistic work.
- National Core Arts Anchor Standard #10
  Synthesize and relate knowledge and personal experiences to make art.

## Objectives/CCSS:

- Students will be able to identify key details that differentiate the planets.
- Students will be able to explain how Earth fits into the solar system.

## Assessment:

**Final Piece**

**Student Interview**

## Vocabulary:

- **For the ARTS content:** Brainstorm, Draft, Edit, Watercolor, Crayon Resist, Ink Wash, Observe, Details
- **For the ACADEMIC content:** Solar System, Planet, Outer Space, Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

## Resources (materials, literature, supplies, etc.)

*The Solar System Song* (YouTube: KidsTV123)
*Tooth-Gnasher Superflash* by Daniel Pinkwater
anchor chart featuring the solar system (showing scale but not details or names of each planet)
anchor chart featuring the “Creative Process”
rocket ship brainstorm sheet
photos or projection of each planet

**Art Supplies:** Watercolor paper, pencils, sharpies, watercolors, bottle caps of various sizes, 12” x 17” white paper, glue, crayons, india ink, sponges
**Background Info/ Prior Knowledge:**
Students are familiar with the “creative process” (brainstorm, draft, edit, publish).
Students are familiar with most of the different materials and artistic techniques that we will use.
Students have some previous knowledge regarding rocket ships, astronauts, and outer space from their non-fiction reading block.

**Reflection: What went well? What changes will you make next time you teach this lesson?**

The pacing and layout of the lessons is very important. For this project it is critical that students have enough time for each step so that they can check their work and ensure that they have all of the planets and that the order is relatively correct. It’s also important for students to have the opportunity to look at the class anchor chart and consult with each other about the planet and about their rocket design.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td><strong>Introduction:</strong> Read Tooth-Gnasher Superflash and then brainstorm all of our rockets to be able to do. What would we need in space?</td>
<td><strong>Introduction:</strong> Teacher has students identify small, medium and large planets to prepare for creating a solar system. Teacher models tracing bottle caps to show the relative size of each planet, building out from the sun.</td>
<td><strong>Introduction:</strong> VTS picture of the galaxy. Teacher links our solar system to this giant galaxy. Teacher refreshes term: “observational drawing” and demonstrates how to use sponges and india ink to ink wash over crayon.</td>
</tr>
<tr>
<td><strong>Learning Activity:</strong> Students draw themselves as an astronaut on the planet that they would most like to visit.</td>
<td><strong>Learning Activity:</strong> Students draft, ink and watercolor their rockets. (Teacher will need to cut these out for the following day).</td>
<td><strong>Learning Activity:</strong> Students select a small, medium and large bottle cap. Students trace and LABEL each planet onto their 11” x 17” white paper.</td>
<td><strong>Learning Activity:</strong> Students observe and draw planets one by one. Sharpies for details, then crayons for coloring. Students ink wash their art work. Students place their rocket where they want and teacher glues/staples after class.</td>
</tr>
<tr>
<td><strong>Closing:</strong> Pair and share to tell a classmate which planet you liked the best and why. Explain with details!</td>
<td><strong>Closing:</strong> Pair and share to show your friends your unique rocket.</td>
<td><strong>Closing:</strong> Double check number of planets and planet order. Hand out a planet sign to 8 students and challenge the class to get them into the right order after they've been mixed up.</td>
<td><strong>Closing:</strong> Pair and share to tell if you were an astronaut where would you want to explore the most and why?</td>
</tr>
</tbody>
</table>
Rocketing Through ★ Outer Space

First grade made rockets to explore the solar system and learn about the phases of the moon.

First we read Daniel Pinkwater’s Tooth-Gnasher Superflash to inspire our rocket designs and drafted rockets with everything you could possibly need!

Next we learned about all of the different planets and the phases of the moon. We traced different sized lids to show each planet. Then we looked at real photos of the planets and used sharpies and crayons to add details. Finally we did an ink wash to make our art dark like outer space.

Tell Us About Your Art...

“I like landing on Mars. [The rocket] can travel on it because it has wheels. And I have a flower and a flag. If I go to the moon I would put the flag on the moon, or I guess I could put it on Mars! It travels on anything. It makes flowers AND it has an eyeglass so I can see people and I can see aliens. AND I can make a cake in my rocket!”

- Semaj

National Core Arts Anchor Standard #6
Convey meaning through the presentation of artistic work.

National Core Arts Anchor Standard #10
Synthesize and relate knowledge and personal experiences to make art.
Name: Jasmine Bergeron and Tiecha Keiffer  
**School:** Dwight D. Eisenhower Academy of Global Studies  
**Grade:** 2nd

**Content Area:** English/Language Arts  
**Arts Discipline:** Theater

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
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</thead>
<tbody>
<tr>
<td><strong>Objectives/Standards:</strong></td>
<td><strong>Objectives/CCSS:</strong></td>
</tr>
</tbody>
</table>
| TH-CE-E3. Exhibit physical and emotional dimensions of characterization through experimentation and role playing | **CCSS.ELA-LITERACY.SL.2.4**
| TH-CE-E4. Create story lines for improvisation | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

<table>
<thead>
<tr>
<th><strong>Assessment:</strong></th>
<th><strong>Assessment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment can easily be done using a checklist as students exchange ideas and recount the events of a story, as well as when students display their tableau.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong></th>
<th><strong>Vocabulary:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tableau-a dramatic, mute, frozen image made using one’s body</td>
<td>• Sequence- arrange in a particular order</td>
</tr>
</tbody>
</table>

**Resources (materials, literature, supplies, etc.):**
- Paper, Pencil

**Background Info/ Prior Knowledge:**
Students will need to have a good concept, with respect to setting (time/place), of the story they are telling or learning about. Students should also be able to recall sequencing words, especially: first, next, then, and last.

**Introduction:**
Teacher will read-aloud a story and explain to students that they should listen for important ideas in the text. Teacher will help students recall prior knowledge of the use of sequencing words by asking a few students to share their morning routine. As students explain, the teacher will write on the board the sequencing words that students are using and explain their importance in conventional language. Students will listen and/or follow along as teacher reads story.

**Learning Activity:**
After the story is read, the teacher will prompt the class to summarize the story by asking students to talk about what happened in the story. Once students have had ample think and talk time, preferably in groups of 3-5, teacher will give each child a piece of paper that the student divides into four’s and labels “first, next, then, last”. Teacher can ask different students to recount the events of the story aloud as teacher models writing those events into their specific order.
Students will write those events down. Once complete, the teacher will explain the concept of tableau, which means that students will act out and event, and when the teacher says ‘tableau’ everyone freezes. The idea is that the person should look like a lively, frozen, picture. Students will practice creating tableau’s for each of the four, main events of the story in groups. Teacher will walk and observe/assist with the creating of individual tableaus.

Closing:
Teacher will invite each group of students to showcase their tableau and retelling of the story in front of the class. This is a great time to take out a checklist and assess the work that students have done.

Reflection: What went well? What changes will you make next time you teach this lesson? The tableaus usually work really well. The actual sequencing of the story should be done in whole group setting. Teacher’s expectations should be clearly stated before students get up and practice tableaus.
## Arts Integrated Lesson Plan

**How Much am I?**

**Name:** Dawn Lobell  
**School:** Hynes Charter School  
**Grade:** 2nd

**Content Area** Social Studies  
**Arts Discipline** Visual Arts

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
</table>
| **Objectives/Standards:**  
VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.  
| **Objectives/CCSS:**  
Standard 2 – Maps, Globes, Environment  
2.2.7 Compare and contrast different land use and economic activities in urban, suburban and rural environments  
| **Assessment:**  
Students participate in a gallery walk identify the key elements of each community.  
| **Assessment:**  
Student can identify the key elements needed for each community: rural, suburban and urban.  
| **Vocabulary:**  
- Landscape  
- Cityscape  
- Skyline  
- Value  
| **Vocabulary:**  
- Urban  
- Suburban  
- Rural  
| **Resources:**  
Paint (primary colors, plus black and white), brushes (thick and thin), water containers, sponges (for blotting), paper plates, paper towels  
Teacher made slide show with example of different communities and then elements, and or characteristics of each one  
| **Backgroud Info/ Prior Knowledge:**  
Students have studied the characteristics of 3 different communities before we begin this art project  
| **Day 1: Main Activity:**  
**Introduction:**  
1. Introduce objective (to create a painting that shows the different communities we are learning about in social studies).  
2. Introduce painting procedures of a Safe Studio (Include: Paint only touches paper).  
3. Direct students to divide their paper into four sections.  
4. Review the horizon line and guide students in an “invisible paint” by painting in the air.  
5. Students choose one color to paint the horizon line in each of the four sections of their paper  
6. Walk around and offer feedback to students.  
**Main Activity:**  
1. Introduces final task:  
   Mix a color for the land and sky and paint each section to prepare a foundation for 3 different landscapes( 4th box is open for a caption at the end).  
2. Demonstrates painting procedures:  
   Rinse, blot, next color |
Tint, shade, tone

3. Checks for understanding and directs students to begin.
4. Direct Students:
   Paint the sky and land in each of the 3 sections of their paper.
   Practice Rinse, Blot, Next Color technique.

Closing:
1. Clean up:
   - Helpers-wash out water cups and collect paintbrushes and blotting sponges
   - Throw away painting plates
   - Carefully carry papers to drying area
   - Wipe hands, wipe tables (each student gets a baby wipe to do)
2. Reflection:
   Tomorrow we will be adding key details to show different landscapes-one rural, one suburban, and one urban

Day 2: Essential Question: How does where we live affect how we live? How can we use shapes to show different environments?

Introduction:
1. Have students look at different pictures in a teacher made flipchart that will show different shapes in our world within each community: rural, suburban and urban. Have students use "Looking with Shape Eyes" at buildings
   What shapes can you find? Which is the largest shape? Which is the smallest? Which shapes repeat? Find rectangles, squares, triangles-
   Today we will practice combining shapes to show buildings in our landscapes.

Main Activity:
1. Large Shapes (Rural Landscape Rectangle 1) Once artists have painted major shapes, they refine those shapes and add other smaller shapes to add detail.
   a. Students choose one building to include in their rural landscape (barn, silo, etc they like from the teacher made flipchart)
   b. Students use finger or dry paintbrush to "sketch" the main shapes before making any marks on their paper to get a feel for size relationships
   c. Circle the room, making observations and intervening when necessary
   d. Students use black paint to outline the basic shapes of their building. Students paint the largest outside shapes first (frame the house and roof).
   e. Students add smaller shapes of windows, doors, porches, chimneys, etc.
2. Suburban Landscape Rectangle 2
   a. Students repeat the process from the Rural Landscape but this time choose two buildings to include
3. Urban Landscape Rectangle 3
   a. Visualize "How is the city different from the country?" (Noise, traffic, buildings close together, pavement) "Look at the horizon line in the city. Notice the geometric shapes and the outlines of the buildings against. In a city this is called the "skyline"
   b. Demonstrate how to use one continuous line to create a skyline. Emphasizes varying the height and shape to create interest in the skyline
   c. Students use finger to sketch a skyline above the horizon line in the third rectangle.
   d. Students use black paint to paint the skyline (making sure they make it uneven)
   e. Demonstrate painting a street low in the picture plane.
   f. Students practice first, then paint their street (using white, then add black to create gray)
   g. Students add smaller shapes for signs, traffic lights, cars, and windows. Students think of shapes that they can repeat over and over (like rectangles for windows, etc.).
Closing:
- Class Clerk assists CT to carry paintings to the drying area.
- TA collects and washes brushes.
- Students wipe hands and desks.

Day 3:
Students take an index card and write about their painting. They have the opportunity to write about how they created this piece using art words and social studies words. They attach to their artwork. Then students will take a gallery walk!

Closing:
Students share out their thoughts of artwork they have seen today. What did you notice? What did you like?

