KID smART Creative Schools are places where learning comes alive through the arts, where students transform information into insight and content into creativity.

WHAT
Partner with K-8 public schools to deliver arts integrated instruction that meets next generation academic standards.

WHY
Arts education helps students become more engaged and motivated to achieve academically.

HOW
KID smART embeds professional teaching artists in classrooms and increases the capacity of teachers and professional artists.

2018-2019 AXIS SCHOOLS:
Arthur Ashe Charter School
Benjamin Franklin Elementary
Edward Hynes Charter School
Esperanza Charter School
International School of Louisiana-Dixon
International School of Louisiana-Olivier
Langston Hughes Academy
Martin Behrman Charter School
ReNEW Dolores T. Aaron Academy

See our programs in action at www.kidsmart.org/blog

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**Music Arts Movement**

**Name:** Jacqueline Gettridge  
**School:** Ben Franklin Elementary  
**Grade:** Kindergarten

**Content Area:** ELA  
**Arts Discipline:** Music

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<tr>
<th><strong>Arts Integrated Lesson Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts Objectives:</strong> I can make different sounds using different instruments and we can create different moves to the beats.</td>
</tr>
<tr>
<td><strong>Academic Objectives/CCSS:</strong> I can apply new vocabulary to create. (CCSS/ELA. LK4A)</td>
</tr>
<tr>
<td><strong>Assessment (how do you measure what changes?):</strong> Students will identify rhythm and instruments and share their importance in a second line</td>
</tr>
<tr>
<td><strong>Vocabulary (list and define):</strong> Students will know the meaning of a “second line” and identify each instrument played for one</td>
</tr>
<tr>
<td><strong>Resources (materials, literature, supplies, etc.)</strong> Book: Trombone Shorty Lyrics, Symbols</td>
</tr>
<tr>
<td><strong>Background Info/ Prior Knowledge:</strong> Jazz Funerals, parades, parties, festivals, Back Street Culture Museum</td>
</tr>
<tr>
<td><strong>Introduction:</strong> Learning about instruments and what second line is.</td>
</tr>
<tr>
<td><strong>Learning Activity:</strong> Applying the knowledge of instruments/ and second line to create/ a second line parade using masks to express feelings.</td>
</tr>
<tr>
<td><strong>Closing:</strong> Overview of instruments used in second line.</td>
</tr>
</tbody>
</table>
**“PRESENTATIONS PERSONIFICATION DAY”**

Name: Sabina Puri

School: Ben Franklin Elementary

Gr: K-5 Gifted

Content Area: All Subjects

Arts Discipline: Creative Writing

**Arts Integrated Lesson Plan**

**Arts Objectives (see KID smart Objectives below):** Develop Creativity & Imagination: I can express my ideas, thoughts and/or emotions through art.

**Academic Objectives/CCSS:** Personification Creative Writing Project Using Props

**Assessment (how do you measure what changes?):** Peer Evaluation Using Given Rubric

**Vocabulary (list and define):** Personification, Empathy & Creative Expression Through Writing

**Resources (materials, literature, supplies, etc.):** Writing Journals, Pens, Colors, Paints, Scissors, Glue And Stickers

**Background Info/ Prior Knowledge: **Study of Figurative Language Using Idioms, Simile & Metaphors, Proverbs & Personification


A SAMPLE WRITING READ ALOUD TO WHOLE GROUP: “Day in the Life” A story about an electric pencil sharpener's daily experiences in the classroom. For a lesson on personification, my students choose an object in our classroom and write "a day in the life" personification stories from the object's point of view. Then, students have to create costumes and dress up as the object for personification day!

**A Day in the Life of a Pencil Sharpener**

Every morning I get to chew up my breakfast of number 2 pencils. They are delicious! My favorite part is the lead.

The pencils shred up in my body and sometimes my head gets dizzy from spinning around so much. I bet most pencils refer to me as “The Monster” because they shriek sometimes when I eat them. When I get too full, (TEACHER) has to empty me and then I’m starving again! I don’t like it because it feels like someone is ripping me apart.

I like watching the students work throughout the day. My favorite subject is writing because everyone’s pencils become worn out and dull, and then I get to eat them again!

Sometimes the kids use other pencil sharpeners, usually small ones made of plastic. It makes me so jealous! I feel like it is a competition and I want to win.

After writing, when the kids can go to the library, sometimes they knock my belly when they move their library squares. One time, I fell on the floor and my body exploded like a volcano. It hurt! I cried a little bit.

Every day I watch ...work at her computer after school. It gets pretty boring. One thing I wish I could do is move. I get pretty lonely during the day and especially at night. Sometimes when the lights are turned off, I get so scared the lead shakes around in my tummy because I’m shivering in fright. But besides that, my life is perfect. My two best friends (the teacher’s desk and the Smartboard) will play games with me like “I Spy” or “20 Questions” throughout the night so I’m not scared.

My favorite day of the week is Monday because after a long weekend, that’s the day I can eat my favorite food again. Hurray!

This is a "day in the life" sample story about an electric pencil sharpener's daily experiences in the classroom. For a lesson on personification, my students choose an object in our classroom and write "a day in the life" personification stories from the object’s point of view.
Learning Activity:

Name ____________________________

Personify It!

Directions: Choose an object in the room such as a pen, pencil, book, chair, table, eraser, or piece of chalk to personify. Use the left-hand side below to plan out your personification. On the right-hand side, write what a typical day in the life of your object is like. Be sure to incorporate your personification notes from the planning side into your writing.

A Day In The Life Of A ____________

# Using Primary Resources to Learn about Important American Presidents

**Name:** Catherin Morales  
**School:** Esperanza  
**Grade:** Kindergarten  
**Content Area:** Social Studies /ELA  
**Arts Discipline:** Visual Arts

## Arts Integrated Lesson Plan

### Arts Objectives (see KID smART Objectives below):
- **Transform.** I can turn a written text, picture, or sound into a work of art.
- **Explore.** I can explore ideas through art without trying to find a “right” answer.
- **Reason.** I can explain the reasoning behind my creative choices.

### Academic Objectives/CCSS:
- **Social Studies K.2.4** Recall facts about people of the past and present
- **S.K.L.1** - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### Assessment (how do you measure what changes?):
- Identify important American Presidents from the past (George Washington, Thomas Jefferson, Abraham Lincoln)
- Describe attributes or characteristics of each president using Primary Sources from Library of congress.
- Create an illustration (portrait) and writing about presidents and what makes them important.

### Vocabulary (list and define):  
**President:** the elected leader of our country  
**General:** military rank  
**Independence:** Freedom from outside control; the ability to do something on your own. Example: On July 4th, we celebrate America’s independence.  
**Humble:** Not high in rank or status; modest  
**Determined:** having made a firm decision and being resolved not to change it  
**Leader:** the person who leads or commands a group, organization, or country  
**Primary Sources:** images or artifacts that provide firsthand testimony or direct evidence concerning an historical topic under research investigation.  
**Portrait:** a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.

### Resources (materials, literature, supplies, etc.)
- **Book** “P is for President” by Wendy Cheyette Lewison, illustrated by Valerio Fabbretti  
- **Primary Sources-Library of Congress**
  - [Thomas Jefferson](https://www.loc.gov/teachers/classroommaterials/primarysourcesets/presidents/pdf/presidents_ps5.pdf)

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**Example:** On July 4th, we celebrate America’s independence.
Abraham Lincoln

Background Info/ Prior Knowledge: Why are presidents important? Begin lesson by reviewing what a president is, what a president does, and how a person becomes a president.

Introduction: Pre-reading: post questions-What do we know about presidents? What presidents do I know? What kind of job does a president do?
Read story “P is for President”-This text talks about how being President of the United States is a big job (biggest job in all of America!)
Discuss- what it takes to run the U.S.?
What qualities a president need to have?
What presidents did you recognize in this reading?

Learning Activity: (IMAGES DRAW YOU IN) adapted from Rhonda Bondie
Students will identify characteristics of presidents by looking at portraits and images from primary sources (library of congress).

Agenda:
1. Divide class into groups and assign each group a president.
3. Print out questions and hand out to groups:
Knowledge: How many people do you see in this picture?
Comprehension: is this picture new or old? What makes you say that?
Application: Is this a good picture for a president? What makes you say that?
Synthesis: Who is the most important person or object in this picture? What are other important elements you see in this picture?
Evaluation: What the people in this picture will be saying?

4. Post Understanding Goals (Patterns help us understand our world- How looking at people from our past help us understand our world now?)
5. Groups present answer for their questions about their images and connect images to the big ideas ( looking at presidents and learning about their characteristics can help us understand about roles of presidents now).

Independent practice: Students choose one of the presidents discuss in class and create a portrait. In addition, the students will write a sentence responding to question; “What makes the president important?”

Writing page with sentence frame;
“__________________ was an American President._ _He was_ ___________________________ because_ _______________ _ _

Closing: Student share portraits and writing to the whole group.
# Weather Tableaus

**Name:** Elizabeth Sens  
**School:** Esperanza Charter School  
**Grade:** Kindergarten  
**Content Area:** Science  
**Arts Discipline:** Movement

## Arts Integrated Lesson Plan

**Arts Objectives (see KID smART Objectives below):**
- **Create.** I can use arts techniques to make art that shows a specific idea.
- **Observe.** I look and listen closely to get better at making art.
- **Transform.** I can turn a written text, picture, or sound into a work of art.

**Academic Objectives/CCSS:**
- K-ESS2-1 Earth’s Systems: Use and share observations of local weather conditions to describe patterns over time.
- K-ESS3-2 Earth and Human Activity: Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.