Reflection: What went well? What changes will you make next time you teach this lesson?
Taking your time with this lesson is the key. Students need time to explore with paint and how to fix their mistakes (it is inevitable). Sometimes it took more than one class period that I allotted for. So give yourself time to create the masterpieces, it is worth the time and energy! Maybe one community a day!
### Arts Integrated Lesson Plan

**Acting Out Your Five Senses**

Name: Katelyn Hope        School: Langston Hughes Academy        Grade: 2nd

Content Area: Listening and Learning: Science        Arts Discipline: Visual

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives/Standards:</strong></td>
<td><strong>Objectives/CCSS:</strong></td>
</tr>
</tbody>
</table>
| STD SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.  
STD SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion. | STD RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  
STD RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.  
STD SL.2.1 Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.  
STD SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| **Assessment:** Mental note who is participating. | **Assessment:** Final circle carpet check in. |
| **Vocabulary:**  
- Actors neutral- straight face, calm body, ands by your side. | **Vocabulary:**  
- Sense  
- Taste  
- Smell  
- Hear  
- Touch  
- Sight |

**Background Info/ Prior Knowledge:**
The five senses are sight, taste, smell, touch, and hearing.

**Introduction:**
Repeat after me sound warm up. LA, FA, BA, DUH, HUH
“This is a what?” game around the room: each student passes a pen around and says “This is a what? A what? What? Ohhh this is ....” And they make up a new object from the next person.

**Learning Activity:**
Today we are talking about our five senses. Let’s act out each of the five senses. (student’s suggest senses and the whole group acts them out using facial expressions and movement). Let’s concentrate on taste today. Ask students one way a food tastes. The one student you call on can come up in the front of class and show the rest of the class how their face looks when they taste this taste. The class can then mirror this person’s face. Ask which foods taste this taste. Repeat for each taste (make sure you cover sweet, sour, spicy, and bitter.) You can also include body movements to go along with tastes.

**Closing:**
Come to a circle on the carpet and repeat each taste and have the group show the facial expressions for each. Go over as a group why you think we make these faces. Gold clap our performance today and transition back to seats.

**Reflection:** What went well? What changes will you make next time you teach this lesson?
This lesson allowed every student in the class to participate/perform in front of their peers. I might do an exit ticket asking to name the five senses and at least two tastes.
## Arts Integrated Lesson Plan

### Dancing Butterflies: Summarizing a Read Aloud

**Name:** Lisanne D’Errico  
**School:** Langston Hughes Academy  
**Grade:** 2nd

**Content Area:** ELA  
**Arts Discipline:** Dance

### For the ARTS content

<table>
<thead>
<tr>
<th>Objectives:</th>
</tr>
</thead>
</table>
| - I can stay in my bubble space  
- I can use levels, tempo, and facial expression to communicate the story to my audience |

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
</table>
| Dance should include  
• Level changes  
• Tempo changes  
• Changes in facial expression |

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
</table>
| • Isolations  
• Double time  
• Levels  
• Tempo  
• Facial expression |

### For the ACADEMIC content

<table>
<thead>
<tr>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Retelling a read aloud text by pulling out major events</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
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</thead>
<tbody>
<tr>
<td>Writing down a summary of the story after dancing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Summary/retell</td>
</tr>
</tbody>
</table>

### Resources:

*I Wish I Were A Butterfly* by: James Howe

### Background Info/ Prior Knowledge:

Scholars have already read the book *I Wish I Were A Butterfly* before this lesson

### Introduction:

3 minutes- “Today we are going to dance our way through retelling the story of *I Wish I Were A Butterfly*, the book we read this morning and yesterday! Retell means the same as summary and its telling someone the major events of the story in your own words... but instead of words we will be dancing! We will use our dance later on to help us write down our own summary. Who remembers what our dance warm up is called? (Isolations!) Why is it called that? (Because we are only using one part of our body at a time!) Today while we are doing our warm up, listen closely for when I say “double time!” This means you speed up the movement- it will go twice as fast in tempo. Don’t forget to stay in your own bubble space! What are the 3 ways we could pop our bubble? (Being too close to...
Learning Activity:
5 minutes- Isolations warm up. “Pay attention to the many different parts of our body that we can move! Be thinking about when you might use the different parts of your body during your dance in a little bit!” Dancers move back to the carpet.
5 minutes- “Now we are going to take a look back into the story and pull out the major events. (Use post it’s and chart bullet points on the board of major events.) How do you think little cricket was feeling during each of these events? Make sure you remember that while you are doing your dance so that your audience is able to tell what is happening in the story.”
15 minutes- Walk scholars through the chart, while they dance each part. Choose 2 scholars and say “I see... and that makes me think…” Let them revise. Break up into partners. A dances, B says “I see... and that makes me think…” and repeat with B dancing and A comments.

Closing:
Scholars write a summary of the story in their reader’s notebook.

Reflection: What went well? What changes will you make next time you teach this lesson?
Throughout the lesson, I kept reminding them to stay in their bubble space, which helped keep everything calm. I also was sure to give very specific, one-step directions, which ensured safety in our small classroom. Next time I teach this lesson, I want to begin by showing them a few YouTube videos of different styles of dance so that they can see what dance movements look like as inspiration. Many scholars were doing more acting/pantomiming than dancing/creative movement. I also need to create a fill-in-the-blank style summary page for my lower scholars to complete during the closing because that became a source of frustration for them.
**Arts Integrated Lesson Plan**  
**The 6 Major Human Body Systems**

**Name:** La’Kandice Johnson  
**School:** Langston Hughes Academy  
**Grade:** 2nd

**Content Area:** Science  
**Arts Discipline:** Visual and Theatre

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> SWBAT demonstrate knowledge of the six major human body systems through theater and art by acting out the functions of body systems and collaborating to create an artwork.</td>
<td><strong>Objective:</strong> SWBAT describe the major functions of the six human body systems.</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Students will create an assigned human body system with their groups.</td>
<td><strong>Assessment:</strong> Students will take a 5 question (multiple choice) exit ticket based on the science read aloud on the human body systems.</td>
</tr>
</tbody>
</table>
| **Vocabulary:** Collaboration | **Vocabulary:**  
• Respiratory system  
• Circulatory system  
• Skeletal system  
• Nervous system  
• Muscular system  
• Digestive system  
• Skeleton  
• Oxygenated blood  
• De-oxygenated blood  
• Spinal cord  
• Nerves  
• Lungs |

**Resources:**  
• CKLA science reader (The Human Body Systems)  
• Chart paper  
• Markers  
• Pencils  
• Crayons  
• Construction paper (all colors)  
• Scissors

-When my class completed this lesson, I had brains, spinal cords, veins, heart, nerves, bones, and all other major organs cut out of construction paper already so that all my scholars had to do once in their groups was determine where each body part/organ went. This also allows scholars more time to actually work on the project. I also drew out outlines of a human so that my scholars just needed to glue the organs where they were supposed to go.
**Background Info/ Prior Knowledge:**
Prior to completing this lesson, scholars should have a clear understanding of how the circulatory, respiratory, skeletal, nervous, muscular, and digestive systems work. They do not need to know great detail but they do need to know their roles in the body and the major organs/body parts. For example:

**Respiratory**
Lungs, Nose, Mouth, Oxygenated Air

**Circulatory**
Veins, Heart, Dark Red/Appearing To Be Blue Blood = Deoxygenated Blood, Bright Red Blood = Oxygenated Blood

**Nervous**
Nerves, Brain, Spinal Cord, Sends Messages Throughout Body

**Digestive (Magic School Bus does a great job of explaining this)**
Mouth, Esophagus, Stomach, Small Intestines, Large Intestines

**Skeletal**
Bones, Skeleton, Helps With Posture

**Muscular**
Muscles Attached To Bones, Helps Body Move

**Introduction: (15-20 minutes)**
Scholars today we are going to review about the 6 major body systems.

- CKLA provides great pictures to go along with our science read alouds. Create a 6 page flipchart or presentation for scholars for a quick review lesson before they begin their project. Each slide should have one human body system to review. As you flip through each body system slide, have scholars act out what each body system does. For example, if a student is acting out the digestive system, they may pretend to eat something and point to their esophagus, stomach, and the area where their small/large intestines are. This is a great way to help scholars remember each body part involved in each body system.

- Also have questions prepared for each slide. For example, on the respiratory slide, one may ask “What do the lungs do as someone inhales air?” The response should be that your lungs move up because they are filled with air. (Include Turn and Talks or Time Pair Shares for scholars to talk with their partners about some of these answers.

**Learning Activity: (33 students)**
- Divide scholars into 6 small groups
- Assign each group one of the 6 major body systems (Respiratory, muscular, digestive, nervous, skeletal, or circulatory)
- Explain to scholars that they will be working together to create their assigned human body system on chart paper
- Materials should be prepared beforehand for each group
- Teacher should allow scholars to work freely with each
- Teacher should monitor and provide any clarifying information where needed
Closing:
-Scholars will present their artwork to their peers and explain what they know about their assigned body system
-Scholars will take an exit ticket of no more than 5 questions in order to check for understanding

Reflection: What went well? What changes will you make next time you teach this lesson?
What went well
-All of my scholars had a great time working together and they worked really well together.
-Most of my scholars remembered the important detail about their assigned body system and knew where everything was supposed to go on their drawings.
-All of my scholars worked together to help out their peers that may have had a misunderstanding about the body systems.
-My scholars overall really enjoyed the hands on project and my co teacher and I literally only had to monitor. It was a student led lesson.

Changes
-When I planned this lesson, I originally planned it for 2 days. However, it took 3 days due to the fact that we have 40 minutes for science. I wanted to make sure my review mini lesson was effective and that took longer than the allotted 15 minutes that I gave myself. This is especially true because of the “acting out the body systems part.” However, I wouldn’t suggest taking this out because the students really love it and it helps them to remember the functions of the systems. Also, it’s just really great to see them having fun while trying to think about how they would act out a body system.
-Next time, I plan the review for the first day and the following 2 days will be the actual activity.
# Arts Integrated Lesson Plan

## This is a Pen

**Name:** Tia Stewart  
**School:** Mildred Osborne  
**Grade:** 2nd  
**Content Area:** ELA  
**Arts Discipline:** Theater

### For the ARTS content

#### Objectives/Standards:
- SWBAT identify nonfiction text features by incorporating the “This is a Pen” game to help them become more familiar with the vocabulary of the nonfiction unit. The objective is to convince the person you are passing it to that pen is the nonfiction text feature you are saying it is.

#### Assessment:
- If the whole class can make it through the game.

#### Vocabulary:
- Actor’s neutral
- Acting tools (voice, body, etc.)

#### Resources (materials, literature, supplies, etc.)
- A pen or marker and the nonfiction text feature’s anchor chart.

### For the ACADEMIC content

#### Objectives/CCSS:
- SWBAT identify nonfiction text features.
- CCSS.ELA-LITERACY.RI.2.5  
  - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

#### Assessment:
- After the game, scholars will be asked to write down any five nonfiction text features that they can remember. On the exit ticket they will be required to match the five features they listed to pictures of them.

#### Vocabulary:
- Label
- Caption
- Bold Words
- Photograph
- Heading
- Glossary
- Index
- Text Feature
- Nonfiction

### Background Info/ Prior Knowledge:
- Scholars should already be introduced to nonfiction text features. They also need to know the importance of the features.

### Learning Activity:
- Students using the anchor chart created in class to play the game “This is a pen”. The objective is for students to become more familiar with nonfiction text features vocabulary. Scholars will be passing a marker from person to person trying to make them believe that the marker is whatever they are saying it is.

### Closing:
- Great job on today’s lesson. I hope you all are able to list and identify at least five nonfiction text features. When grouping or identifying specific categories this is a fun way to increase learning.

### Reflection: What went well? What changes will you make next time you teach this lesson?
- The fact that most of my students never heard of the game was a good thing because when given the directions I had everyone’s attention. I actually tried the game again on our biographies unit and I switch it up. The first person who receives the marker will name a person we talked about in the unit and the person who receives it next will name what they are most famous for or how they changed the world. For example: This is a pen, a what, a pen, a what, Oh Hellen Keller. This is Helen Keller, a who, Hellen Keller, a who, Hellen Keller, Oh she fought for people with disabilities. This way, students hear the name and they hear why we are studying them.
### Arts Integrated Lesson Plan

**Name:** Caiti Bawroski  
**School:** Osborne  
**Grade:** 3-5

**Content Area:** ELA  
**Arts Discipline:** Visual, Theatre

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
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</thead>
</table>
| **Objective:**  
Apply elements, techniques, technologies, tools and principles to create a work of art that expresses an idea (e.g. emotion, story, character, mood, theme, culture, message) | **Objective:**  
SWBAT determine the mood of a poem by writing their own definitions of figurative language and use them these terms their own writing. |
| **Assessment:**  
Individual drawings/performances | **Assessment:**  
Writing definition |
| **Vocabulary:**  
- Act  
- Audience  
- Performers  
- Illustration  
- Connection | **Vocabulary:**  
Sight words chosen for lesson |
| **Resources:**  
- Poem with figurative language  
- Poster board  
- Markers  
- Paper for students to write sentences or poem with own figurative language | |
| **Background Info/ Prior Knowledge:**  
Students should know definition for figurative language | |
| **Introduction:**  
- Warm up-  
  - In 5 seconds, show me a gesture or sound you associate with these words  
    - Have own words written down  
    - Student practice responding to words | |

---

**For the ARTS content**

**Objective:**  
Apply elements, techniques, technologies, tools and principles to create a work of art that expresses an idea (e.g. emotion, story, character, mood, theme, culture, message)

**Assessment:**  
Individual drawings/performances

**Vocabulary:**  
- Act  
- Audience  
- Performers  
- Illustration  
- Connection

**Resources:**  
- Poem with figurative language  
- Poster board  
- Markers  
- Paper for students to write sentences or poem with own figurative language

**Background Info/ Prior Knowledge:**  
Students should know definition for figurative language

**Introduction:**  
- Warm up-  
  - In 5 seconds, show me a gesture or sound you associate with these words  
    - Have own words written down  
    - Student practice responding to words
Learning Activity:
- Poem is given to students or written on board. Words or phrases students have to act out or make sounds for are underlined.
- Read poem first time just for students to hear and reflect on first impressions.
- Ask students to come up with gestures for each term. Pick one student to come up with gesture or have them agree on one as a group. Write gestures or sounds on board.
- Re-read poem. Have students make sound or gesture when they hear key words.
- Ask students what they think the tone/mood of poem is after re-reading.

Closing:
- Exit ticket-Write a sentence or poem using figurative language.

Reflection: What went well? What changes will you make next time you teach this lesson?

What went well:
- Students got clearer image of tone of poem and could give examples in class discussion.

What could be improved:
- We called on students to individually come up with gestures. I think it would have went better if they had to come up with gestures as a group to work on collaboration skills.
**Name:** Robyn Dorch  
**School:** Arise Academy  
**Grade:** 3rd

**Content Area:** Social Studies  
**Arts Discipline:** Theatre

### For the ARTS content

<table>
<thead>
<tr>
<th>Objectives/Standards:</th>
<th>Today I will be able to create gestures and tableaus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment:</td>
<td>Informal assessments as scholars make their machine.</td>
</tr>
</tbody>
</table>
| Vocabulary:                   | • Gesture  
  • Tableau                                                 |
| Resources:                    | Student packets                                       |

### For the ACADEMIC content

| Objectives/CCSS:              | Today I will be able to identify and classify goods and services and describe people as producers and consumers through dramatic representation |
| Assessment:                  | Exit Ticket                                             |
| Vocabulary:                  | • Producer  
  • Consumer  
  • Goods  
  • Services                                           |

**Background Info/ Prior Knowledge:**
Students use economics all the time, they just don’t know how they are. A lot of connections will be made between what they already do and economics.

**Introduction:**
Intro/Hook: Warm-up Game. Building Blocks. With your body make a car, make a helicopter, make a bridge. What does it look like? How can we change it? Volunteer come up and sculpt the body. Yes – And.

**Learning Activity:**
Main Activity: What is a company you would all like to work for in New Orleans? Identify Producers, Consumers, and if they provide Goods or Service? As a class we come up with a Company. Identify the roles of the company. Darci comes up with a scenario. Create the company with volunteers, start miming the activities to make the goods or services. Identify producers and consumers

**Closing:**
Closure/Reflection: Be able to identify in our role-playing scenario what Producer, Consumer and if the company provides a good or a service. Who was the Producer?

**Reflection:** What went well? What changes will you make next time you teach this lesson?  
Students enjoyed creating the tableaus with the different economics scenarios! Next time I will have a wider array of economic scenarios for them to act out.
**Arts Integrated Lesson Plan**  
**Problem and Solution Scripts**

**Name:** Veronika Beyers  
**School:** RCAA  
**Grade:** 3/4

**Content Area:** ESL  
**Arts Discipline:** Theater

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<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
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</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Objectives/CCSS:</strong></td>
</tr>
</tbody>
</table>
| - Collaborate to create an artwork  
- Make connections between the arts and content areas and their own lives  
- Plan and practice as part of the creative process  
| - Use dialogue to write a clear problem and solution  
- Spell grade appropriate words correctly  
- CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects  |

<table>
<thead>
<tr>
<th><strong>Assessment:</strong></th>
<th><strong>Assessment:</strong></th>
</tr>
</thead>
</table>
| Students will turn in completed rough drafts of scripts to teacher. Students will work in partners and be in charge of planning what they will say in the scripts. Scripts will have clear problem and solution  
| Script with grade level words spelled appropriately, with a clear problem and solution.  |

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong></th>
<th><strong>Vocabulary:</strong></th>
</tr>
</thead>
</table>
| - script  
- performance  
- stage direction  
| - Problem  
- Solution  
- Dialogue  |

**Resources:** Scripts, problem and solution graphic organizer (already finished from previous lesson), problem and solution sort.

**Introduction:**
Do Now- students will do problem and solution sort. They will match 4 problems with their obvious solution by finding their pairs on small cards.

**Learning Activity:**

1. Review problem class script from previous lesson- Have students point out exactly what words show the problem and solution  
2. Break students into pairs from previous day: Astrid and Shaorn: **Problem:** I got really sick  **Solution:** My mom will take care of me  
   Hian and Diana: **Problem:** I moved to school and don’t have friends: **Solution:** ask Hian to play  
   Juan and Estiben: **Problem:** Juan does not know Spanish  **Solution:** Estiben will teach him  
3. Students break into pairs to write scripts- Ms. Beyers circulates, but mostly assists Estiben and Juan as Estiben is a newcomer  
4. Students that finish early may practice scripts.
**Closing:** Quick exit ticket on sticky note: What was easy? What was hard?

**Reflection:** What went well? What changes will you make next time you teach this lesson?
I think that my students were really able to learn about problem and solution in a different way. They are now able to pull the problem and solution out of stories we read, because they have this experience which provided a deeper understanding. I think next time, I will sit back more and really let them write their own scripts. They need to be able to problem solve when they realize they have filled a page and gotten nowhere near a problem and solution, or realize on their own how to edit their writing to make sure it matches the prompt/ task at hand. I think I had too much of an influence in their work, and I would like them to do it independently next time.
## Arts Integrated Lesson Plan

**Making Major "Improv-ments"**

<table>
<thead>
<tr>
<th>Name: Adriane Hilliard</th>
<th>School: ReNew MCPA</th>
<th>Grade: 3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area: ELA</td>
<td>Arts Discipline: Theatre</td>
<td></td>
</tr>
</tbody>
</table>

### For the ARTS content

<table>
<thead>
<tr>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply text analysis to create a theater piece based on a text</td>
</tr>
<tr>
<td>2. Create artworks that demonstrate strong physical choices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Ticket and reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• improv</td>
</tr>
<tr>
<td>• physical choices</td>
</tr>
<tr>
<td>• script</td>
</tr>
<tr>
<td>• pantomime</td>
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<tr>
<td>• dialogue</td>
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<table>
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<tr>
<th>Resources:</th>
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<tbody>
<tr>
<td>Because of Winn Dixie</td>
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### For the ACADEMIC content

<table>
<thead>
<tr>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be able to identify central message</td>
</tr>
<tr>
<td>2. Be able to identify character motivation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
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<tbody>
<tr>
<td>Exit Ticket</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• character's motivation</td>
</tr>
<tr>
<td>• message</td>
</tr>
</tbody>
</table>

### Background Info/ Prior Knowledge:

Building on the pantomime unit from last semester, students will learn how to improvise dialogue when incorporating physical choices from the text. They'll use their text as a script and pull clues from it to sketch out important points to hit in their improv. The focus is on students clarifying character motivation, based on actions and words and also the key message, aka the lesson learned.

### Introduction:

Central message is that people can solve problems by being creative.

THUNDER UP –

Introduce objectives and introduce theater terms

Warmup – Physical images and improvised dialogue

### Learning Activity:

Students Open Books to Chapter 2, pp. 15-17 and help us create ideas for our performance.
Model using book to Sketch ideas for performance. Ask students to be part of our ensemble to help us figure this out.

PLAN - Sketch ideas for your improvised performance – at the very beginning when her dad finds out about the dog.
1st - Who you are? Describe 2 character traits. Take hands from students
2nd - What do you want? Model using the book to find those. Take hands from students.
4th – What’s something significant you say? Students search book in pairs.

CREATE –
1st – Decide what role you will take
2nd – Review what you do and say
3rd – Create a tableau and begin improvising
TITLE – (what’s the message: The Creative Ways Opal Convinces Dad)

Guided: Have students re-read the chapter, answer the questions. Early finishers then begin sketching ideas for their improv.

Closing:
Exit ticket + Reflection: When creating a skit, it’s important to remember...
**Arts Integrated Lesson Plan**

**State and Local Services**

**Name:** Erin Sims  
**School:** Mildred Osborne  
**Grade:** 3rd

**Content Area:** Social Studies  
**Arts Discipline:** Visual

### For the ARTS content

**Objective:**
SWBAT apply elements, techniques, technologies, tools and principles to create a work of art that expresses an idea

**Assessment:**
- It must be clear what service the drawing is representing

**Vocabulary:**
- Local - serves cities and towns (New Orleans)
- State - a territory considered an organized political community under one government (Louisiana)

**Resources (materials, literature, supplies, etc.)**
- Pearson My World Social Studies 3rd grade text book pg 144-148
- Index cards or paper, crayons, markers, pencils, example pictures of people providing services

**Background Info/ Prior Knowledge:**
- Branches of Government
- Local vs. State government
- Goods vs. Services

**Introduction:**
Today we’ll be discussing many different kinds of services state and local government provides. We will create drawings to represent the different kinds of services and then make a collage of local and state services.

**Learning Activity:** Both local and state governments provide services for citizens; however, they are each responsible for different services. An example of a local government responsibility is public transportation. In New Orleans, the local city government provides bus and streetcar services for citizens. An example of a service the state provides are rules for voting. Each state has its own rules for how and when votes in each district. From the list below, choose one service. Then draw a picture to represent the service. We should be able to tell what kind of service your picture represents. At the end of class, you will add your picture to a collage for either local or state government.

**Local services** – Public awareness campaigns, make public records available, firefighters, police, neighborhood watch, schools, libraries, youth athletic activities,
take care of athletic fields, take care of city parks, garbage collection and recycling, take care of sidewalks, sewers and storm water systems, street signs and traffic lights, property tax

**State services** – provide education resources, healthcare, housing, government workers, make state laws, welfare, child protection, prisons, rules and laws for businesses, development, makes rules and laws for banks, protects consumers, military, take care of state parks, take care of highways, take care of veterans, collect income tax.