**Assessment:**
Teacher observation (observing student’s tableaus) and LA Guidebook End of Unit Assessment

**Vocabulary:**
- **Tornado**- a violent and destructive storm in which powerful winds move around a central point  
- **Rain**- water that falls in drops from clouds in the sky  
- **Snow**- soft, white pieces of frozen water that fall to the ground from the sky in cold weather  
- **Storm**- an occurrence of bad weather in which there is a lot of rain, snow, etc., and often strong winds  
- **Sunny**- having plenty of bright sunlight  
- **Cloudy**- having many clouds in the sky

**Resources:** Weather Words and What the Mean by Gail Gibbons

**Background Info/ Prior Knowledge:** We have been working on our LA Guidebook weather unit for a couple of weeks now, so students have a basic understanding of the weather. We also sing our “What’s the Weather” song every morning.
<table>
<thead>
<tr>
<th>Introduction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- State the objective: Students will depict the weather using tableaus.</td>
</tr>
<tr>
<td>- Introduce the book.</td>
</tr>
<tr>
<td>- Review what a tableau is.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read the book</td>
</tr>
<tr>
<td>- Review weather words and their definitions</td>
</tr>
<tr>
<td>- Create tableaus depicting each weather word</td>
</tr>
<tr>
<td>- Have students create tableaus depicting various types of weather</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Call on various students to define different weather terminology</td>
</tr>
</tbody>
</table>
**Feelings on Pollution in the Ocean**

Name: Ana Cueva & Alma Gonzales  
School: International School of Louisiana DIXON Campus  
Grade: Kindergarten


<table>
<thead>
<tr>
<th>Arts Integrated Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts Objectives (see KID smART Objectives below):</strong></td>
</tr>
<tr>
<td><strong>Increase Depth of Learning</strong></td>
</tr>
<tr>
<td>Create. I can use arts techniques to make art that shows a specific idea.</td>
</tr>
<tr>
<td>Understand. I can explain what an artist might be trying to say through their artistic choices.</td>
</tr>
<tr>
<td>Reason. I can explain the reasoning behind my creative choices.</td>
</tr>
<tr>
<td><strong>Develop Creativity &amp; Imagination</strong></td>
</tr>
<tr>
<td>Transform. I can turn a written text, picture, or sound into a work of art.</td>
</tr>
<tr>
<td>Express. I can express my ideas, thoughts and/or emotions through art.</td>
</tr>
<tr>
<td>Explore. I can explore ideas through art without trying to find a “right” answer.</td>
</tr>
<tr>
<td><strong>Enhance Social/Emotional Growth</strong></td>
</tr>
<tr>
<td>Respond. I listen and share to reflect and/or give useful feedback to others.</td>
</tr>
<tr>
<td>Care. I am caring and helpful when making, observing or talking about artwork. I am safe and respectful with my materials, space and/or body.</td>
</tr>
<tr>
<td><strong>Improve Connection &amp; Engagement through Joyful Learning</strong></td>
</tr>
<tr>
<td>Consider. I consider others' points of view.</td>
</tr>
<tr>
<td>Engage. I understand participation leads to joyful learning.</td>
</tr>
<tr>
<td>Connect. I understand how the arts are part of my life.</td>
</tr>
</tbody>
</table>

**Academic Objectives/CCSS:**

- Writing. Text Types and Purposes. W.1 Use a combination of drawings and dictation to compose opinion pieces (I feel ....)

**Assessment (how do you measure what changes?):** A writing piece about pollution with an opinion and image showing their feelings, oral presentation and teacher observations.
Vocabulary *(list and define):*

- Sentimientos
- Sorprendido
- Energetic
- Asustado
- Triste
- Disgustado
- Enojado
- Alegre
- Preocupado
- Comodo
- Líneas
- Líneas horizontales
- Líneas verticales
- Líneas diagonales
- Líneas curvas
- Colores
- Formas geometricas

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

- Book: ¡Demasiada basura! And Buen trabajo Nuestra Tierra. Author Dona Herweck Rice.
- YouTube links about pollution and solutions.
- Feelings cards
- Construction paper
- Writing paper
- Cut out of children’s heads ready to draw characteristics of feelings
- Oil pastels
- Water colors
<table>
<thead>
<tr>
<th>Paint brushes</th>
<th>Soft music</th>
<th>Timer</th>
</tr>
</thead>
</table>

**Background Info/ Prior Knowledge:**
We have been reading and watching documentary about pollution on the oceans and their effects in the sea animals. We have been talking about how we feel when we see the images and how we can help to avoid it.
Facial and body positions to demonstrate different feelings.

**Introduction:**
Put on the board material that represent feelings such lines and faces, then students will know the steps of the activity, times, materials and general directions

**Learning Activity:**
Step 1: Read a book
Step 2: Watch a video about pollution effects on the sea animals and about the 3 R’s
Step 3: Write a group reflection
Step 4: Choose a blank face
Step 5: Draw with a pencil characteristics of their feelings on the blank face
Step 6: Trace the lines with oil pastels
Step 7: Fill up the lines with water colors that match with their feelings
Step 8: Let it dry

Closing: The students will present their work and express their feelings about the effects of pollution in the sea animals and what colors they use to match the feeling.
**Acting Out**  
**Verbs**

<table>
<thead>
<tr>
<th>Name: Kim Mitchell</th>
<th>School: Martin Behrman Charter</th>
<th>Grade: Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Area:</strong></td>
<td><strong>Arts Discipline:</strong> Drama</td>
<td></td>
</tr>
</tbody>
</table>

**Arts Integrated Lesson Plan**

Arts Objectives *(see KID smART Objectives below)*: Students will be able to define drama, and use pantomime to demonstrate the meaning of ‘verbs’.

Academic Objectives/CCSS: Students will be able to enact and articulate the meaning of verbs.

**Assessment (how do you measure what changes?):** After reading Farfillina and Marcel, Goldie and the Three Bears, and Rooster’s off to see the World Demonstration, discussion, exit ticket.

**Vocabulary (list and define):** Eat, sleep, break, splash, stroll, crawl, fly, swim, hide, perch, hop, and search  
- drama: to act something out  
- character: the people in the story, book, or play setting:  
- setting: where the story happens; time and place plot/conflict: the  
- plot: main idea, problem or situation in the story  
- conflict: the  
- actor: people who pretend to be characters  
- pantomime: to act something out without using words or sound  
- freeze: to stop, pause, not move in the moment  
- relax: to resume action, start again  
- focus: to look and listen  
- verb: an action word, to do something.

**Resources (materials, literature, supplies, etc.)**
- Magazine pictures, props, books- Farfallina and Marcel by Holler Keller, Goldie locks and the three bears, Rooster’s Off to see the World, and Max takes the train by Rosemary Well.
Background Info/ Prior Knowledge: Students should know parts of a story using the 5 finger retelling strategy; what it means to pretend while using their imagination after reading fiction books, animal fantasy, and a classic fairy tale; understand and identify a verb when used in a sentence.

<table>
<thead>
<tr>
<th>Introduction: Introduce and practice ‘FREEZE/Relax, and FOCUS’. Guide students from desks to form a circle. Lead students in physical/vocal warmup.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Activity:</td>
</tr>
<tr>
<td>● Write question ‘What is drama?’ Brainstorm/define drama as ‘acting something out; pretending; using your imagination’.</td>
</tr>
<tr>
<td>● Connect the definition of drama to parts of a story (character, setting, and plot/conflict/main idea).</td>
</tr>
<tr>
<td>● Define ‘pantomime as a type of drama where you act something out without using words or sound’.</td>
</tr>
<tr>
<td>● Review verbs as an ‘action words’. List examples <em>Eat, sleep, break, splish, splash, crawl, fly, swim, hide, perch, hop, and search</em></td>
</tr>
</tbody>
</table>
| ● Tell students they will all say their names and enact a ‘verb’ they like to do using ‘pantomime’.
  ● Model activity: Tell students they will stand in a circle and say ‘My name is ____________, and I like to ________________ ’(step inside circle and enact a verb using pantomime; then step back and say activity) ________________ ’(skate, paint, run, jump) Create a graph to show which verb most students like to do. |
| ● Main Activity: Students stand in a circle and each completes prompt. Students share. Option: Divide class into audience performer for better management. |

Closing: Which verb do most classmates like to do? What did you learn about your classmates? How did it feel to ‘act out verbs’? What was easy/difficult? What is drama? What is pantomime? What are verbs? Shake it off. FREEZE. Relax.
# Musical Hamburger Paragraphs

**Name:** Kelly Griffin  
**School:** Benjamin Franklin Elementary  
**Grade:** 1st  
**Content Area:** English/Language Arts  
**Arts Discipline:** Music

## Arts Integrated Lesson Plan

**Arts Objectives (see KID smART Objectives below):** I can transform my writing by using art techniques to change sentences into musical notes.

**Academic Objectives/CCSS: ELA1.W.5:** With guidance and support from adults focus on a topic, respond to questions and prompts from peers, and add details to strengthen writing as needed.

**Objective(s):** I can identify the Parts of a Paragraph.  
- I can organize my ideas into a cohesive paragraph by using the Hamburger Paragraph Model.

**Assessment (how do you measure what changes?):** SW complete Musical Paragraphs by writing topic, detail and closing sentences for their own paragraphs. T, TA, and SW work together to add rhythm and high/low notes to each of their sentences.

**Vocabulary (list and define):**
- **High/Low** - Notes that define the sounds in words.  
- **Topic Sentence** - The first sentence of your paragraph. This sentence tells what your paragraph is all about.  
- **Rhythm** - a repeated pattern of movement or sounds.  
- **Melody** - a sequence of single notes.

**Resources (materials, literature, supplies, etc.)**
- **Solfege** used to teach pitch and sight singing of Music  
- Snippet from “The Sound of Music” used to introduce Solfege to students  
- Musical Hamburger Paragraph Packets

**Background Info/ Prior Knowledge:** Students will sing Apple Tree to recall knowledge of high and low.

**Introduction:** CT will review the Hamburger Paragraph Sentence Anchor Chart that is used in class.

**Learning Activity:** TA will guide students in deciphering which words fall on high sounds and which words fall on low sounds.
**The Sky Unit**

**Name:** Danadreminique Wooden  
**School:** Dolores T. Aaron  
**Grade:** 1st Grade

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

<table>
<thead>
<tr>
<th>Arts Integrated Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts Objectives (see KID smART Objectives below):</strong></td>
</tr>
<tr>
<td>Collaborate. I can create art when working in a group.</td>
</tr>
<tr>
<td>Create. I can use arts techniques to make art that shows a specific idea.</td>
</tr>
<tr>
<td>Express. I can express my ideas, thoughts and/or emotions through art.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Objectives/CCSS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.ESS1.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment (how do you measure what changes?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will create a mural to show their knowledge of the seasons and how it affects trees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary (list and define):</th>
</tr>
</thead>
<tbody>
<tr>
<td>revolve- to move around</td>
</tr>
<tr>
<td>seasons- changes to earth weather that happens at a specific time of year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources (materials, literature, supplies, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black card stock, construction paper, paint and markers, scissors, and glue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background Info/ Prior Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In previous lesson, they talk about the weather and how it depending on wind, rain and sun. They also talked about how day and night are created.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the introduction, students will recall some of the things they know about seasons. As we discuss, they will acted out how the wind/weather looks during that time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>After sparking their interest, the will learn some background information to help further their understanding of season. Students will learning the reasons for seasons by viewing a video and discussing how those seasons affects our activities, clothes and plants.</td>
</tr>
</tbody>
</table>

Next the students will take what they have learned and create a mural of the seasons. Working together, each student should create a piece of the mural that can be added to the table’s mural. At the end, the mural should show how the seasons strong effects our trees and plants.

<table>
<thead>
<tr>
<th>Closing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student do a gallery walk to see how each table created their mural, ask, “How do the seasons affect our environment, hence plants and trees?”</td>
</tr>
</tbody>
</table>
On To Second Grade We Go...