**Closing:** Students present and explain their drawings to the class. Then add them to the appropriate collage for either local or state government.
# Arts Integrated Lesson Plan

**What does your place value sound like?**

**Name:** Elaine Savoy  
**School:** Mildred Osborne  
**Grade:** 3rd  
**Content Area:** Math  
**Arts Discipline:** Theatre

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> SWBAT demonstrate and explain 3-digit numbers in expanded form by role-playing using different character voices</td>
<td><strong>Objective:</strong> SWBAT place 3 digit numbers in expanded form by using place value</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Can students use different character voices to demonstrate knowledge of place value and expanded form through role playing?</td>
<td><strong>Assessment:</strong> Can students place digits in correct expanded form based on place value understanding?</td>
</tr>
</tbody>
</table>
| **Vocabulary:**  
  - Role-playing  
  - Character voices | **Vocabulary:**  
  - Place value  
  - Expanded form  
  - Digits |
| **Resources:** Laminated presenter papers with 3 digit numbers |  |
| **Background Info/ Prior Knowledge:**  
  - Place Value  
  - Digits |  |
| **Introduction:**  
- Review 3 digit numbers  
- Write Steps on Board  
- Role Play with identifying the expanded form of a three digit number  
- Artist Warm-up Activity  
- Discuss steps being used in role-playing  
- Role Play using character voices with identifying the expanded form of a three digit number |  |
| **Learning Activity:**  
- Put students in groups  
- Look for students to be able to identify the expanded form  
- Hand each group a three digit number  
- Look for students to be able to identify character voices for hundreds, tens, ones place value  
- Students present their expanded form using character voices |  |
**Closing:**
- Ask students, “How does using character voices help you understand place value?”

**Reflection:** What went well? What changes will you make next time you teach this lesson?
The students loved role-playing using different character voices to show the place value of the digits. Next time, I will show a video model of different character voices so that they can have more of a variety to choose from.
## Arts Integrated Lesson Plan

### Solutions that Help!

**Name:** Mary Chimento and Lurelia Freeman  
**School:** Homer Plessy Community School  
**Grade:** 3  
**Content Area:** Social Studies  
**Arts Discipline:** Poetry

### For the ARTS content

#### Objectives:
Through the use of Terrance Osborne’s collection “Hurricane Solutions”, the students will analyze the pros and cons of each “solution” painted. The students will produce a poem that reflects the idea related to the selected piece of art.

- Collaborate to create an art work
- Exchange ideas with others (share & listen)
- Make connections between the arts and content areas and their own lives
- Discuss how themes are developed and communicated in art works
- Problem solve using multiple approaches
- Create artworks that demonstrate key concepts in the art form

#### Essential Questions:
What is an ekphrastic poem? What is personification? What is simile/metaphor? What is cause/effect?

#### Assessment:
Students will be able to create and illustrate an ekphrastic poem in relation to the chosen piece of art work.

#### Vocabulary:
- **Ekphrastic** - An ekphrastic poem is a vivid description of a scene or, more commonly, a work of art. Through the imaginative act of narrating and reflecting on the “action” of a painting or sculpture, the poet may amplify and expand its meaning.
- **Personification** - Personification is a form of figurative language in which something that is not human is given human characteristics. This device is often used in poetry to enhance the meaning and beauty of poems.

### For the ACADEMIC content

#### Objectives:
During this lesson, students will study the effects of hurricanes on Louisiana coastal homes.

- Use distinctive vocabulary to sequence events related to Louisiana history
- Identify community and regional historical artifacts, including primary sources, to answer historical questions
- Compare and contrast the physical features of various regions of Louisiana
- Explain how humans have adapted to the physical environment in different regions of Louisiana
- Describe how people have changed the land to meet their basic needs over time in Louisiana

#### Essential Questions:
What is a problem? What is a solution? What is a hurricane? What damage can a hurricane cause?

#### Assessment:
Students will be able to reflect on all of the paintings and write a paragraph describing a solution of their own to protect their homes from hurricanes.

#### Vocabulary:
- **Problem** - a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome.
- **Solution** - a means of solving a problem or dealing with a difficult situation.
- **Hurricane** - a storm with a violent wind, in particular a tropical cyclone in the Caribbean.
- **Cause/Effect** - noting a relationship between actions or events such
**Simile** - A simile is an easy way to compare two things, so examples of simile poems include any poem that makes comparisons using the words "like" or "as."

**Metaphor** - Unlike a simile that uses “like” or “as” (you shine like the sun!), a metaphor does not use these two words (a famous line from Romeo and Juliet has Romeo proclaiming “Juliet is the sun”).

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Copies of Terrance Osborne’s collection called “Hurricane Solutions”</td>
</tr>
<tr>
<td>• Colored pencils</td>
</tr>
<tr>
<td>• Art paper</td>
</tr>
<tr>
<td>• Markers</td>
</tr>
<tr>
<td>• Chart paper</td>
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</tbody>
</table>

**Background Info/ Prior Knowledge:**
Terrance Osborne is a 41 year old native New Orleanian. He grew up in the heart of the culturally rich city of New Orleans. Being inspired by his diverse and colorful social surroundings, Osborne always had an interest in art, largely fueled by his mother and his older brother. Fascinated by color, Osborne worked with whatever materials he could get his hands on.

Osborne attended the New Orleans Center for Creative Arts (N.O.C.C.A.) while in high school and attended Xavier University in New Orleans for college. For the following five years he was a teacher. After Hurricane Katrina Osborne decided to dedicate his time completely to his art. In 2007 Osborne designed the Official Jazz & Heritage Festival Poster. In 2008 Osborne partnered with Nike to design a poster and the first New Orleans Air Force 1 tennis shoe. Osborne also designed the first official poster for the basketball team, the New Orleans' Hornets.

www.terranceosborne.com

**Introduction:**
Who is Terrance Osborne?
What is the “hurricane solutions” series?
What is an ekphrastic poem?

**Learning Activity:**
Hurricane Solution #1: 4 Houses in Trees
1) On chart paper:
   - Discuss why Terrance Osborne create this solution?
   - How is it a solution?

2) Using a T chart -
What are the pros and cons of this painting?
3) Students will write cause and effect poems using if/then statements.
Create a sample poem for the students to understand the process of cause and effect.

4) Students are given if/then prompts to aid them in creating their poems.
“If my house was in a tree, then I would...”
“If my house was in a tree, then it would...”
“If I lived in a tree, then I would...”
“If I lived in a tree, then my house would...”

Closing:
Students share/reflect on the poems. What they like/did they follow the process constructing the poems?

Reflection: What went well? What changes will you make next time you teach this lesson?
The students enjoyed looking at the paintings which helped them write more freely. It inspired them to write poems that they previously had difficulties writing. They were fascinated that someone from the city created the poems. (I taught with him at Alice Harte before the hurricane)

Changes that I would do is to introduce aspects of Hurricane Katrina and show the students the extent that flooding had on the city since they were not born before the hurricane and all of their memories were more recent after much of the reconstruction. The school should try to provide possible field trip to Terrance Osborne Gallery and or have him come as a guest speaker at the school.

Extension:
1) Hurricane Solution #2: 1 House on Stilts - Students will write 5 senses poems

My House on Stilts
I see ________________
I hear ________________
I feel ________________
I smell _______________
I taste _______________

Example:
I see the clouds high above me
I hear the wind whistling
I feel the air blow against my face
I smell my dad cooking in the kitchen
I taste his dinner on my tongue

2) Hurricane Solution #3: 3 Houses on Boats - Students will write personification poems imagining themselves as the house
Example:
I like the bayou the most, it's smooth and calm water carries me around.
The lake is too big and fast for me. I don't like getting water splashed in my windows.
My best friends are alligators. They protect me from any fish that might try to jump up on to my porch.

3) Hurricane Solution #4: Houses On Top of Skyscrapers - Students will employ simile/metaphor to write comparison poems.

Example:
The house is as high as the clouds.
The streetlight is a bright star.

4) Students will come up with their own hurricane solutions and write a letter describing why they think it's a good solution.
Students are to create their own hurricane solution, illustrate it and write a paragraph that explain why their solution is a good one.
# Arts Integrated Lesson Plan

**Tops and Bottoms: A Sequencing Activity**

**Name:** Robin T. Hills  
**School:** Andrew H. Wilson Charter School  
**Grade:** 3rd

**Content Area:** English/Language Arts  
**Arts Discipline:** Visual

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
</table>
| **Objectives/Standards:**  
I can create a series of drawings to show the sequence of a story. | **Objectives/CCSS (RL.3.3):**  
I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| **Assessment:**  
Include text evidence to illustrate four scenes from Tops and Bottoms drawn in sequential order. | **Assessment:**  
Observing students as they discuss and justify each event of the story as they put it in sequential order. |
| **Vocabulary:**  
• Sequence  
• Visualize  
• Frames | **Vocabulary:**  
• Clever, Lazy  
• Traits  
• Hare  
• Motivations |

**Resources:** Copy paper (4 frames), sentence strips, colored and regular pencils, image, text (*Tops and Bottoms*)

**Background Info/ Prior Knowledge:**

Students read a story titled, *Tops and Bottoms* during the ELA block a week prior to reviewing the story for sequencing activity. The main characters in the story are a lazy bear that loves to sleep and a clever hare that wants to become partners with Bear. Hare proposes that he and Bear plant crops in Bear’s yard and split the harvest. Bear agrees. Hare works to plant many delicious vegetables while bear sleep. When it’s time to reap the harvest, hare calls either tops or bottoms (depending on which crop he was planting.) Bear always came out on the losing end. In conclusion, Bear learned to put in a fair share of work to get something that was worth having.

**Introduction:**

T: Reintroduce text  
TA: Introduce sequenced image (right)  
TA: Ask framing questions:  
- ✨ What do you see?  
- ✨ What makes you say that?  
- ✨ What can we tell about the story?

**Learning Activity:**

T: Leads class discussion  
- ✨ Who were the two main characters in the story?  
- ✨ Round Robin  
  - ✨ Describe Bear (Partner A)  
  - ✨ Describe Hare (Partner B)  
- ✨ What was Hare’s motive for becoming partners with Bear?
How did Bear’s actions contribute to the sequence of events?
T: Directs Think-Pair-Share
✔ Retell Tops and Bottoms in sequential order
✔ If you were going to make a movie of this story, what would your four scenes be?
T: Directs scholars to write down their four scenes on scratch paper.
TA: Introduces 4scene tableau. 2 groups of 4 students to demonstrate.
TA/T: Brings up students to demonstrate each slide of human comic strip.

SPED students work in small group with Para and put the following sentence strips in sequential order.
✔ When it was time for the harvest, Hare called out, “Wake up, Bear! You get tops and I get bottoms.”
✔ “Now Hare, you’ve tricked me. You plant this field again – and this season I want the bottoms!”
✔ Bear never again slept through a season of planting and harvesting...
✔ “We can be business partners! All we need is this field in the front of your house.”
✔ There was a very lazy bear who had lots of money and lots of land.
✔ Bear went back to sleep, and Hare and his family went to work.

TA: Leads visualization and finger tracing. (Exemplars in their own mind)
T/TA: Direct students to begin drawing task.
T/TA: Circulate the room guiding and coaching students on creation of sequenced frames.

Closing:
Reflection Question:
Which character was clever? Justify your answer.
Does the story make sense in the order in which it was told? Why or why not?

Reflection: What went well? What changes will you make next time you teach this lesson?
80% of my students were able to successfully complete the activity with limited coaching. This lesson worked because the students had background knowledge of the story. Next time I teach this lesson, I will use an unread text OR do this activity as a pre-reading activity to see if they are still able to master the skill.
**Name:** Monica Sargeant  
**School:** Mildred Osborne Charter School  
**Grade:** 4th  
**Content Area:** Science  
**Arts Discipline:** Theatre

### Arts Integrated Lesson Plan

#### Changes of Matter

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
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<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
</tr>
<tr>
<td>SWBAT understand transitions of matter through role playing</td>
<td>SWBAT understand transitions of matter by role playing each state of matter</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>Projection of your voice</td>
<td>Able to present each change in states of matter</td>
</tr>
<tr>
<td>Presenting the changes in three movements</td>
<td></td>
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<tr>
<td>Can students demonstrate following directions by listening and speaking?</td>
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<tr>
<td><strong>Vocabulary:</strong></td>
<td>Vocabulary:</td>
</tr>
<tr>
<td>• Mass</td>
<td>• Mass</td>
</tr>
<tr>
<td>• Liquid</td>
<td>• Liquid</td>
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<tr>
<td>• Melting</td>
<td>• Melting</td>
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<tr>
<td>• Freezing</td>
<td>• Freezing</td>
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<tr>
<td>• Gas</td>
<td>• Gas</td>
</tr>
<tr>
<td>• Solid</td>
<td>• Solid</td>
</tr>
<tr>
<td>• Boiling</td>
<td>• Boiling</td>
</tr>
</tbody>
</table>

**Background Info/ Prior Knowledge:**  
Knowing the three states of matter and what can happen to cause them to change states

**Introduction:** Introduce self and talk about role playing. Talk about the body and transitions with relating to matter.

**Learning Activity:** Students will present the three different changes in matter in groups.

**Closing:** Ask the question “How does creating the physical changes with our bodies to help understand the changes in matter? What are some movements that stood out to you from other groups?

**Reflection:** What went well? What changes will you make next time you teach this lesson?  
The role playing went well, them understanding how to role play in the middle stages of the changes.
**Arts Integrated Lesson Plan**

Name:  Erica Burjek  
School:  Homer Plessy  
Grade:  4

Content Area:  Social Studies  
Arts Discipline:  Poetry

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
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</thead>
<tbody>
<tr>
<td><strong>Objectives/Standards:</strong></td>
<td><strong>Objectives/CCSS:</strong></td>
</tr>
<tr>
<td>• Anchor Standard #1: Generate and conceptualize artistic ideas and work.</td>
<td>• Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)</td>
</tr>
<tr>
<td>• Anchor Standard #2: Organize and develop artistic ideas and work.</td>
<td>• Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people (H-1D-E1)</td>
</tr>
<tr>
<td>• Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</td>
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</table>

**Assessment:**
Completion of poems.

**Vocabulary:**
- Ekphrastic
- Onomatopoeia
- Scat

**Vocabulary:**
- Culture
- Renaissance

**Resources (materials, literature, supplies, etc.)**
- Paper/pencils

**Background Info/ Prior Knowledge:**
What/when/where/why the Harlem Renaissance happened.

**Introduction:**
- Today we are going to listen to songs and think about: what is this song trying to say? What is it's story? How does it make me feel? The one thing all these songs will have in common is that they don't have any words. Even though a song doesn't have any words, the music and instruments can make give us a feeling and tell us a story by the way that they are played.

Play: *Louis Armstrong scat and “What a Wonderful World”

**Learning Activity:**
After each song ask and record answers on the board:
- How does the song make you feel?
- What story is the song telling?
- Is it a happy story? a fairytale? a sad story? a funny story?
- What happens in the beginning? the middle? the end?

An ekphrastic poem is a poem that's written about another piece of art. Today we are going to write poems about a song.

Students choose to write their own “Scat” poem using onomatopoeia words, or a poem describing their own “Wonderful World,” inspired by the song.

**Closing:**
Poetry share: as many volunteers as fit in the remaining time.

<table>
<thead>
<tr>
<th>Reflection: <strong>What went well? What changes will you make next time you teach this lesson?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Allow more time for sharing.</td>
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</tbody>
</table>
# Arts Integrated Lesson Plan

**Earth: Divided and Connected**

**Name:** Mr. Wesley H. Thornton  
**School:** Martin Behrman Charter School  
**Grade:** 5th

**Content Area:** Science  
**Arts Discipline:** Theatre

## For the ARTS content

<table>
<thead>
<tr>
<th>Objectives/Standards:</th>
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<tbody>
<tr>
<td>Utilizing tableau, and pantomime to show Lithosphere, Hydrosphere, Biosphere, and Atmosphere.</td>
<td></td>
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</tr>
<tr>
<td>TH 1.5--Identify physical qualities that might reveal a character's inner traits</td>
<td></td>
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<tr>
<td>TH 3.1--Revise and Improve an improvised or scripted drama/theatre work through repetition and self-review</td>
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<tr>
<td>Exchange ideas with others (share and listen) while brainstorming and defining elements of drama and theatre</td>
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<tr>
<td>Demonstrate supportive and constructive behaviors, when creating, viewing, or listening to tableaus, improvisations, and scripted, drama/theatre works</td>
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</tbody>
</table>

### Assessment:
- Volunteer ideas, answer questions during debrief/reflections
- Participate and cooperate during group work
- Offer respectful verbal analysis, and written critiques of drama/theatre art work
- Create tableau

## For the ACADEMIC content

<table>
<thead>
<tr>
<th>Objectives/CCSS:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS-M-A11-- Identify the components of the hydrosphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESS-M-A11-- Identify the atmosphere as a mixture of gases, water vapor, and particulate matter</td>
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</tr>
</tbody>
</table>

### Assessment:
- Volunteer ideas, answer questions during debrief/reflections
- Offer respectful verbal analysis, and written critiques of drama/theatre art work
- Create tableau
- Students will physically demonstrate that Earth is made up of four distinct, yet connected spheres. They will personify unique aspects commonly found in each.

## Vocabulary:
- Tableau
- Improvisation
- Pantomime
- Characters

## Resources (materials, literature, supplies, etc.)

Interactive Science Book Ch. 8 Lesson 1, Complete study guide which entails information on Earth's spheres

## Background Info/ Prior Knowledge:
- What does each prefix mean? (i.e.: litho-, atmo-, hydro-, bio-)
- What is pantomime, improvisation, and tableau?
Introduction:
Physical warm-up
Vocal warm-up
Discussion of science concepts
Discussion of Tableau

Learning Activity:
- Teacher leads discussion on Earth's main spheres. T-identifies qualities and attributes for each sphere. T/A: large newsprint is divided into four quadrants with four sphere titles. T-divides students into four groups. Each group is asked to create a pantomime or tableau depicting one of the spheres. T and T/A walk around and answer questions. Share: T/A tells students that after each group shares they are to place one post it note within the quadrant of the sphere they think the group depicted. 1,2,3, Action. Processing: Why did you select that quadrant? What did you see/observe? What drama strategy did they employ?

Closing: What was easy/difficult? How did you decide what sphere to enact?

Reflection: What went well? What changes will you make next time you teach this lesson?

The students found very unique ways to display their knowledge about Earth's sphere's using drama techniques. Next time I would like the students to use all of the drama techniques while displaying their knowledge. This time the students got to choose which drama technique they wanted to display. I believe using all three techniques would benefit them greatly by challenging them to apply their knowledge at different depths.
### Arts Integrated Lesson Plan

**Page to Stage with Joey Pigza**

**Name:** Alison D. Riley  
**School:** Martin Behrman Charter School  
**Grade:** 5th

**Content Area:** ELA  
**Arts Discipline:** Theater

---

#### For the ARTS content

**Objectives/Standards:**
- **TH 1.5** Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.
- **TH 2.5** Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
- **TH 3.1** Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.

- Exchange ideas with others (share and listen) while brainstorming and defining elements of drama/theatre.
- Demonstrate supportive and constructive behaviors when creating, viewing, or listening to tableaus, improvisations, and scripted drama/theatre works.

#### For the ACADEMIC content

**Objectives/CCSS:**
- **RF 5.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF 5.2** Determine a theme of a story from details in the text, including how characters in a story or drama respond to challenges; summarize the text.
- **RI 5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Practice Participation, Cooperation, and Active Listening
- Read on-level text, quote accurately from text, and compare and contrast two or more characters.

**Assessment:**
- Volunteer ideas, answer questions during debrief/reflection
- Participate and cooperate during group work
- Offer respectful verbal analysis, and written critiques of drama/theatre art work.
- Create Tableau

**Vocabulary:**
- Tableau
- Emotions

**Resources:**
- The novel: *Joey Pigza Swallowed the Key*

**Background Info/ Prior Knowledge:**
- What is ADHD?  
- How do students with ADHD and no medicine behave?  
- How does this behavior affect other students in the classroom?
Introduction:
Physical Warm-Up
Vocal Warm-Up
Discussion of the novel ... summary of the chapters
Discussion of Tableau

Learning Activity:
Full discussion of chapter ... What did Joey do? How was he feeling? What was the teacher feeling? How did Joey’s behavior affect the students in the classroom?
Create frozen pictures depicting the emotions of the characters during this chapter.

Closing:
Review what tableau is. Write a brief essay explaining how Joey’s having ADHD and his actions affected him, Maria, the teacher and the other students.

Reflection:  What went well?  What changes will you make next time you teach this lesson?
This lesson went well. The students really demonstrated a grasp of the emotional impact Joey’s behavior had not only on him, but on the other characters, as well. This showed the challenges the characters faced, as well as the interaction between the characters.
### Arts Integrated Lesson Plan

**Frozen Poetry**

**Name:** Tasha Kane  
**School:** ARISE  
**Grade:** 5th - 8th (SPED)

**Content Area ELA**  
**Arts Discipline:** Theatre

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>• Identify Tableau</td>
<td>• Identify simile and metaphor</td>
</tr>
<tr>
<td>• Identify character in tableau</td>
<td>• Identify Imagery</td>
</tr>
<tr>
<td>• Make connections between the arts and content areas and their own lives</td>
<td>• Identifying literary devices such as descriptive language, imagery, personification, simile and metaphor.</td>
</tr>
<tr>
<td>• Apply text analysis to create a work of art</td>
<td>• Explain how the use of literary devices contributes to the poems overall meaning.</td>
</tr>
<tr>
<td>• Create tableaus that tell a story</td>
<td>• Students write their own poems about Mardi Gras</td>
</tr>
<tr>
<td>• Engage the body fully in a tableau</td>
<td>• Students stand and deliver their poems to the rest of the class.</td>
</tr>
</tbody>
</table>

**Assessment:** To demonstrate understanding, students will...
1. Be able to make a tableau when asked.
2. Be able to adjust a tableau to tell a story by changing the position of actors to make clearer characters to tell a story.

**Assessment:** To demonstrate understanding, students will...
1. Understand the difference between simile and metaphor and be able to use it in their own original poem.
2. Understand what imagery is and be able to use this literary devise in their own original poem.

**Vocabulary:**
- Tableau
- Metaphor
- Simile
- Imagery

**Resources:**
Gary Soto’s “Neighborhood odes”

**Background Info/ Prior Knowledge:**
Poetry, rhyme, stanza, lines. Students will be reading Gary Soto poems and identifying literary devices such as metaphor, simile, imagery and how that contributes to the overall meaning of the poem.

**Introduction:**
*Essential Question: How can imagery, simile & metaphor be brought to life through a still picture? What is tableau? How can our tableaus have clear characters, tell a story and hold engagement in the body?*

What is tableau? Select four students in the front of the room, give them 15 seconds to create a car with their bodies, a bridge, a helicopter

**Learning Activity:**
Choose an image from one of the poems and ask another four volunteers to come up and create the image from the poem. What are the actors doing with their bodies? Where are their eyes focusing? How does the picture tell a story? Are there characters? Who are they in the story? If you have time choose another image from one of the poems.
| **Main Activity:** Students read "(choose any poem from book)" and identify figurative language. Act out 2-3 using tableau |
|**Closing:** What is a simile? What is a metaphor? What are the elements of a strong tableau? |
|**Reflection:** What went well? What changes will you make next time you teach this lesson? |

Make sure to give the actors plenty of space. They can interact but should not touch. Stress and practice a few times that tableaus do not move.
**Arts Integrated Lesson Plan**

“I want” a Cleaner Earth (day) Posters

Name: Kelly O’Hara  
School: Langston Hughes Academy  
Grade: 5-8 SPED

Content Area: Language Arts, Science  
Arts Discipline: Visual

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>• Students will act out one way to help the environment.</td>
<td>• Students will make inferences about the message Dr. Seuss was trying to send through The Lorax. Students must use details from the book to support these inferences.</td>
</tr>
<tr>
<td>• Students will create an “I want” poster to artistically express a change they want to personally make to protect the environment or something they would like to see other people do to protect the environment.</td>
<td>• Students will gain an understanding of what Earth Day is, and when/why/and by whom it was started.</td>
</tr>
<tr>
<td>• Students will identify the connection between Earth Day and how it relates to the theme of the Lorax.</td>
<td>• Students will generate a list of possible activities they can do to protect the earth.</td>
</tr>
</tbody>
</table>

**Assessment:**

“I Want” Posters

**Assessment:**

The assessment for this lesson comes in the form of the writing piece where students are asked to explain the connection between Earth Day and the message of *The Lorax*. This assessment measures the third learning objective of this lesson.