<table>
<thead>
<tr>
<th>Name: Lisa Hood</th>
<th>School: Hynes Charter School</th>
<th>Grade: First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area: ELA</td>
<td>Arts Discipline: Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

## Arts Integrated Lesson Plan

### Arts Objectives (see KID smART Objectives below):
In March, we celebrate the life and works of Dr. Seuss. Also in March, it is “Read Across America Day” and we begin our school’s fourth quarter. This lesson celebrates the life and art of Dr. Seuss while at the same time, allows students to explore ideas through art.

#### Essential Question:
How can art help tell a story? How can illustrations build upon the text? What are ways we can take a page of text and illustrate it?

#### Art Anchor Standard #1.
Generate and conceptualize artistic ideas and work.

#### Art Standard:
Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

#### Content Objective:
Text Use: Using texts to verify what is real or imaginary, comparing and contrasting the experiences of characters across texts

Reading:
- RL.1.1
- RL.1.2
- RL.1.3
- RL.1.4
- RL.1.5
- RL.1.6
- RL.1.7
- RL.1.9
- RL.1.10
- RL.1.1
- RL.1.2
- RL.1.3
- RL.1.4
- RL.1.5
- RL.1.6
- RL.1.7
- RL.1.9
- RL.1.10

### Reflect:
Dr. Seuss was famous for his writing, political cartoons, and animations. This lesson focuses on the ability for students to view his work, think about and understand what is happening, and then create a piece of art related to the message of the book.

What do you notice about the lines used in the illustrations? How do you feel when listening to the story? What is the message or central idea (Author’s intent)?

### Assessment (how do you measure what changes?)
- Synthesize/Relate 1. Students present artwork and explain why it is meaningful to them.
- 2. Students provide and receive feedback about their artwork.

### Vocabulary (list and define):
- **Animations**: pictures manipulated to appear as if they are moving.

### Resources:
- Books: *Oh, The Places You’ll Go* by Dr. Seuss
- Video: *Oh the Places You’ll Go* by Dr. Seuss (Read by Voices by Paul) [https://www.youtube.com/watch?v=wa-0yJXFeKk](https://www.youtube.com/watch?v=wa-0yJXFeKk)
- Materials: Black markers, assortment of colored paper, glue stick, and scissors

### Background Info/ Prior Knowledge:
Dr. Seuss often uses wavy lines within his works of art.
**Introduction:** The students will listen to stories by Dr. Seuss. They will stop to discuss various illustrations and the illustrative style found, within the books. Do you notice how the illustrations support the text? In what ways do you feel the artist conveys meaning?

What do you see? What do you think? What do you wonder?
Students identify various backgrounds, characters, and how illustrations support text.

The book is open ended, students are asked to consider on where they will go.

**Learning Activity:**
In collaboration, students pick text from the book to illustrate or create their own inspired pictures from the text. They will use colored paper and black markers to draw lines, patterns, and shapes.
- Encourage students to begin drawing lines from the bottom up.

**Closing:** Review and respond to works of art. How else can you show emotion in art?
Students examine the student created self-portraits, discuss the visual traits, and identify similarities that might result in groups. Identify how art shapes, influences, and reflects personal and textual meaning.

“**You’ll be on your way up! You’ll be seeing the sights! You’ll join the high fliers who soar to high heights.**” Dr. Seuss
Name: Hope Lee Loughran  
School: Hynes Charter School  
Grade: First Grade  
Content Area: Social Studies  
Arts Discipline: Visual Arts

**Arts Integrated Lesson Plan**

**Arts Objectives (see KID smART Objectives below):** Celebrating the works of Pablito Zago, an artist from France. Students will use his artwork as a source of inspiration along with their own playful ideas, to create a piece of art. Students will use materials and processes all while delving deeper into how the arts are a part of life.

**Essential Questions:** How can art help us express how we feel inside?  
What feeling do I have by looking at art?  
What feeling could I bring to paper?

By the end of this lesson, students will...

1. **Explore.** I can explore ideas through art without trying to find a “right” answer.  
2. **Create.** I can use arts techniques to make art that shows a specific idea. (e.g. emotion, story, character, mood, theme, culture, message)  
3. **Engage.** I understand participation leads to joyful learning.

**National Core Arts Standards:**  
Anchor Standard #1: Generate and conceptualize artistic ideas and work.  
1. Engage collaboratively in exploration and imaginative play with materials.  
2. Perceive and analyze artistic work.  
3. Use observation and investigation in preparation for making a work of art.

**Academic Objectives/CCSS: Social Studies:**  
3.2.4 Identify cultural elements that have contributed to the state’s heritage.

**Reflect:** What do you See, Think, Wonder? Explore the various compositions, the similarities and differences between the works, and the materials from what he/she chose to use. Where you able to express yourself through drawing?

Anchor Standard #4: Select, analyze and interpret artistic work for presentation.  
Anchor Standard #5: Develop and refine artistic techniques and work for presentation.  
Anchor Standard #6: Convey meaning through the presentation of artistic work.

**Assessment (how do you measure what changes?):** The students refine their work for presentation.  
- Create a piece of visual art.
- View pieces of art through a gallery walk.

**Vocabulary (list and define):**

**Outline:** marking out where certain lines or shapes will appear in the composition.

**Underpainting:** adding a monochromatic layer of pastel to fill in the outline.

**Blended:** Rubbing over the pastels with a finger, a folded paper towel, or blending tool.

**Planning:** What do you see that you would like to draw? What playful lines do you want to create?

**Resources (materials, literature, supplies, etc.)**
- Crayons, oil pastels, and paper
- Wipes for desk clean-up
- Music (60 beats per minute) for focus and relaxation
- Another source of inspiration: *When Pigasso Met Mootisse* written and illustrated by Nina Laden. [https://www.storylineonline.net/books/when-pigasso-met-mootisse/](https://www.storylineonline.net/books/when-pigasso-met-mootisse/)

**Background Info/ Prior Knowledge:** French is spoken and taught throughout Louisiana. In a celebration of our school’s Franco-Fest, we view pieces of art from Pablito Zago. Pablito Zago worked in collaboration with the General of France in New Orleans, NOLA Mural Project, Kid smART, Esperanza Charter, and Hartwig Moss to create a mural in celebration of the 300th anniversary of the founding of New Orleans. [https://nouvelleorleans.consulfrance.org/French-Artist-to-paint](https://nouvelleorleans.consulfrance.org/French-Artist-to-paint)

**Introduction:** Inspired by the creative works of Pablito Zago, students create their own whimsical pictures.

1. View the pictures, listen to music, and draw from your imagination. Communicate ideas or feelings through art.
2. Plan and use pencils and crayons to draw lines, curves, circles, and other shapes or patterns.
3. Use crayons to cover their paper with color.
4. Pastels are used to outline, layer, and blend. (Liven it up)
5. Use a black oil pastel as a way for art to “pop”.

**Learning Activity:** What images appeal to you most?

How can we create our own piece of work?

Make the connection between the relationship between France and Louisiana.

**Closing:** Review and respond to works of art. How else can you show emotion in art?
## Arts Integrated Lesson Plan

### Arts Objectives (see KID smART Objectives below): Create.
I can use arts to show the needs of plants and animals. Students will be able to use movement to show the needs of plants and animals.

### Academic Objectives/CCSS:
Students will be able to understand the needs of plants and animals.

### Assessment (how do you measure what changes?):
Each student will create an art project showing the needs of plants and animals.

### Vocabulary (list and define): Living and nonliving
- air
- water
- foods
- soil
- oxygen
- sun

### Resources (materials, papers, color pencils, paint)
*Printed out images of living and non-living things.*

### Background Info/ Prior Knowledge:
We always started by reviewing what we did before and add some movements too.
<table>
<thead>
<tr>
<th><strong>Introduction:</strong></th>
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<tbody>
<tr>
<td>The lesson will begin with the review of the vocabulary, after we talk about what we did last science class and introduce the topic for the day.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Learning Activity:</strong></th>
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<tbody>
<tr>
<td>Base on what is the subject, we will add movement, do a project together for by group or individual.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Closing:</strong></th>
</tr>
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<tbody>
<tr>
<td>For the closing, we usually have an art show and the students create their own movements.</td>
</tr>
</tbody>
</table>
**Colors of the Wind**

**Name:** Jessica Pineda  
**School:** International School of Louisiana – Olivier  
**Grade:** 1st Grade

**Content Area:** Science  
**Arts Discipline:** ____________________________________________________________________________________

<table>
<thead>
<tr>
<th><strong>Arts Integrated Lesson Plan</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Arts Objectives (see KID smART Objectives below):</strong> Students will be able to express diverse emotions through painting using different types of lines. They will be able to identify the difference between oil pastels and water base colors.</td>
</tr>
</tbody>
</table>
| **Academic Objectives/CCSS:**  
1-ESS1-2 Earth’s Place in the Universe: Students will be able to observe different times of year to relate the amount of daylight to the time of year. |
| **Assessment (how do you measure what changes?):**  
Use observations to describe patterns in the natural world in order to answer scientific questions. |
| **Vocabulary (list and define):**  
Lines  
Curvy – a line that moves up and down and looks like a snake moving.  
Waves – a line curves up, curves down on the tip. Looks like the oceans waves.  
Zigzag – a line that goes up diagonally then down down diagonally. Looks like a bunch of mountains, they can be big or small.  
Spiral – starts in one point and curves outward like an ongoing cycle.  
Straight – a line that goes straight from left to right/right to left or up to down  
Diagonal – a line that starts in one corner and slants down or up to the next corner  
Blending paints – oil base vs water base – what happens to these paints when put on paper. Because of their base, they do not mix. |
| **Resources (materials, literature, supplies, etc.)**  
White boards, dry erase markers, white cardstock paper, oil pastel colors, watercolors, brushes, water, cups, paper towel, and science textbook chapter on the seasons, ipad, speakers, and Pandora radio. |
| **Background Info/ Prior Knowledge:**  
Students are able to identify the four seasons of the year. They are able to describe the characteristics each season of the year has such as in the summer the temperature is hotter than in the wintertime.
Introduction:
During transition from calendar time (part of calendar time we talk about how we are feeling using different facial expressions and body movements), I will introduce the concept of expressing our emotion with lines while students are on the carpet. I will ask students if they know what lines are and if all lines are the same. Students will be able to observe their surroundings to identify lines that are around them. We will go over different types of lines. Students will take turn coming up to the board and drawing a line of their own.

Students will be directed to move from carpet to their seats using body movements as if they are those lines they drew on the board. Students will be instructed to take out their white boards and markers. I will explain to them that they will be listening to different types of music – some happy, some that go fast, some that are loud, some that are silly/funny and they will listen carefully and draw different lines that represent the different kinds of music.

Learning Activity:
In science, we will talk about what the importance of air and how the wind varies throughout the year, (sometimes there is movements and sounds and sometimes there is not). Students are asked how we could represent these sounds and movements using lines.
We will read a book on the four seasons called El Tiempo which talks about the wind.
Students will receive materials (cardstock, oil pastel, watercolor, cup of water and brush). I will instruct them to pay close attention to the sounds they are about to hear (Pandora Radio – sounds of wind). Students’ draw lines to representing what they are feeling with the sound of the wind.
We will then paint over it and observe what happens when we paint over the oil pastel lines with watercolor.