**Vocabulary:**

- Environment

**Vocabulary:**

- Earth
- Protect
- Inferences

**Resources (materials, literature, supplies, etc.)**

- Book: Dr. Seuss’s *The Lorax*
- Promethean Board
- Youtube video *Give Earth a Hand* ([http://www.youtube.com/watch?v=Ep9MFiWXR8M](http://www.youtube.com/watch?v=Ep9MFiWXR8M))
- Youtube video *Earth Day Is April 22, 2016* ([http://www.youtube.com/watch?v=XUgxuUw_lGg](http://www.youtube.com/watch?v=XUgxuUw_lGg))
- Student worksheet (see attached)
- Pen/pencils
- Black 8 x11 construction paper & Larger Colorful Construction paper
- Glue Sticks
- Oil Pastels

**Essential Questions**
What is the purpose of Earth Day?
What message was Dr. Seuss trying to send in *The Lorax*?
How does the theme of *The Lorax* relate to Earth Day?
What can you do to protect the environment?

**Background Info/ Prior Knowledge:**
Ask students to raise their hand if they spent any time outside over the weekend. Then ask students to keep their hands raised if they could picture being outside (in the park, their yard or wherever they were) in an area with zero trees. Call on a student with their hand raised and ask them what they think could have caused the destruction of all the trees. Brainstorm as a class, a list of ways these trees could have been destroyed.

*Predicted Student Responses:* Some will raise their hand that they had spent time outside, and students will predict that cutting down too many trees could have caused a world with no trees. Some students may argue that there would never be a world with no trees because people wouldn’t allow that to happen. Some might say that it is possible, given what they already know about our impact on the environment.

**Introduction:**
After hearing student responses and clarifying major misunderstandings, Teacher will say “These are all great ideas, the reason we are talking about this is that Earth Day is coming up soon, on April 22, so it’s important to start thinking about the impact we have on the environment. I’m going to read aloud Dr. Seuss’s *The Lorax*. Some of you may have read this before, or seen the movie. If you have just please sit back and listen carefully for some details that you might not have noticed before. I would like everyone to think about the message Dr. Seuss is trying to send through this book. Listen for key details that support the theme/message you think he is trying to send.

**Learning Activity:**
**Day 1**
- Read Dr. Seuss’s *The Lorax* with proper pacing, tone and intonation. Show the pictures on each page (approximately 10 minutes)
- Hand out student packets for *The Lorax/Earth Day lesson*.
- Go through the first 5 questions relating to the who, what, when, where, and why of this story: Read each question aloud, and give students time to write answers and call on students to share their answers (approximately 5 minutes).

- Ask students to write down what they identified as the theme (or moral) of *The Lorax*. Allow 3-4 minutes for students to write a brief sentence describing the theme. Ask 2 students to share their responses and record them on the Promethean Board. Ask students to volunteer the details from the story that support this as the theme (5-7 minutes).

Transition to a discussion about Earth Day
*Okay, so like we talked about before, Earth Day is coming up on April 22. What do you know about Earth Day?* Ask 3 students to identify something they know about Earth Day (what it is, how people celebrate it, its purpose etc.) Students record these responses in their KWL chart in the K column. Next, the teacher will
identify something she wants to know about Earth Day “I want to know how each of us can make a difference this Earth Day. I want to know some of the things we could do to protect the earth. I also want to know what you think the connection is between Earth Day and the theme of The Lorax.” (**Essential Questions)

Students watch video that contains facts about Earth Day, such as when it was started, why it started, what people do to celebrate Earth Day and why it is important. (http://www.youtube.com/watch?v=XUgxuUw_JGg) Students are instructed to write down 3 things they learned about Earth Day in the L column (15 minutes)

Day 2

Greeting/Activity: Students stand in a circle – Teacher models today’s greeting – students say their name, and something that starts with the same letter as their name that is also found in nature. For example “Ms. O’Hara – orange tree” “Peter – plant” “Tommy – tree”

-Teacher models today’s activity – “What are you doing” – One person starts by acting out something they can do to help the earth, recycling, turning off the lights, etc. The person who wants to go next says “Hey, what are you doing?” And the person who was acting out first says something else that can be done to help the earth, then the second person takes over acting that out. Continue until all scholars who want to participate have acted something out.

Introduction (approximate time 5-7 minutes).

-Teacher: Ask students to share what they came up with about the connection between the message of The Lorax and the purpose of Earth Day.

-Predicted Student Responses: Students will share that Earth Day is intended to raise awareness about the importance of protecting the earth and its resources. They will say that this is important so that we don’t end up in a situation like the one in The Lorax, where people lived in a world with no trees, animals lost their homes, the air was polluted, etc.

Teacher-Comments on student responses: I like how you saw the connections between the message of the text and Earth Day. Everyone turn back to their KWL chart, let’s look at the W column again. Today we’re going to think more about this, what can we do to protect the earth, think about this while we watch this video play YouTube video: (http://www.youtube.com/watch?v=Ep9MFtWXR8M)

Lesson Body (approximately 35 minutes)

- Ask for students to share their opinion of the video & any big ideas that they took away from it. After students have responded the teacher will share the message that she got out of the video & note similarities between the targeted message (below) and the responses students have shared.

- Teacher explicitly states the message behind this video: “So after watching this, many of you probably got the impression that we have to do something personally, as individuals in order to make a change. The video uses the phrase “I want..” they’re trying to stress the importance of people taking individual responsibility to protect the earth. I want you to start thinking about some things you can do to protect the earth. Based on what you already know about environmental protection, write down 2-3 things in your packet that you can personally do to protect the environment.

Now that you’ve generated some of your own ideas, we’re going to look at what else we can do.

- Promethean Board Activity: Students move pictures of bottles, cans, etc on the board into a recycle bin. Under each picture is an environmental step they can take to protect the earth. Students come up 1 by 1 to move a picture over and select on of their classmates to come up next and move a picture over.

-Teacher: Now that we have identified all of these things we could do to protect the earth, you are going to create “I want posters” to identify one thing you could do to protect the earth, or one thing you want to see other people do to protect the earth.

- Teacher demonstrates how to make the poster using black construction paper and oil pastels. Model blending colors together and layering colors to create a picture that looks like it is made out of paint. Teacher shows an already completed example of a traced hand in the center of the page (that resembles the
video) drawn along with a reusable water bottle. The teacher will then explain that after the picture is drawn on the black paper, it will be glued to the backing paper where the “I want” saying will be written.

Art Instructions:
1. Decide what you want your “I want” poster to say, think about the different things we have been talking about. Again, the poster can either be something you want to personally do, or a message you want to send to other people.
2. Once you’ve finished your picture, write your “I want” saying on the larger paper and glue the black paper to it.

Conclusion/Closing: Gallery walk.

-If time/lesson extension:
Students will write a short letter to the principal explaining why their poster should be hung up around the school. They must incorporate a reason for why their “I want statement” is important as well as the consequences of what could happen if the environment is not protected.

-Differentiation Procedures:
-For all writing activities, scribe for scholars with this accommodation.
-Additional time for writing activity, repeated directions and graphic (web) organizer for all writing activities.
<table>
<thead>
<tr>
<th>Who is in the story?</th>
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<tr>
<th>What are the actions of characters in the story?</th>
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<tr>
<td>What impact do these actions have?</td>
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<table>
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<tr>
<th>Where does the story take place?</th>
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<tr>
<td>Use a few adjectives to describe the setting.</td>
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<table>
<thead>
<tr>
<th>When does the story take place? Past, present, future?</th>
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<table>
<thead>
<tr>
<th>What is the Moral of the story?</th>
<th>Moral:</th>
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<tbody>
<tr>
<td>KNOW</td>
<td>WANT TO KNOW</td>
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### Arts Integrated Lesson Plan

**Fabulous Fables-Writing with Personification!**

Name: Joseph Tate  School: Langston Hughes Academy  Grade: SPED

Content Area: ELA  Arts Discipline: Theatre

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
</tr>
<tr>
<td>- Apply elements, techniques, technologies, tools and principles to create a work of art that expresses an idea.</td>
<td>- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
</tr>
<tr>
<td>- Collaborate to create an art work.</td>
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<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>Students will be assessed by demonstrating the elements of a fable through a live in class performance of a student written fable. e.g. moral, personification, etc. (see learning activity below)</td>
<td>Students will be assessed by the ways they incorporate the elements of a fable into a written response (look for a moral, characters that are not human, personification)</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td>- Moral- a lesson the author wants you to learn</td>
<td>- Moral- a lesson the author wants you to learn</td>
</tr>
<tr>
<td>- Personification- giving human characteristics and features to animals</td>
<td>- Personification- giving human characteristics and features to animals</td>
</tr>
<tr>
<td>- Fable- a story that teaches the reader a lesson</td>
<td>- Fable- a story that teaches the reader a lesson</td>
</tr>
<tr>
<td><strong>Resources (materials, literature, supplies, etc.)</strong></td>
<td><strong>Resources (materials, literature, supplies, etc.)</strong></td>
</tr>
<tr>
<td>- Lined paper</td>
<td>- Lined paper</td>
</tr>
<tr>
<td>- Pencil</td>
<td>- Pencil</td>
</tr>
<tr>
<td>- Copy of a fable to use as a guide while writing</td>
<td>- Copy of a fable to use as a guide while writing</td>
</tr>
<tr>
<td><strong>Background Info/ Prior Knowledge:</strong></td>
<td><strong>Background Info/ Prior Knowledge:</strong></td>
</tr>
<tr>
<td>Students have been learning about fables and have read several fables in class, such as “The Boy Who Cried Wolf”, “The Ant and the Grasshopper”, and “The Tortoise and the Hare.” Students know the meaning of personification and know how to find the moral in a story. Students have also performed portions of the fables as a class during our arts integration block.</td>
<td>Students have been learning about fables and have read several fables in class, such as “The Boy Who Cried Wolf”, “The Ant and the Grasshopper”, and “The Tortoise and the Hare.” Students know the meaning of personification and know how to find the moral in a story. Students have also performed portions of the fables as a class during our arts integration block.</td>
</tr>
<tr>
<td><strong>Introduction:</strong></td>
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<tr>
<td>Review the elements of a fable with the class (moral, personification). Have students think about the fables we have read in class. Refer students to the fables anchor chart posted in the room. Have students volunteer to give a brief synopsis of one of the fables we have read in class, and have the student explain what the moral of that fable is. (e.g.- “Lion and the Mouse”- always be kind, “The Boy Who Cried Wolf”-no one believes a liar, even when you tell the truth, “The Ant</td>
<td></td>
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</tbody>
</table>
and the Grasshopper”-Work hard and plan ahead, “The Tortoise and the Hare”- slow and steady wins the race, “The Fox and the Crow”- flatterers make you feel good but will take something from you every time.)

Learning Activity:
(This activity will take two to three days)
1) Quickly re-read a fable with the class, making note of the characters, the personification, and the moral.
2) After reviewing the elements of the fable, explain to students that they will now be writing their own fable with a partner.
3) Assign students a partner or allow them to pick a preferred partner.
4) Show students a graphic organizer on the Promethean board or using the ELMO. On the organizer, students will write a title for their fable, the moral they would like to write about, and the characters they will write about.
5) Model the steps from Step 4-creating a moral, a title, and characters.
6) Tell students that they can write about one of the morals we have already discussed in class, or they can create their own moral to write about.
7) Allow students to begin writing with their partner. Walk around the room and monitor the writing process. Assist students with creating a moral and characters as needed.
8) Once graphic organizers are filled out, model the writing process on the Promethean board or using the ELMO. Show students that the story needs a beginning, a middle, and an end. Also, show students where to state the moral of the story (typically at the end of a fable).
9) Allow students to begin writing with their partner. Walk around the room. Conference with students as they write. Help students edit their work as they write. This process may take several days to complete.
10) Once all students have completed writing their fable, students will act out the fable for the class. Allow the students one class period to rehearse before presenting to the class. During the rehearsal, walk around the room. Conference with each group as they practice. Help students edit when needed.
11) Students will present their fables to the class during a period set aside for performance.

Closing:
Review the elements of a fable with the students. Students will state the morals of the fables their classmates created.

Reflection: What went well? What changes will you make next time you teach this lesson?
Students loved writing their own fables and performing their own fables in front of the class. Next time, however, I would do the writing portion with larger groups, ensuring that each group had a strong writer in the group. Several of the groups had difficulty with the writing process since both members had writing challenges.
Describe what will happen in your story:

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________.

The title of my story will be:

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________.

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## Arts Integrated Lesson Plan

**Summarizing with Scenes: Using Tableau to Explore Plot**

Name: Kevin Ward  
School: MCPA  
Grade: 6

Content Area: ELA  
Arts Discipline: Theatre

<table>
<thead>
<tr>
<th>For the ARTS content</th>
<th>For the ACADEMIC content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Objectives/CCSS:</strong></td>
</tr>
<tr>
<td>• I CAN, using tableau, accurately recreate a key event from a story.</td>
<td>• I CAN identify and explain the purpose of key events in a story’s plot. 6RL3</td>
</tr>
<tr>
<td>• I CAN work as a group to create a theatrical representation of written work.</td>
<td>• I CAN summarize the plot of story. 6RL2</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>Scholars will be scored on their ability to accurately represent their chosen scene, their professionalism during their performance, and their ability to be an active audience member (making constructive critiques, analyzing performances, and respecting the performers).</td>
<td>Scholars will be scored on the correct choice of a key event from the novel from a variety of scenes offered as possibilities. Scholars will write a summary of the</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td>• Tableau</td>
<td>• Plot</td>
</tr>
<tr>
<td>• Audience Awareness</td>
<td>• Exposition</td>
</tr>
<tr>
<td>• Props</td>
<td>• Rising Action</td>
</tr>
<tr>
<td></td>
<td>• Climax</td>
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<tr>
<td></td>
<td>• Falling Action</td>
</tr>
<tr>
<td></td>
<td>• Resolution</td>
</tr>
<tr>
<td></td>
<td>• Conflict</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
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</tr>
<tr>
<td>NOVEL or SHORT STORY (will help if it has been read previous to lesson day; for my lesson, my students have been reading The House of The Scorpion by Nancy Farmer)</td>
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<tr>
<td><strong>Background Info/ Prior Knowledge:</strong></td>
<td></td>
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<tr>
<td>Students will need to know and be comfortable with the vocabulary above. As mentioned it is also helpful if the scholars have completed the reading prior to the day’s work, but not entirely necessary if it is a short story. It is also beneficial, though not necessary, if students are familiar with tableau and the requirements for it.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TIME NEEDED FOR ALL PARTS WILL VARY BASED ON STUDENT COMFORT WITH EACH ASPECT OF LESSON.</strong></td>
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</table>
To begin, make sure students know the objective of the lesson (above). Once everyone knows the goals, review the parts of a plot and what is meant by a key plot event. Next, begin a discussion about the reading and have students generate a list of what they think are key events of the story. DON’T say if they are wrong or right; this is just brainstorming. Record their responses on the board or chart paper.

Next, have each individual student choose three events from the generated list that they think are KEY events to the plot. For extra points they can also state which part of the plot they events are connected to.

Before diving into the learning activity introduce that you will be doing tableau and model one for the students with their help. Choose a scene, ask scholars for advice on how you should show it with your body and face.

**Learning Activity:**
Scholars will then get into small groups of 2-4. In these groups they will vote on which key event to choose from. If you are worried about scholars choosing wrong events or events they may be overly challenging for students unfamiliar with tableau then you can modify this by providing a list of three to five key events to choose from. Scholars will then determine the best way to create a tableau (frozen scene) for the key event that they choose. They should consider the facial expressions of the characters to indicate emotions, the body position for each character, and the gestures they should make to indicate character action and/or emotion. Scholars must also be able to describe why the scene is a key event to the plot.

Once groups are ready, they will perform the scene for the class. Prior to performance, inform audience of their expectations:
1. Respect the performers by being quiet during the performance and paying attention.
2. Applaud or snap at conclusion of performance.
3. Be prepared to state what event the actors demonstrated and why it is important. Groups then perform their tableau.

At the end of each performance, ask the audience to identify and describe the importance of the event. Finally, a spokesperson from the group will tell the audience if they are right or wrong and add to the description of the event and its importance. Repeat for all groups.

*HELPFUL VIDEOS IF YOU OR YOUR STUDENTS ARE UNFAMILIAR WITH TABLEAU:*
- [https://www.youtube.com/watch?v=B89ZxL0kv5M](https://www.youtube.com/watch?v=B89ZxL0kv5M)
- [https://www.youtube.com/watch?v=Nlxw9qflKxk&ebc=ANyPxFowSwGwHRaU7ctOq93xot7zcgSVvxz5pGzdDT98mlfe8-s-XYoOloDjllJHx9bidee9ODfyGJ_wJnY1hdDzobXu6QCA](https://www.youtube.com/watch?v=Nlxw9qflKxk&ebc=ANyPxFowSwGwHRaU7ctOq93xot7zcgSVvxz5pGzdDT98mlfe8-s-XYoOloDjllJHx9bidee9ODfyGJ_wJnY1hdDzobXu6QCA)

**Closing:**
After the performances each students should summarize one of the key events in a short paragraph. They should describe the event, why it is important to plot and list the part of the plot it is connected to.
# Arts Integrated Lesson Plan

**Writing Equations from Real World Scenarios**

<table>
<thead>
<tr>
<th>Name: Christina Viscelli</th>
<th>School: MCPA</th>
<th>Grade: 6th</th>
<th>Content Area: Math</th>
<th>Arts Discipline: Theatre</th>
</tr>
</thead>
</table>

### For the ARTS content

**Objectives/Standards:**
SWBAT create given circumstances using math problems.

**H:Cr1.1.4a.** Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

### For the ACADEMIC content

**Objectives/CCSS:**
SWBAT write expressions and equations to represent various real-world situations using a variable to represent the unknown.

**CCSS.MATH.CONTENT.6.EE.B.6**
Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

### Assessment:

**For the ARTS content:**
On exit tickets, students must fill in given circumstances based on given word problem and monologue.

A teacher spent $54 on n notebooks. If each notebook costs $3.25, write an equation that could be used to determine how many notebooks the teacher bought.

“Students, I’ve just purchased these notebooks for our class. I spent $54 of my own money so you need to take care of them. Yes, Tracey? Each notebook cost $3.25. Really, Tracey? You want me to say that quicker? Fine, ___________. Can I continue with class now?”

**For the ACADEMIC content:**
On exit tickets, students must fill in the correct equation into the monologue associated with the following word problem:

A teacher spent $54 on n notebooks. If each notebook costs $3.25, write an equation that could be used to determine how many notebooks the teacher bought.

“Students, I’ve just purchased these notebooks for our class. I spent $54 of my own money so you need to take care of them. Yes, Tracey? Each notebook cost $3.25. Really, Tracey? You want me to say that quicker? Fine, ___________. Can I continue with class now?”

### Given Circumstances

Who am I? __________________________________________
Where am I? __________________________________________
Doing what? __________________________________________
The numbers I know: ____________________________________
The math I want to figure out: ____________________________
Why I need to figure it out: _____________________________
Vocabulary:
• **Given circumstances**: the environmental conditions which influence the actions that a character in a drama undertakes

Vocabulary:
• **Variable**: A symbol that represents an unknown number.
• **Equation**: A mathematical sentence that has two sides separated by an equal sign

Resources (materials, literature, supplies, etc.)
N/A

Background Info/ Prior Knowledge:
• Variables represent an unknown number, and when in an equation or inequality, can be determined by using inverse operations or substitution
• You can write an expression or equation from a real-world problem by using math vocabulary, key words, and operation concepts.

Introduction:
Teacher introduces model problem and associated monologue:
**Example 1:**
Each pizza costs 8.50 and we spent 42.50 on n pizzas. Write an equation that could be used to calculate how many pizzas we ordered.

Monologue:
(looking at a receipt) Hold up, y’all! A pizza cost $8.50 and we spent $42.50?? (confused) Mannn, how many pizzas did we buy? (looks at them annoyed) Really? That’s too many words? Fine, I’ll say it quicker: 42.5=8.5n. (Sarcastically) Is that quick enough for you?

Teacher shows how s/he created given circumstances from the math problem by answering the following questions. Teacher can then create monologue based on the given circumstances from the math problem.

Who am I? Customer named Paul
Where am I? Mid City Pizza
Doing what? Looking at the bill
The numbers I know: We spent $42.50 total on pizzas. Each pizza costs $8.50
The math I want to figure out: How many pizzas did we buy?
Why I need to figure it out: To see how much we ate and why our bill is so high.

Learning Activity:
**PART I:**
Students are given the following word problem and must create their own given circumstances based on the information in the problem. Students can work in pairs, individually, or as a whole class to complete the given circumstances.
	Mike ate 10 hamburgers out of m hamburgers and was left with 5 hamburgers. Write an equation that can be used to calculate m, the number of hamburgers Mike started with.

**Given Circumstances**
Who am I? __________________________________________
Where am I? __________________________________________
Doing what? ___________________________________________
The numbers I know: ____________________________________
The math I want to figure out: _____________________________?
Why I need to figure it out: _____________________________
Students are given the following monologue based on the math problem. They must fill in the math according to the information in the word problem.

(holding stomach) Ohhh, I feel sick. (counting hamburger wrappers) Wow, I ate ____ hamburgers?! (turns to someone else) Stop complaining. We still have ____ hamburgers left. Wait, how many hamburgers did we start out with? (rolls eyes) Fine, I’ll say it in a quick equation: ______________. (Sarcastically) Is that quick enough for you?

PART II:

Students are given the following word problem. They must create their given circumstances based on the information in the problem. Early finishers can create their own monologue (including stage directions) based on their given circumstances. Their monologues must include an equation to represent the word problem.

A student purchased 7 binders for a total of $8.61. Write an equation that can be used to find the cost of each binder, n, in dollars.

Given Circumstances
Who am I? __________________________________________
Where am I? __________________________________________
Doing what? ____________________________________________
The numbers I know: _____________________________________
The math I want to figure out: _____________________________?
Why I need to figure it out: ____________________________________________________________________________

Monologue:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Closing:
Student volunteers perform their monologues representing the math problem. If a student has written a monologue but does not want to perform, they can give their monologue to another student or the teacher to perform.

Reflection: What went well? What changes will you make next time you teach this lesson?
It helped having the students fill in the numbers for the monologue in PART I of the learning activity. In previous lessons, students’ focus on stage directions and given circumstances took too much focus away from the math they needed to learn. In the future, I would have more example problems where students need to fill in both the correct math and given circumstances or stage directions.
### Arts Integrated Lesson Plan

**Designing a Newtonian Car!**

<table>
<thead>
<tr>
<th>Name: Natalie Rutsch</th>
<th>School: Andrew H. Wilson</th>
<th>Grade: 6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area: Science</td>
<td>Arts Discipline: Visual</td>
<td></td>
</tr>
</tbody>
</table>

#### For the ARTS content

**Objectives/Standards:**
- Collaborate to create an art work.
- Problem solve using multiple approaches.

#### For the ACADEMIC content

**Objectives:**
- Describe and demonstrate that friction is a force that acts whenever two surfaces or objects move past one another.
- Demonstrate that an object will remain at rest or move at a constant speed and in a straight line if it is not subjected to an unbalanced force.
- Identify forces acting on all objects.

**Assessment:**
Work effectively with a partner to create a car out of recycled materials that can successfully move when pushed.

**Assessment:**
Respond to a reflective question verbally and in writing to demonstrate understanding of:
- Identify forces acting on the cars.
- How friction impacts the movement of the cars.
- How the mass of the cars impacts how far they can travel.
- Explain how the concept of inertia relates to the cars.