Closing:
Students will bring paintings to the front and have the opportunity to use the vocabulary they acquired to describe their painting and what they were feeling with the sound of the wind.
Students will reflect on what they enjoyed about it and what other sounds around them do they think they could paint using different types of lines.

https://drive.google.com/drive/folders/1w_HbpRajg74Dly92kPbkWw801wO8BJwf?usp=sharing
"Lift Every Voice and Sing"

Understanding the origin of the Black National Anthem

<table>
<thead>
<tr>
<th>Name: Mrs. Toni J. Jack</th>
<th>School: Benjamin Franklin Elementary LOE</th>
<th>Grade: 2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area: Social Studies</td>
<td>Arts Discipline: Music</td>
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</tr>
</tbody>
</table>

**Arts Integrated Lesson Plan**

**Arts Objectives (see KID smART Objectives below):** Students will learn the lyrics, and music of the song “Lift Every Voice and Sing” by James Weldon Johnson and J. Rosamond Johnson, to perform for the African American History Program. Students will be able to name the notes in the music of this song.

**Academic Objectives/CCSS:** Students will interpret the intent and meaning (on the 2nd grade level) of the artistic work of James Weldon Johnson’s poem “Lift every Voice and Sing”. Students will understand the lyrics in relationship to the history of the times (early 1900).

**Assessment (how do you measure what changes?):** Performance assessment: Student will perform the song at the African American History program for the school. Students with perform, draw a picture, and write their understanding of the main idea of each verse in the song (3 verses).

**Vocabulary (list and define):**
- James Weldon Johnson- Writer of the lyrics of song/poem.
- J. Rosamond Johnson- Brother of James, writer of the music to the song/poem.
- FACE, EGBDF- names of the notes on the lines and spaces in the music.
- Abraham Lincoln- President of USA who sign the amendment freeing the enslaved people in America.
- Metaphor- is a figure of speech that is used to make comparison between two things that are not alike.

**Resources (materials, literature, supplies, etc.)**
- Music of “Lift Every Voice and Sing”, Blank music sheets, lyric of song, drawing paper, pencils, and crayons.
- Recording of the song [https://www.youtube.com/watch?v=fKQAG26q7Cg](https://www.youtube.com/watch?v=fKQAG26q7Cg)

**Background Info/ Prior Knowledge:**
- Teacher Should be familiar with the legal end to slavery in America, James W. Johnson involvement in the civil rights moment in America, and the black national anthem “Lift Every Voice and Sing”.
- Students should be familiar with metaphor used in poetry from their reading classes. Students should also be familiar with drawing pencil illustration to explain their understanding of ideas.
Introduction:
1. The Teacher will give the history of the poem/song, what was happening in America during the time that the poet and his brother wrote and put the poem to music.
2. Give each student a copy of the lyric to the song. The teacher will review what a metaphor is and how poet use words to paint a mental picture to help the reader understand the emotion and feelings about events in a poem or song.
3. Play the song.

Learning Activity:
1. Ask the students what they think each verse means (answers may vary). After the discussion on each verses (this can take several lessons depending on the ability of the class). Keep it light.
2. After the discussion have the students fold a sheet of drawing paper into 4 squares. In each square the student is to draw a picture of their interpretation of each verse. (This can be done is 3 lessons).
3. The Artist working with the class will teach the students the lyric and music of the song. The in-depth lessons on understanding the notes, lines and space of this song.

Closing: The students will end each lesson with sharing what they have learned and drawn about this song and the culture of that time.

Extra activity: The students can do another drawing of themselves sing the song as a group and individually. They can also create a fan (church fan) with pictures and words from the poem.
### Arts Integrated Lesson Plan

#### Arts Objectives (see KID smART Objectives below): Create. I can use arts techniques to make art that shows a specific idea. I can use movement to represent animals of the different types of habitats

#### Academic Objectives/CCSS:
Students will understand the interactions that different animals have in different habitats. Students will learn how animal protect themselves and how their habitats are important for survival and preserve them safe.

#### Assessment (how do you measure what changes?):
Each student will need to show, within their tableau, an interaction between themselves and a peer. They will be showing the interactions of different species in different habitats. Students will be able to show their animal’s movement and their interactions.

#### Vocabulary (list and define):
- Habitat
- Arctic
- Selva Tropical
- Ocean
- Desert
- Mountains

#### Resources (materials, literature, supplies, etc.)
- Printed out images of each habitat with the animals that live in each habitat.
- A video showing animals movement
  [https://youtu.be/Xj1ASC-TlsI](https://youtu.be/Xj1ASC-TlsI)

#### Background Info/ Prior Knowledge:
The teacher will remind students of what has been talked about habitats and ask students if they remember the characteristics of each habitat.
Introduction:
The lesson will begin with a YouTube video that is about a specific habitat and its animal. The teacher will ask students what they remember from the video.

Learning Activity:
Based on the video and the class discussion, students will create a tableau with their group to represent the living and nonliving things in a specific habitat. The teacher will assign each group a habitat and the students will discuss with their group members how they will execute their tableau. The teacher will do informal assessments as each group is having their discussions.

Closing:
From their tableau, the students will have an understanding of how living and nonliving things interact in specific habitats. The teacher will guide the students through a discussion when students present their tableau. This will be done by asking questions about the tableau to figure out what habitat each group has. Students will be able to have a deeper understanding of habitats once the activity is complete.
**Bodies of water**

Name: Myrna Ramirez  
School: ISL _ DIXON  
Grade: 2  
Content Area: Science  
Arts Discipline: Dance

<table>
<thead>
<tr>
<th>Arts Integrated Lesson Plan</th>
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<tbody>
<tr>
<td><strong>Arts Objectives (see KID smART Objectives below):</strong></td>
</tr>
</tbody>
</table>
| Create. I can use arts techniques to make art that shows a specific idea.  
Collaborate. I can create art when working in a group. |
| **Academic Objectives/CCSS:** |
| (ESS-E-A2) Compare bodies of water found on Earth (e.g., oceans, seas, lakes, rivers, glaciers) (GLE 37)  
(ESS-E-A2) Explain why most of the water on Earth cannot be used as drinking (potable) water (GLE 38) |

| **Assessment (how do you measure what changes?):** |
| Students will display their final art work and all will observe what other created.  
Students will talk about how another work was different from their own. |

| **Vocabulary (list and define):** |
| Ocean: An ocean is a body of water that composes much of a planet's hydrosphere  
River: a large natural stream of water flowing in a channel to the sea, a lake, or another such stream  
Lake: a large body of water surrounded by land  
Sea: Body of salt water that covers most of the earth's surface  
Estuary: An estuary is a partially enclosed coastal body of brackish water with one or more rivers or streams flowing into it, and with a free connection to the open sea  
Glacier: a slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles |

| Fresh water: Fresh water is vital to life and yet it is a finite resource. Of all the water on Earth, just 3% is fresh water. |

| Salt water: It often means the water from the seas (sea water) and oceans. |

| **Resources** |
| Story: El olor del mar (Maravillas Pags. 334-364)  
White construction paper, tissue paper (white, blue, green, yellow, brown) glue. ipads (to see a model if students want to do so) |

| **Background Info/ Prior Knowledge:** |
| Students name all bodies of water they have heard of. |
Introduction:
Read: El olor del mar.
Talk about the story.
Name the bodies of water students know in their state and which ones they have visited.

Learning Activity:
Visualize power point presentation about the bodies of water. Learn definitions and distinguish between fresh water and salt water.
Divide the group in subgroups to represent a body of water through movement.
Create a collage of the body of water each group represented.

Closing:
Display the art created by each group and allow students to mention how another collage was different from their own.
## Arts Integrated Lesson Plan

### Arts Objectives (see KID smART Objectives below): Create. I can use arts techniques to make art that shows a specific idea.

### Academic Objectives/CCSS:
Students will understand the interactions that different animals have in different habitats.

### Assessment (how do you measure what changes?):
Each student will need to show, within their tableau, an interaction between themselves and a peer. They will be showing the interactions of different species in different habitats.

### Vocabulary (list and define):
- Habitat
- Arctique
- L’eau douce
- Forêt tropicale
- L’océan
- Le desert
- Les montagnes

### Resources (materials, literature, supplies, etc.)
*Printed out images of each habitat with the animals that live in each.*

### Background Info/ Prior Knowledge:
The teacher will remind students of what has been talked about habitats and ask students if they remember the characteristics of each habitat.
Introduction:
The lesson will begin with a BrainPOP video that is about a specific habitat such as tundra or rainforest. The teacher will ask students what they remember from the video.

Learning Activity:
Based on the video and the class discussion, students will create a tableau with their group to represent the living and nonliving things in a specific habitat. The teacher will assign each group a habitat and the students will discuss with their group members how they will execute their tableau. The teacher will do informal assessments as each group is having their discussions.

Closing:
From their tableaux, the students will have an understanding of how living and nonliving things interact in specific habitats. The teacher will guide the students through a discussion when students present their tableaux. This will be done by asking questions about the tableau to figure out what habitat each group has. Students will be able to have a deeper understanding of habitats once the activity is complete.
## Dance to the Water Cycle!

**Name:** Jonathan Leggett  
**School:** International School of Louisiana, Olivier  
**Grade:** Second Grade

### Arts Integrated Lesson Plan

<table>
<thead>
<tr>
<th>Arts Objectives:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create/Reason:</strong> SWBAT explain direct connection between artistic expression and content to demonstrate their learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Objectives/CCSS:</strong></td>
<td></td>
</tr>
<tr>
<td>• 2-PS1-4 Matter and Its Interactions: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</td>
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<tr>
<td>• 2-ESS2-3*Earth's Systems: Obtain and communicate information to identify where water is found on Earth and that it can be solid or liquid.</td>
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</table>

### Assessment (how do you measure what changes?):

Written assessments given in quiz format at the end of every week with scaffolded material. Progress is measured by data from quiz results.

### Vocabulary (list and define):

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaporation</td>
<td>the process in which water turns into vapor from heating</td>
</tr>
<tr>
<td>Condensation</td>
<td>the process in which clouds form by vapor cooling</td>
</tr>
<tr>
<td>Precipitation</td>
<td>the process in which water falls from clouds in either solid or liquid form, depending on the temperature</td>
</tr>
<tr>
<td>Solid</td>
<td>a state of matter in which molecules are close together, not permitting movement. Maintains a sturdy form</td>
</tr>
<tr>
<td>Liquid</td>
<td>a state of matter in which molecules are farther apart, allowing for some movement. Can form any container.</td>
</tr>
<tr>
<td>Gas</td>
<td>a state of matter in which molecule are very far apart, allowing for a lot of movement. Maintains no direct form and occupies any space.</td>
</tr>
<tr>
<td>Heat</td>
<td>high temperature</td>
</tr>
<tr>
<td>Cooling</td>
<td>the process of lowering temperature</td>
</tr>
</tbody>
</table>

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

Class presentation and chart of water cycle. Classroom is set up to facilitate movement.
### Background Info/ Prior Knowledge:

Background information includes prior knowledge of the three states of matter (solid, liquid, gas) in order to explore where water can be found in nature in these various forms. Students must also have some prior knowledge of dance and how to choreograph a movement to correspond with content.