**Vocabulary:**
wheel, axle, collaborate, recycled materials, design-think

**Vocabulary:**
force, mass, acceleration, friction, applied force, gravity, normal force, Newton’s Laws, inertia, F=MA.

#### Resources:
This project has a lot of possibilities for materials. With an older group, you could provide a variety of recycled materials and let the kids loose to explore. We chose to give the students more structure, so we designed a base for every car with wheel options. The students then built their car’s bodies up using their own imaginations. The bases required a “hashtag” made of cut up wooden skewers and popsicle sticks. These would form the wheel axles. The wheels were made from a mint Lifesaver candy (the easiest option) or b. metal washers (the harder option). Students were also all provided with cut up straws to use to surround the wheels and keep them on the axles. Every group got tape in scissors. After that, the materials were everything from cardboard boxes to plastic bottles, aluminum foil to yarn. I put out all my left over project/lab materials as well as recyclables and let the students get creative.

#### Background Info/ Prior Knowledge:
We did this project as the culminating activity of a week learning about forces and Newton’s Laws. You could adapt it to teach about velocity, acceleration, or any other number of physical concepts science as well. Students should already know what Newton’s first two laws state, what forces/types of forces are, and how friction works.

#### Introduction:
We started the class by reviewing our weekly content; forces and Newton’s law. We paid particular attention to the second law F=MA and reviewed the terms friction and inertia. You could stretch the introductory activity significantly if you’re teaching this project over multiple classes, but with 90 minutes to get “rolling” I kept my opening words brief.

My teaching artist introduced our task and then led the students in several image studies. She showed them several types of vehicles—a racing bike, a tank, an old-fashioned car, etc. She introduced design thinking and had the students study the images and share out about how each vehicle was constructed for its...
Learning Activity:
The students got into their groups and received the base/wheel materials. After receiving the arts’ classroom rules, they got directions for the procedure to design the base of the car. They created their bases (see pictures included below). The students then began their creation process. They had to figure out how to keep the wheels on the cars. They had to create a streamlined vehicle that considered physical laws (especially F=MA) as well as concepts of friction and inertia. They were able to come up one at a time to select recyclable materials. They spent about 30-40 minutes creating, testing, and recreating.

Closing:
The activity ends with discussion of all cars (effective and ineffective) and a written discussion. Time permitting a distance contest is a great way to figure out which designs worked better than others. We had to do that at the beginning of the next class due to time. Ask students what elements effective cars shared and make sure they relate them to physics concepts. Do the same with ineffective elements.

Reflection: What went well? What changes will you make next time you teach this lesson?
I think I would stretch this lesson out over two full classes. It was an amazing project; even my most challenging students were so focused on it! I think the reflection/ connection to content got lost when the project was squished into one class and 10 minutes the following day. I would give this project more breathing room because the students really loved it and excelled!
## Arts Integrated Lesson Plan

**Monologue Mania: Depicting Dystopian and Utopian Characters**

**Teacher:** Brittany T. Epps  
**Teaching Artist:** Zeb Hollins  
**School:** Martin Behrman Charter School  
**Grade:** 7th

### Content Area

**English Language Arts**

### Arts Discipline

**Drama/Theatre**

---

### For the ARTS content

#### Objectives/Standards:

**TH: Cr3.1.7** Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised, improvised, or scripted drama/theatre work.

**TH: Cr2-7** Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge and historical and cultural context.

**TH: Cr4.1.7** Consider various staging choices to enhance the story in a drama/theatre work.

Exchange ideas with others (share and listen) about drama/theatre, literary works.

Give appropriate and meaningful feedback to other artists, including praise and compliments when viewing tableaus, pictures to life, and improvisations.

#### Assessment:

- Students will participate in brainstorming, defining terms, identify elements of drama/theatre, and literary works.

### For the ACADEMIC content

#### Objectives/CCSS:

**CCSS.ELA-LITERACY.W.7.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.7.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.3**

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**CCSS.ELA-LITERACY.RL.7.6**

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### Assessment:

Students will engage in the brainstorming and drafting process to create monologues.
- Students will have a working monologue of their utopian or dystopian character/setting.
- Students will view and respond to visual performance of monologues.

<table>
<thead>
<tr>
<th>Students will show evidence of utopia/dystopia understanding by using key elements in their writing and/or while performing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will submit finalized monologue.</td>
</tr>
</tbody>
</table>

**Vocabulary:**
- Improvisation
- Monologue
- Freeze
- Action
- Warm-up
- Conflict
- Character

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dystopia</td>
</tr>
<tr>
<td>Utopia</td>
</tr>
<tr>
<td>Society</td>
</tr>
<tr>
<td>Brainstorm</td>
</tr>
<tr>
<td>Edit</td>
</tr>
<tr>
<td>Revise</td>
</tr>
<tr>
<td>Final Draft</td>
</tr>
<tr>
<td>Character</td>
</tr>
<tr>
<td>Setting</td>
</tr>
<tr>
<td>Conflict</td>
</tr>
</tbody>
</table>

**Resources (materials, literature, supplies, etc.):**
- Pencil
- Paper

**Background Info/ Prior Knowledge:**
Students spent weeks engaged in dystopian and utopian societies in literature. Students analyzed the elements, characteristics and themes found in the two aforementioned societal types. Students made the connection between these fictional places and the real world. Students read “The Lottery” and began reading The Giver in order to see how narrators predict future worlds based on current societal issues. Students planned and visually (3-D, poster, short story, etc.) created their own utopian and dystopian societies.

**Introduction:**
After vocal and physical drama warm-ups led by the teaching artist, the teacher leads students in a review discussion about utopian and dystopian societies. Students discuss definitions, characteristics, opinions, real world connections, themes, etc.

Teaching artist then presents essential question: “How can we use monologues to present a dystopian or utopian society?”

Monologue is placed in the center of a bubble map on the board.

Teacher and teaching artist lead students in discussion about what a monologue is and what it should comprise, including: emotion, inflection, imagery, personality, conflict, hook, etc. Students compare and contrast monologue to dialogue. Students recall memoirs from previous lessons. Student conclusions fill the bubble map.
**Learning Activity:**

Students are asked to spend a moment deciding on which type of society (“where”) they wish to present. Next, students are asked to determine “who” they are (child, elder, teen, man, woman, etc.) and “what” is happening around them (war, poverty, election, lottery, etc.).

Once this decision is made, students spend 15-20 minutes on the brainstorm/first draft of their monologue. Teacher and teaching artist circulate the room to observe the free write and assist students in accomplishing the task.

After allotted time, teachers ask students what proved to be difficult and what proved to be easy during the brainstorm/draft process. Then, teachers ask for volunteers to present monologues. Individual students are chosen to perform. Each student is given a second take after advice from instructors. The peer audience gives praise after each performance. Student audience is asked to guess which society (dystopian or utopian) was presented. Student audience is also asked to present evidence that the particular society was showcased (i.e. what were the particular elements of dystopia/utopia presented?).

The number of presenters depends on available class time. Students are asked to hold onto their drafts as they will have to time to edit during the next class.

**Closing:**

Students spend time answering the essential question and discussing the overall experience. Teacher and teaching artist give closing remarks.

**Reflection: What went well? What changes will you make next time you teach this lesson?**

This was an excellent lesson! Students truly took time in creating their characters. Monologues in the ELA classroom can be a very effective strategy. Next time, I’m interested in seeing students bring more emotion and feeling to the characters.
**Arts Integrated Lesson Plan**

**Name:** April L. Thomas  
**School:** Mildred Osborne Charter School  
**Content:** Science  
**Grade:** 8th  
**Arts Discipline:** Visual

**For the ARTS content**

<table>
<thead>
<tr>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create artworks that demonstrate key concepts in the art form</td>
</tr>
<tr>
<td>• Use vocabulary and concepts correctly when reflecting, responding, explaining, or describing.</td>
</tr>
<tr>
<td>• Make connections between the arts and content areas and their own lives</td>
</tr>
</tbody>
</table>

**Vocabulary:**
- Color
- Space

**Resources:**
- Paper plate
- Crayons
- Markers
- Color pencils
- Glue

**Background Info/ Prior Knowledge:**
Students need to know that the earth is made up of layers. Each layer has specific purpose.

**Introduction:**
Students will be introduced to the different layers that make up the earth. They will be given specific information as it relates to the depth, description and size of each layer and how each layer plays a role in the make-up of the earth.

**Learning Activity:**
SWBAT construct a model of the earth showing the different layers of the earth in a 3D model using a paper plate.

**For the ACADEMIC content**

<table>
<thead>
<tr>
<th>Objectives/CCSS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and describe the four density layers of Earth (ESS-M-A1)</td>
</tr>
</tbody>
</table>

**Assessment:**
3D Model of the Earth’s layers

**Vocabulary:**
- Mantle
- Core (inner/outer)
- Crust
- Lithosphere
- Asthenosphere
<table>
<thead>
<tr>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A check for understanding will be done through a review and recap of the different layers. Students will complete an exit ticket in which they describe the layers of the earth giving detail to depth, size and purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection: What went well? What changes will you make next time you teach this lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td>After completing this lesson, I find that the students were actually able to connect with how the layers were formed and constructed their completed artwork to show the layers in an accurate depiction. I think I would try to use different materials next time such as an actual Styrofoam ball.</td>
</tr>
</tbody>
</table>
# Arts Integrated Lesson Plan

**Molding the Foundation of Earth!**

**Name:** Comeshia Hunt  
**School:** Andrew H. Wilson  
**Grade:** 8th

**Content Area:** Science  
**Arts Discipline:** Visual

<table>
<thead>
<tr>
<th>Standards:</th>
<th>Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA:Cr2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</td>
<td>Create a 3D model of Earth’s layers using modeling clay</td>
</tr>
<tr>
<td>VA:Pr5.1.8 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</td>
<td><strong>Grade Level Expectations: Earth and Space Science: Structure of Earth</strong></td>
</tr>
</tbody>
</table>
| VA:Re8.1.8 Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. | 8. Identify and describe the four density layers of Earth. (ESS-M-A1)  
9. Explain the historical development of the theories of plate tectonics, including continental drift and sea-floor spreading. (ESS-M-A2)  
18. Describe how sedimentary, igneous, and metamorphic rocks form and change in the rock cycle. (ESS-M-A6) |

**Assessment:** Collaborate to create an art work.  
**Assessment:** Cooperate in executing decision/plan.

**Vocabulary:**  
- Collaborate  
- Create  
- Convey  
- Modeling Clay  
- Inner core  
- Outer core  
- Mantle  
- Crust  
- Tectonic plate  
- Oceanic plates

**Resources:**  
Modeling clay of multiple colors (5), hard nonstick surface, content knowledge about the layers of the Earth's composition

**Background Info/ Prior Knowledge:**  
4 layers of the earth and their respective composition and roles in which the Earth is made of.

**Do Now [~15 min]**  
**I Do/We Do [25min]**  
- T: Introduces integrated Wednesday’s with Ms. M  
- TA: Ms. M introduces herself.  
- T: Introduces lesson for the day  
- T: Directions instruction on earth layers  
- T/TA: Following each layer explanation, Ms. M makes the clay model connection and shows what that layer looks like in clay and how its made.

**You Do [30min]: W/3rd period modification**
Task: Collaborate to create a 3D model of the planet earth by applying shape and color to represent each layer of earth.

  T: Clarifies group member responsibilities based on seat number.
  TA: Directs material distribution into key
  T: Jumps in to connect to science learning.
  #1> Select 10 pieces of iron to place in the inner core.
  #2> Select 3 iron and 10 nickel to place in outer core.
  #3> Select 1 iron, 5 yellow, 5 green, 5 blue and 4...? To place into the mantle
  #4> Place 10 green and 10 blue into crust.

  TA: Reviews what each number will do their clay
  T: Directs making.
  T/TA: Circulate to coach and instruct groups

  T: Communicates timeline for project closing
  TA: Slices each groups’ earth in half
  T: Leads Reflection on exposed layers (blank space provided on bottom of placemat).

Exit Ticket [10min]

Reflection:  What went well?  What changes will you make next time you teach this lesson?
The lesson was modified per the group of students and level of discussion of learning about the 4 layers. Also for the sake in time for one period different people were making multiple components at the same time instead of building on one other like in the other classes.
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Consuelo Garza Griffith Fund