### Introduction:

1. Students warm up to prepare for dance (5 mins)
2. Students to work with homeroom teacher on water cycle chart (10 minutes)
   - What does it mean for water to be in a cycle? How does it move from one state to another and then go back?
   - What effect do heating and cooling have on the water cycle?
   - How can precipitation occur with both a solid and a liquid?
   - How is vapor a gas? How does evaporation happen? And condensation? And evaporation?

### Learning Activity:

Students to collaborate as dance company to show how water goes through the different states of matter in the water cycle. There is to be one assigned movement for each stage and then a planned choreography designed. The dance is then be performed by the class. Students are expected to incorporate various dance styles and elements into the dance (levels, speed, weight, etc.) (25 minutes)

### Closing:

Closing will be a reflection of how our movements are representative of our water cycle processes. (5 minutes)
**Working as a Dance Company**

**Name:** Mauricio Rodriguez  
**School:** International School of Louisiana-Olivier  
**Grade:** 2nd

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

<table>
<thead>
<tr>
<th>Arts Integrated Lesson Plan</th>
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<tbody>
<tr>
<td><strong>Arts Objectives</strong> (<em>see KID smART Objectives below):</em>*</td>
</tr>
<tr>
<td>Collaborate. I can create art when working in a group.</td>
</tr>
<tr>
<td>Consider. I consider others' points of view.</td>
</tr>
<tr>
<td>Respond. I listen and share to reflect and/or give useful feedback to others.</td>
</tr>
<tr>
<td>Engage. I understand participation leads to joyful learning.</td>
</tr>
</tbody>
</table>

**Academic Objectives/CCSS:**

2.3.2 Identify the three branches of national government as represented by the President, Congress, and the Supreme Court.

2.3.1 Describe ways a responsible government meets the basic needs of the local community

**Assessment (how do you measure what changes?):**

Through a presentation in front of the class the students will demonstrate knowledge of the responsibilities of each of the branches of government.

**Vocabulary:** *(list and define):*

**Government:** A government is the system or group of people governing an organized community.

**Branches of the government:** The United States Government is divided into three parts, or branches: the *legislative* branch, the *executive* branch, and the *judicial* branch. Each branch has a different duty, but all three branches must work together.

**Political leaders:** A political leader, or a politician, can be anyone who has taken up the responsibility of governing a tribe, city, state, region or even an entire nation.

**Elections:** An election is a formal group decision-making process by which a population chooses an individual to hold public office.

**Public powers:** Public power means the power vested in a person as an agent or instrument of the state in performing the *legislative*, judicial, and executive functions of the state.

**Basic needs:** refer to those things that are necessary to sustain life. It is the minimum requirements of a community for a good standard of life.

**Community:** a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.
**Resources (materials, literature, supplies, etc.)**

Class performance.

**Background Info/ Prior Knowledge:**
Background information includes prior knowledge of citizenship, political leaders, local government how citizens’ needs are met, and the role they can play in being a good citizen.

**Introduction:**
1. The students will prepare the audience by introducing the topic.
2. The students will be divided into groups, representing the three branches of public power.
3. Once separated, the role of each group will be established and they will show how their responsibilities and knowledge can be integrated to achieve a common good.

**Learning Activity:**
A director, as in a dance company, will lead the three branches of power that represent the three groups of students. Once established the roles of each group will create a choreography that will respect the decision made by each of the parties in charge, working as a team and demonstrating the importance of each role.

**Closing:**
The closing of the activity will be a reflection in which the students will discuss the importance of each role they have represented and how they can achieve objectives working in teams, respecting the decisions of all members and achieving the benefit of all equally.
# Student City

**Name:** Ana P. Suarez  
**School:** International School of Louisiana - Olivier  
**Grade:** Second Grade  

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

## Arts Integrated Lesson Plan

### Arts Objectives (see KID smART Objectives below):

**Increase depth of learning - Create/Reason:** Students will use various art forms to be able to apply learning in creative dramas free play, recognize ways in which members of a community are interconnected and evaluate the effectiveness of a community based on how citizen needs are met.

### Academic Objectives/CCSS:

- 2.6.1 Describe how people can be both producers and consumers of local goods and services
- 2.6.3 Provide examples of how money and barter are used to obtain resources (goods and services)
- 2.3.1 Describe ways a responsible government meets the basic needs of the local community
- 2.3.2 Identify the three branches of national government as represented by the President, Congress, and the Supreme Court

### Assessment (how do you measure what changes?):

Written [assessment](#) before beginning the activity to measure how much they know before activity and assessment at the end to compare to find how much progress they have made.

### Vocabulary (list and define):

**Community:** a group of people who work, live or play together  
**Needs:** Things that help us stay alive  
**Wants:** Something you can live without  
**Job:** work people do for which they get paid  
**Goods:** Tangible objects  
**Services:** An action that someone does for someone else  
**Consumer:** A person who buys goods and services  
**Producer:** someone or something that makes and sells goods or services  
**Laws:** written statement by the government that tells what is and is not allowed  
**Election:** a process allowing people to vote to select a winner  
**Citizen:** a member of the community  
**Democracy:** a type of government in which citizens vote to select leaders and laws
Barter: The trade of goods and services for other goods and services
Money: object with face value traded for goods and services
Taxes: Money people give the government to help maintain basic human needs and rights

Resources (materials, literature, supplies, etc.)
Drawing paper, colored markers, pencils, file folders, sticky notes, play money

Background Info/ Prior Knowledge:
Students have prior knowledge about the different types of maps and their functions, what a community is and the people in their community and are beginning to learn about the branches of government and the have already made diagrams of what each branch does. They also have prior knowledge of the face value of money and have an idea of how it is used.

*This lesson can be worked on for an entire day (we are working on it during testing) or spread out. It is best given at the end of the year as a culmination of everything they have learned.

Introduction:
1. Students review what a community is and who can be found in their community
   a. What is a community?
   b. Who can be found in different types of communities?
   c. How can different community members help each other out?

Learning Activity:
1. Students need to think of what the human needs are and make a list of where they can find those needs (electricity and trash should be included).
2. Students will then have to come up with a tableau in which they can be seen giving the good or service.
3. Then students will volunteer to provide those needs and design/make buildings in which one will find them using the file folders. Then set them up on each desk.
4. Invite each student to introduce their business, tell us what their job is within that business and what other business it works with or may benefit from it. (Ex. Grocery store owner works with farmer for produce)
5. Afterwards, they will draw the good or service they provide on sticky notes and stick them in the inside of the folder. Have a color assigned for goods and another assigned for services.
6. Students will put a (reasonable) price on their goods and services and then will be given play money to go spend on needs and wants. As the students buy something, they should be given sticky note with the product or service they bought in exchange for money. Students will also create parks and schools and this is when taxes should be introduced.
7. As this goes on, take note on all of the problems students will have, and later discuss them with the class to the branches of government, starting with the legislative branch.
8. Separate groups of students to make tableaus of what they picture the legislative branch looks like.
9. Repeat the process with the judiciary branch and then the executive branch.
10. Hold a class election for president and legislative branch. The judicial branch is appointed by the president, which needs to be explained but in this case the teacher(s) will be the judicial branch.
11. Give class president special assignments for a week.
<table>
<thead>
<tr>
<th>Closing:</th>
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<tbody>
<tr>
<td>Students must reflect after each part of the activity. Alternate between class discussions and constructed response</td>
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<tr>
<td>essays.</td>
</tr>
<tr>
<td>1. How does a community provide what people need to live?</td>
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<tr>
<td>2. Why is your job important?</td>
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<tr>
<td>3. How do citizens in a community work together?</td>
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<td>4. How is money earned?</td>
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<tr>
<td>5. Why are laws important?</td>
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<tr>
<td>6. Why did you vote for the candidate you selected?</td>
</tr>
<tr>
<td>7. Do you think the candidates made promises they will actually be able to keep?</td>
</tr>
</tbody>
</table>
Using Verbs in Alphabet City

Name: Ms. Sade' Nash
School: Martin Behrman Charter
Grade: 2nd Grade

Content Area: Language Arts (Conventions)
Arts Discipline: Drama

Arts Integrated Lesson Plan

Arts Objectives (see KID smART Objectives below):

Standards:
TH:Cr1.1.2.
a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cr2-3.
a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cr3.1.2
b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

Objectives:
By the end of this unit, students will...
   1. Turn a written text, picture, or sound into a work of art.
   2. Articulate and demonstrate meaning of drama/theatre strategies (pantomime, tableau, improvisation)

Academic Objectives/CCSS:
CCSS.ELA-LITERACY.L.2.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   CCSS.ELA-LITERACY.L.2.1.A
   Use collective nouns (e.g., group).

   CCSS.ELA-LITERACY.L.2.1.B
Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

**CCSS.ELA-LITERACY.L.2.1.C**

Use reflexive pronouns (e.g., *myself, ourselves*).

**CCSS.ELA-LITERACY.L.2.1.D**

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

By the end of this unit, students will...

1. Develop vocabulary using a variety of strategies, including use of grammar when writing and speaking.
2. Demonstrate active listening, participation, and cooperation skills

**Assessment (how do you measure what changes?):**

Students are assessed through oral responses, student presentation (i.e., group activities), and exit tickets.

**Vocabulary (list and define): (drama, pantomime, character, actor, setting, tableau, and conflict)**

- **Drama** - a story involving conflict or contrast of character, especially or intended to be acted on the stage.
- **Pantomime** - the telling of a story without words, by means of bodily movements, gestures, and facial expressions.
- **Character** - is a person or other being in a narrative (such as a novel, play, television series, film or video game)
- **Actor** - is a person who portrays a character in a performance.
- **Setting** - is both the time and geographic location within a narrative or within a work of fiction.
- **Tableau** - is a dramatic activity where a group of students are asked to construct a scene from literature through body placement.
- **Conflict** - any struggle between opposing forces.

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

- *art supplies (construction supplies, markers, pens, etc.)*

**Background Info/ Prior Knowledge:**

Students were able to use what they have learned from reading narrative stories to relate to drama. Characters, settings, conflict, and drama are terms that the students are familiar with and are used on a regular basis in class while learning genres and reading.
**Introduction:**
- Students stand and create a circle.
- Leads the physical warm up (i.e. stretch up and bend down and touch your toes) vocal warm up (i.e unique New York & New York unique).
- Model strategy ‘pantomime’ (i.e My name is ______ and says I like to__________). Use pantomime to enact activity.
- Each student introduces themselves and uses pantomime to show what they like to do.

**Learning Activity:**
- Ask the class, "What is drama?" Students began by telling what they knew about drama. Introduce drama vocabulary to the kids.
- Explain how each term is used in drama.
- Demonstrate each term by acting them out in class.
- Teacher reintroduces the verb language lesson back into drama class.
- Explain how a verb (action) is relate to drama. Talks to the kids about what a character is and how characters can have different settings in a play or a movie.
- Introduce a new setting called ALPHABET CITY. This is a place the kids would use their imagination to go to during drama class. The students are given name tags to decorate. This nametags give the children access to alphabet city. Before were able to go to alphabet city the kids had to put their name tag around their neck, close their eyes and then count to three. When their eyes are open they are then introduced to Ms./Mr. Builder (Teacher)
- The kids have all been given the role of Citizens (their character) in alphabet city. On their first visit Ms. Builder tells them that on every visit they will be given a task to complete. (These tasks were given by 2nd teacher).
- After the first task is done the citizens will meet the ‘Queen’ to see if she's pleased with their work.
- Citizens are assigned the task to find verbs that are used daily in alphabet city. At their grouped tables they list the verbs that they would use daily. Ms. Builder lets the kids know that they are meeting the Queen after they are finished doing their assigned task. When the Queen arrives (teacher changes role)
- All groups present their verbs to the ‘Queen’ and act them out. The Queen was pleased! After the citizens are done their task it's time for them to leave Alphabet city and return to Martin Behrman Charter. In order to do this they have to close their eyes and count to 3. While they are counting they are taking off their name tag and placing them in from of them.

**Closing:**
Students demonstrate what they've learned by orally reviewing drama terms and acting out verbs. Teacher utilizes a game called PASSWORD. This game was used to see if the students were retaining the knowledge of all the drama terms that was taught. Three students were picked from each table to go to the board. Once at the board, two of them were to face the board and one was to have his/her back turned. List 5 words on the board and the two students facing the board were to give clues, but not say the word. Kids were given a minute to try to get through all of the words. If they couldn’t say the word or know any clues for the word, they would say PASS. After all teams have gone the points were added and the one with the most points would win. Also in closing lead the students in a song called “Feeling Good”. Students shake off ‘drama’ and are asked if they did a ‘poor, fair, good, very good or excellent job’.
**The African-American History Timeline**

Name: Nelly De La Cruz

School: International School of Louisiana- Westbank

Grade: 3rd

Content Area: Social Studies

Arts Discipline: Theater

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### Arts Integrated Lesson Plan

**Arts Objectives (see KID smART Objectives below):** Enhance Social/Emotional Growth (-Collaborate. I can create art when working in a group. -Respond. I listen and share to reflect and/or give useful feedback to others. -Care. I am caring and helpful when making, observing or talking about artwork. I am safe and respectful with my materials, space and/or body.)

**Academic Objectives/CCSS:** 3.1.1 Create timelines that identify important events in the history of Louisiana.

**Assessment (how do you measure what changes?):** Demonstration observation, and oral. They will be answering questions about the African American history: 1) How did each leader become part of the civil rights movement? 2) What can we learn from African American leaders? 3) Which one you find the most interesting? Why?

**Vocabulary (list and define):**

- celebration- observance, commemorate
- history- the study of past events
- heritage- something transmitted by or acquired from a predecessor
- African American- black American with African heritage
- slaves- a person held in servitude as the chattel of another
- brave - showing courage
- freedom- having the right to act, speak or think as one wants
- racial segregation- the enforced separation of different racial groups in a country, community, or establishment.
- Civil Rights Movement- a decades-long struggle with the goal of enforcing constitutional and legal rights for African Americans
- boycott- to engage in a concerted refusal to have dealings with (a person, a store, an organization, etc.) usually to express disapproval
- good leader- a person who has commanding authority or influence
- injustice- absence of justice or violation of right or of the rights of another
- constitution- a written instrument embodying the rules of a political or social organization
- abolition- an act of getting rid of a system
- gospel and jazz music- popular music that originated among Africans Americans people characterized by a unique rhythm

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

- [PowerPoint Presentation of African-Americans History](#)
- [African-Americans contributions' video](#)
- [African-Americans civil rights events-song video](#), [African-Americans leaders and personalities pictures](#)
- white papers, colors markers, tapes, and yarns

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**Background Info/ Prior Knowledge:**

➔ know the concept of a timeline and understand how to read a timeline
➔ know numbering the years from greater to minor the timeline
➔ know computing the amount of time between two or years in between
➔ know African Americans heritage and cultural Africans groups

**Introduction:** In this lesson the students will be introduced to the topic by watching a welcome short video about African American leaders. A photo- video of the civil rights’ song: “Ain’t gonna let nobody turn around” will be present as an analysis of the most important events and significance of the African American history and its heritage. Teacher will explain with facts and examples a Powerpoint presentation of African-Americans History with important details.

**Learning Activity:** Theater- 1) Students create portraits of African Americans leaders including year of contribution and full name 2)As a whole class group, students will be creating a vertical shape timeline using their bodies to hold the leaders picture, his/her name and the year of contribution 3) Students will be saying a contribution of the African American leader they are representing. 4) Students will hear and dance an African Caribbean song, as a connection with others country.

**Closing:** As a whole class group, students will sing along and dance with Mahalia Jackson version of “Ain’t gonna let nobody turn around”. This will be a representation of a march of freedom with some of the most notable African American leaders.

*Contributions of African Americans’ video*

*March of Freedom. video*
### Printmaking a Setting

**Name:** VINNIE TRAN  
**School:** EDWARD HYNES CHARTER SCHOOL  
**Grade:** 4th  
**Content Area:** LIBRARY  
**Arts Discipline:** PRINTMAKING

#### Arts Integrated Lesson Plan

**Arts Objectives (see KID smART Objectives below):**
- **Create.** I can use arts techniques to make art that shows a specific idea.
- **Reason.** I can explain the reasoning behind my creative choices.
- **Problem Solve.** I can use problem-solving skills when making art.
- **Observe.** I look and listen closely to get better at making art.
- **Persist.** I continue making art even when it is hard.
- **Express.** I can express my ideas, thoughts and/or emotions through art.
- **Care.** I am caring and helpful when making, observing or talking about artwork. I am safe and respectful with my materials, space and/or body.
- **Connect.** I understand how the arts are part of my life.

**Academic Objectives/CCSS:**
CCSS.ELA-LITERACY.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-LITERACY.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

**ISTE STANDARDS:**
6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

**Assessment (how do you measure what changes?):** To demonstrate their understanding, students will...
- Vary line thickness, texture, lettering, etc. in carving print of their chosen setting.
- Explain the composition of their work: choices of objects in foreground, where they appear closer, and background, where they appear farther.
- Ink at least two copies of their print, choosing paper/ink combinations that contrast.

**Vocabulary (list and define):**
- **Background:** the part of a picture or design that serves as a setting to the main figures or objects, or that appears furthest from the viewer.
- **Carve:** cut (a hard material) in order to produce an object, design, or inscription
- **Composition:** the artistic arrangement of the parts of a picture.
- **Contrast:** the degree of difference between tones in a television picture, photograph, or other image
- **Foreground:** the part of a view that is nearest to the observer, especially in a picture or photograph.
- **Linoleum:** a material consisting of a canvas backing thickly coated with a preparation of linseed oil and powdered cork, used especially as a floor covering.
- **Negative space:** Negative space, in art, is the space around and between the subject(s) of an image
- **Setting:** the place or type of surroundings where something is positioned or where an event takes place
- **Styrofoam:** a kind of expanded polystyrene.
**Texture**: the feel, appearance, or consistency of a surface or a substance

**Resources (materials, literature, supplies, etc.)**
- Book: *Mr. Tiger Goes Wild* by Peter Brown
- YouTube Video: Lino Printing: [https://www.youtube.com/watch?v=h-IK2twnrBo](https://www.youtube.com/watch?v=h-IK2twnrBo)

**Background Info/ Prior Knowledge:**
- Students can identify the setting and other parts of a story.
- Different types of lines: straight, curvy, zigzag, horizontal, vertical, diagonal

**Introduction:**
- Read aloud picture book *Mr. Tiger Goes Wild* by Peter Brown.
- Discuss the different settings and elements of a story in the book.
- Introduce to students that they will create their own settings through printmaking.

**Learning Activity:**
- Show video of linoleum printing for introduction.
- TA holds up two prints: white ink on yellow paper and white ink on black paper.
  - What do you notice? It’s easier to see the print on the black paper because it has more contrast with the white ink. The closer the colors, the less contrast and the harder to see.
  - Also notice these words. Can you read them? They say book drop, but I forgot to write the backwards!
  - Where you carve, you’ll see paper. Where you don’t carve you’ll see ink. This is because of negative space, which is emptiness within larger spaces.
- Review different types of lines: straight, curvy, zigzag, horizontal, vertical, diagonal. Draw what you like, and try to include some letters as well.
  - Remember how prints come out backwards when after they’re inked? Keep that in mind while sketching.
  - Also think about composition, or the arrangement of objects on the page.
  - Think about the foreground, where objects appear closer, and the background, where they appear farther.
  - Also think about texture, how an object feels. How does the table feel compared to the back of a tree? How would you show smooth texture by carving? Rough texture? Try to have at least two different textures in your setting.
  - Let’s take a moment to think about what setting we’ll create. Now discuss with a partner.
- Students sketch settings.
  - Is there any text that should be written backwards? Are there objects in the front- and background? Are there at least two textures?
- Students transfer sketches of settings. Consult with TA and/or CT before begin carving.
- Show video of carving again as refresher
- Students begin carving Styrofoam pieces.
- When students have completed carving their settings, they are ready to ink!

**Closing:**
- Ink prints in a variety of colors and patterns on a variety of colored paper
- Gallery walk
- Extension: create characters for student created settings and introduce stop-motion animation using the characters and settings
# Poetry Books

**Name:** Libby Schick  
**School:** Esperanza Charter School  
**Grade:** 4th  
**Content Area:** ELA  
**Arts Discipline:** Poetry

## Arts Integrated Lesson Plan

<table>
<thead>
<tr>
<th>Arts Objectives:</th>
<th>I can express my ideas, thoughts and/or emotions through art.</th>
</tr>
</thead>
</table>

**Academic Objectives/CCSS:** Students will produce clear and coherent writing in the form of poetry using key words about animals in which the development and organization are appropriate to task, purpose, and audience. LA-W-4

**Assessment:** A poem will be written

**Vocabulary:**
- **Poem** - a piece of writing that partakes of the nature of both speech and song that is nearly always rhythmical, usually metaphorical, and often exhibits such formal elements as meter, rhyme, and stanza structure.
- **Adjectives** – words that describe a noun
- **Simile** – comparing two unlike things using like or as
- **Onomatopoeia** – noise words
- **Pets** – animals that are tame and usually found at a home
- **Wild animals** – animals found in the wild
- **Farm animals** – animals found on the farm

**Resources (materials, literature, supplies, etc.)**
- Cardstock, computer, book making materials (string, needles, bone folder, etc), paint, books about animals

**Background Info/ Prior Knowledge:**
Picture cards and theme pictures are used to create lists of animals.

**Introduction:** Students will learn about different types of animals.

**Learning Activity:** An example of a poem will be shown and read to the students. They will learn poetry terms that are used in the poem. Then students will use the poem as a guide to write their own poem.

When all the poems are written, students will type their poems, and then bind them together in a book. Finally, they will add art to their poetry.

**Closing:** Students will share their favorite poem to the group.
# Conflict Statues to Life

**Name:** Mizell Fisher  
**School:** Martin Behrman Charter  
**Grade:** 4th - 8th

<table>
<thead>
<tr>
<th>Content Area Intervention Room</th>
<th>Arts Discipline: Drama/Theatre</th>
</tr>
</thead>
</table>

## Arts Integrated Lesson Plan

**Arts Objectives (see KID smART Objectives below):** Students will be able to use ‘tableau and improvisation’ to define/enact conflict.

**Academic Objectives/CCSS:** Not Applicable

**Assessment (how do you measure what changes?):** Demonstration of strategies, exit tickets, and essay.

**Vocabulary (list and define):**

- **Drama** - to act something out; character, setting, plot/conflict
- **Conflict** - a problem, argument, fight, or disagreement
- **Tableau** - a frozen picture; (levels, emotions, body language, facial expressions)
- **Improvisation** - spontaneous creation; making it up on the spot; freestyle

**Resources (materials, literature, supplies, etc.) Disciplinarian report:**

**Background Info/ Prior Knowledge:** Students will have defined drama/theatre; been introduced to FREEZE/FOCUS; familiar with vocal/physical warm up.
<table>
<thead>
<tr>
<th>Introduction: Read objective.</th>
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<tbody>
<tr>
<td>● Ask student to stand in a circle</td>
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<tr>
<td>● Lead students in physical/vocal warm up</td>
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<tr>
<td>● Ask students to return to seat</td>
</tr>
<tr>
<td>● What is conflict?</td>
</tr>
<tr>
<td>● What does conflict look/sound like?</td>
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<tr>
<td>● Where do you see/hear conflict?</td>
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<thead>
<tr>
<th>Learning Activity:</th>
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<tr>
<td>● Lead students in discussion brainstorming/defining conflict.</td>
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<tr>
<td>● List responses</td>
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<tr>
<td>● Brainstorm/define ‘tableau’; and ‘improvisation’.</td>
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<tr>
<td>● Model ‘tableau and improvisation’</td>
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<tr>
<td>● Tell students they are going to create frozen images ‘tableau’ (pictures, statues) showing conflict, and then bring images to life ‘improvisation’ with a word, phrase or sentence.</td>
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<tr>
<td>● Model Activity: Ask students to say ‘1,2,3, picture’. Then ask students say to say ‘1,2,3, action. Bring image to life with a word, phrase or sentence.</td>
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<tr>
<td>● Divide students into groups. Practice. Share.</td>
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</tbody>
</table>

| Closing: What is conflict? Where do you see/hear conflict? What is a tableau? What is improvisation? |
Character Traits of “The Whipping Boy”: Jemmy and Prince Brat

Name: Chandler Mitchell  School: Martin Behrman Charter  Grade: 4th

Content Area ELA  Arts Discipline: Drama

Arts Integrated Lesson Plan

Arts Objectives (see KID smART Objectives below):

- Students will be able to define various drama vocabulary words; pantomime, drama, conflict, character traits, setting, plot, actor, as well as freeze, relax, and focus.
- Students will use the previously stated vocabulary to depict the character traits of Jemmy and Prince Brat in visual art and interactive warm up.

Academic Objectives/CCSS:

- **CCSS.ELA-LITERACY.RL.4.2**
  Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- **CCSS.ELA-LITERACY.RL.4.3**
  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- **CCSS.ELA-LITERACY.RL.4.9**
  Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

Assessment (how do you measure what changes?):

- Informal: Class participation (responses to probing question)
- Formal: Exit ticket, visual art explanation

Vocabulary (list and define):

- **Drama**: to act something out
- **Character**: the people in the story, book, or play
- **Setting**: where the story happens; time and place
- **Plot**: the main idea in the story
- **Conflict**: problem or situation in the story
- **Actor**: people who pretend to be characters
- **Pantomime**: to act something out without using words or sound
- **Freeze**: to stop, pause, not move in the moment
- **Relax**: to resume action, start again
- **Focus**: to look and listen
- **Character Trait**: are valued aspects of a person's behavior
- **Vertical line**: a line that goes up and down
- **Horizontal line**: a line that goes left to right
- **Squiggly line**: a line that has high points and low points
- **Diagonal line**: a slanted line

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

- Cardstock
- Oil Pastels and/or Crayons
- Water
- Watercolors
- Small paint brushes
- Cups
- Projector
- White/Smartboard

### Background Info/ Prior Knowledge:

- Students should know the main characters in “The Whipping Boy”
- Students should have an idea of the difference between feelings/emotions of character traits
- Should have an idea on how to properly use crayons and water colors

### Introduction/Warm UP:

- Introduce and practice ‘FREEZE/Relax, and FOCUS’.
- Guide students from desks to form a circle. Lead students in physical/vocal warmup.
- Students will review and go over vocabulary by sounding out, spelling, defining, and providing an example for each vocabulary
- Students will be introduced to color and line meaning: What does a horizontal line represent? (balance) What does a vertical line represent? (progression, moving down or up) What does a squiggly line represent? (waves, calm) What does a Diagonal line represent? (imbalance)
- Students will come up with their own definition for what colors represent to them. Red (bold, love) Yellow (happy, excited)

### Learning Activity:

- Write question ‘What is a character trait?’ Brainstorm/define character traits as *valued aspects of a person’s behavior: patient, kind, caring*
- Connect definition of character traits to Jemmy and Prince Brat from “The Whipping Boy”
- Model activity: explain to each student that various colors and lines can represent a person’s every day feelings or character traits. Show students how to use various lines and colors to depict a character trait. (Shows students how to use water colors and oil pastels to display a particular trait)
Main Activity: Students are to sit in groups. After students are seated, each child is given their own cardstock, water, pastels or crayons of various colors, and set of watercolors. Students must choose one character from the previously mentioned novel and list at least two character traits they have identified based on the character’s actions, words, or observations from other characters. Students will have 25 minutes to use these two mediums to create a work of art that shows the character trait of their respective character.

Closing:
- Review vocabulary using popcorn method
- Students share their art and allow their peers to give feedback and words of affirmation. “(Inserts name) is an artist”.
- ‘Feeling Good’ song.
All That Jazz! American Music, American Musicians

Name: Deborah Williams  
School: Benjamin Franklin Elementary  
Grade: 5  
Content Area: Math and Elementary Enrichment (SFA)  
Arts Discipline: Music  

<table>
<thead>
<tr>
<th>Arts Objectives (see KID smART Objectives below):</th>
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<tbody>
<tr>
<td>- Develop Creativity &amp; Imagination</td>
</tr>
<tr>
<td>o <strong>Transform.</strong> I can turn a written text, picture, or sound into a work of art using torn construction paper.</td>
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<tr>
<td>o <strong>Express.</strong> I can express my ideas, thoughts and/or emotions through art.</td>
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<tr>
<td>o <strong>Explore.</strong> I can explore ideas through art without trying to find a “right” answer.</td>
</tr>
<tr>
<td>- <strong>Enhance Social/Emotional Growth</strong></td>
</tr>
<tr>
<td>o <strong>Collaborate.</strong> I can create art when working in a group.</td>
</tr>
<tr>
<td>o <strong>Respond.</strong> I listen and share to reflect and/or give useful feedback to others.</td>
</tr>
<tr>
<td>o <strong>Care.</strong> I am caring and helpful when making, observing or talking about artwork. I am safe and respectful with my materials, space and/or body.</td>
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**Academic Objectives/CCSS:**

- **LA.5.RI.5.2** - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **LA.5.RF.5.3a** - Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **LA.5.W.5.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Assessment (how do you measure what changes?):**

- **Comprehension Test** where students identify the main idea and supporting details of an expository text on Glenn Miller. (SFA)
- **Vocabulary Test** where students use words in context and create meaningful sentences. (SFA)
- **Writing**
  - o **Jazz Poems:** students will write poems about jazz
  - o **Essay:** Students will write an informative paragraph about his/her favorite song or type of music. Prompt and Rubric

**Vocabulary (list and define):**

1. cherished: beloved  
2. spanned: crossed  
3. accompanied: went along with  
4. debut: first time  
5. impressed: inspired, thrilled  
6. achievement: feat, accomplishment
7. **imitations**: copies
8. **attire**: clothing
9. **contemporary**: modern, current
10. **gig**: a paid musician performance
11. **house band**: the band that plays regularly at one club, rather than touring and playing gigs in various cities.
12. **improvisation**: the art of diverting from a musical score while playing, or making things up.

### Resources (*materials, literature, supplies, etc.*)
- **Literature**: All That Jazz! American Music, American Musicians Written by Tanya Jackson
  - The Savvy Reader –Clarifying, A Collection of Reading, pages 27 -47
  - Success for All Foundation, 2011
- **Website**: Jazz Music History for Kids Song, Part 1 - Rap Opera for Kids [https://www.youtube.com/watch?v=96-mvnCdhhTI](https://www.youtube.com/watch?v=96-mvnCdhhTI)
  - Louis Armstrong Picture:
    - Louis Armstrong Letter: [https://www.crt.state.la.us/Assets/Museum/onlineexhibits/zulu/louisletter.pdf](https://www.crt.state.la.us/Assets/Museum/onlineexhibits/zulu/louisletter.pdf)
- **Supplies**: Construction paper, tag board, glue and glue sticks, jewels, pencils
- **Materials**: Idea Tree Graphic Organizer
- **Pictures**: Louis Armstrong, the Times-Picayune Jan. 17, 1949.

### Background Info/ Prior Knowledge:
**Zoom inquiry**: Use a picture of a Mardi Gras Parade of Louis Armstrong as King Zulu to zoom out
1. What do you see?
2. Make a hypothesis about what is happening in the picture.
3. What new evidence do you have to support or shift your hypothesis?
4. Why do you think this image was created?
5. Who is the focal point in the picture?

- Jazz Music History for Kids Song, Part 1 - Rap Opera for Kids [https://www.youtube.com/watch?v=96-mvnCdhhTI](https://www.youtube.com/watch?v=96-mvnCdhhTI)
- Where Today’s Music Comes from p. 31 focus on New Orleans read *All That Jazz! American Music, American Musicians*

### Introduction:
This cycle we will read *All That Jazz! American Music, American Musicians* written by Tanya Jackson. As we read, we’ll look for main ideas and supporting details. Good readers identify main ideas and supporting details to make sure that they learn and remember important information. At the end of the lesson, we will create jazz pictures using construction paper, glue, and jewels. We will write an informational essay about a favorite song or type of music and a poem about jazz.

### Learning Activity:
4 Days: Success for All 6.1 Lesson: History of Jazz, Louis Armstrong, Ella Fitzgerald, Duke Ellington, Thelonious Monk, John Coltrane, Miles Davis
- SFA Listening Comprehension Activities
- Team Talk
Students will read the text and answer questions while participating in Team Talk Activities. Students will find the main ideas and supporting details of different sections of the text.

- Students will write main ideas and supporting details on the idea tree graphic organizer.
- Students will listen, share, reflect and give useful feedback to others.

Word Power Activities
- Students will break words into base words and ending and use the endings –ment, -ed, -ly, and –ion to increase their understanding of words.

5-10 days:
- Students will draw jazz picture on tag boards to create construction paper collages. Students will choose various colors of construction paper and jewels. The construction paper will be torn and glued on the tag board to add color and dimension to the collage.
- Students will create art when working in a group.

Closing: This cycle we learned about All That Jazz! American Music and American Musicians. Jazz is still alive and well, especially in New Orleans. The text of the lesson is from All That Jazz! American Music, American Musicians written by Tanya Jackson
The Savvy Reader –Clarifying, A Collection of Reading, pages 27 -47
Success for All Foundation, 2011

<table>
<thead>
<tr>
<th>Writing Prompt</th>
<th>Scoring Guide</th>
</tr>
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<tbody>
<tr>
<td>You have been learning about jazz music and musicians. Write an informative paragraph about your favorite song or type of music. It can be a song from the radio, television, or something your family sings. Begin your paragraph with a sentence that introduces the song and the person who sings it or the type of music that you enjoy. Provide four reasons, with supporting details, that explain why you like this song or type of music. Think about what you like about the song or type of music—the lyrics, the rhythm, the meaning? Close your paragraph with a sentence that restates the main idea. You will share your paragraph with your classmates to make a book that shows the variety of music your class enjoys.</td>
<td>You wrote an informative paragraph about your favorite song or type of music to share with your classmates. 20 points</td>
</tr>
<tr>
<td></td>
<td>Your paragraph has an opening sentence that introduces the song and artist or type of music you enjoy. 10 points</td>
</tr>
<tr>
<td></td>
<td>You provide four reasons, with supporting details, about why you enjoy this song or type of music. 15 points each (60 points maximum)</td>
</tr>
<tr>
<td></td>
<td>Your paragraph ends with a sentence that restates the main idea. 10 points</td>
</tr>
</tbody>
</table>
Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write the word on your paper. Then write the base word and ending. Write a definition for each word.

1. promotion
2. judgment
3. identified
4. typically

Building Meaning

<table>
<thead>
<tr>
<th>improved</th>
<th>achievement</th>
<th>limitations</th>
<th>attune</th>
</tr>
</thead>
<tbody>
<tr>
<td>chastened</td>
<td>sponsored</td>
<td>accompanied</td>
<td>defeat</td>
</tr>
</tbody>
</table>

5. Write a meaningful sentence for the word "chastened".
6. Jonah’s bird ___________ were so good that people thought they were hearing the real thing inside the classroom.
7. The students at Wilson High were sad to see their ___________ Ms. Jackson retire after forty years of teaching. Cherished means—
   a. hated
   b. beloved
   c. greeted
   d. missed
8. Ann was ___________ by the photographs she saw in the nature magazine and decided he wanted to be a nature photographer as well.
9. Lisa’s ___________ on the stage was just the beginning of a long, great career as a singer. Debut means—
   a. last time
   b. only
   c. middle
   d. first time
10. My older brother ___________ was on a tour of my new school and I wouldn’t feel lost or alone.
11. The roof of the dome ___________ the entire length of the football field, providing shelter for all the fans.
    Sponsored means—
    a. followed
    b. crossed
    c. moved
    d. answered
12. For our school’s Homecoming dance, everyone was dressed up in ___________ from the 1930s and 1940s.
# Arts Integrated Lesson Plan

## Arts Objectives:
1. **Create.** I can use transitions and formations to make a short dance choreography that shows the photosynthesis process in plants.
2. **Respond.** I listen and share to reflect and/or give useful feedback to others.
3. **Connect.** I understand how the arts are part of my life.

## Academic Objectives/CCSS:
1. **5.LS1** Describe that plants get the materials they need for growth chiefly from air and water.
2. **5.LS2** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Air, water, decomposed materials in soil is changed by plants into matter that is food.

## Assessment:
Students will present their choreography by groups. Each group will be evaluated by the following criteria:

a) All members participate in the creation and presentation of the dance choreography.
b) The choreography includes board (sequence), formations, transitions, levels, canon and dynamic.
c) The choreography represents the photosynthesis process.

## Vocabulary:
- **Photosynthesis**: Photosynthesis takes in the carbon dioxide produced by all breathing organisms and reintroduces oxygen into the atmosphere. Photosynthesis is the process used by plants, algae and certain bacteria to harness energy from sunlight and turn it into chemical energy.
- **Chloroplast**: Chloroplasts are organelles that conduct photosynthesis
- **Organelle**: Any of a number of organized or specialized structures within a living cell.
- **Carbon Dioxide**: a colorless, odorless gas produced by burning carbon and organic compounds and by respiration. It is naturally present in air (about 0.03 percent) and is absorbed by plants in photosynthesis.
- **Oxygen**: Oxygen is a colorless, odorless, tasteless gas essential to living organisms, taken in by animals, which convert it to carbon dioxide; plants, in turn, utilize carbon dioxide as a source of carbon and return the oxygen to the atmosphere.
- **Choreography**: It is the act of designing dance. Choreography may also refer to the design itself, which sometimes expressed by means of dance notation.
- **Formation**: Any dance in which a number of couples form a certain arrangement, such as two facing lines or a circle, and perform a series of figures within or based on that arrangement.
- **Dynamic**: expresses the way in which shape of movement is executed.
**Transition:** Transition is “movement, passage, or change from one position, state, stage, subject, style, concept or place, etc., to another”. In dance, transitions can occur after “picture lines” when you hold an overs way for a moment, before you carry onto the next step.

**Levels:** people higher and lower in a dance

**Canon:** people performing the same move one after the other

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**Resources:**

1. Projector.
2. Power Point Presentation about photosynthesis: [https://docs.google.com/presentation/d/1m7dyMRnoWfT3elHWMroYt_1oSaka_S6fjgY_zW4zJ4/edit?usp=sharing](https://docs.google.com/presentation/d/1m7dyMRnoWfT3elHWMroYt_1oSaka_S6fjgY_zW4zJ4/edit?usp=sharing)
3. Digital copy or hard copy of the following reading: [https://drive.google.com/file/d/1bhP6dHWdpWO5G8CV5VGDGD_t79yQPfnV/view?usp=sharing](https://drive.google.com/file/d/1bhP6dHWdpWO5G8CV5VGDGD_t79yQPfnV/view?usp=sharing)

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**Background Info/ Prior Knowledge:**

**Academic:** Students already studied plant cells and they know how to describe that plants get the materials they need for growth chiefly from air and water.

**Art:** Students are familiar with the following vocabulary: Studio; Movement; Physical; Kinesthetic Learning; Signal

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**Introduction:**

4. Warm up: 4 students will decide 8 different movements for stretching out different parts of their body. (5 minutes) (Day 1)
5. Students will listen the rap about cells: [https://www.youtube.com/watch?v=-zafJkMPA8](https://www.youtube.com/watch?v=-zafJkMPA8) (5 minutes) (Day 1)
6. Teacher will introduce the following questions: (5 minutes) (Day 1)
   - Why chloroplast are important for plant cells?
   - How does a plant produce its own food?
   - Why photosynthesis and respiration are so important and how they relate?
   - How can we represent the photosynthesis process with a dance choreography?

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**Learning Activity:**

7. Students and teacher will read the following Newsela documents and discuss the answers for the questionary: (20 minutes) (Day 1)
   [https://drive.google.com/file/d/1bhP6dHWdpWO5G8CV5VGDGD_t79yQPfnV/view?usp=sharing](https://drive.google.com/file/d/1bhP6dHWdpWO5G8CV5VGDGD_t79yQPfnV/view?usp=sharing)
8. Students will form small groups (Exam: 4 groups of 5 students) and they will create movements to represent the key words found in the reading. (15 minutes) (Day 1) The class end with the teacher assessing the groups by walking around them and see their representations.
9. Teacher will present the following PPP: (20 minutes) (Day 2)
   [https://docs.google.com/presentation/d/1m7dyMRnoWfT3elHWMroYt_1oSaka_S6fjgY_zW4zJ4/edit?usp=sharing](https://docs.google.com/presentation/d/1m7dyMRnoWfT3elHWMroYt_1oSaka_S6fjgY_zW4zJ4/edit?usp=sharing)
10. Students will create a dance choreography that will represent the process of photosynthesis. (20 minutes) (Day 2)

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**Closing:**

11. Students will perform their dances and will give a small oral explanation about their dance. (15 minutes)(Day 2)
12. Students will give each other feedback about their dances with the following prompts: (5 minutes) (Day 2)
   - “I like when you guys ______________ during your performance”
   - “It will be interesting if you guys try ______________ in your dance”
   - “I saw the connection between photosynthesis and your dance when_________________”
# How to Remove Picture Backgrounds

**Arts Integrated Lesson Plan**

**Arts Objectives (see KID smART Objectives below):**
Create - TSW use digital art techniques to make art that express a specific idea.
Reason _ TSW explain the reasoning behind their creative choices.
Transform - TSW turn a written text, picture, or sound into a work of art.

**Academic Objectives/CCSS:**
1.) Students will research the internet for information about an geographic location that they want or already have visited.
2.) Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
3.) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
4.) TSW remove backgrounds from pictures of themselves and then place themselves into different pictures using pixlr.com

**Assessment (how do you measure what changes?):**
Teacher made rubric based on pixlr tutorial.

**Vocabulary (list and define):**
- layers, background, foreground, stock photo, canvas, crop, scissors, tolerance

**Resources (materials, literature, supplies, etc.)**
Chromebooks, free graphics, a photo image of oneself, one background image and one foreground image that can easily be removed.
Teacher made Step by Step tutorial using Screencastify [https://drive.google.com/file/d/1ywB96RwPqoOF-Z3p41NsQwKa7c7Z6qSQ/view](https://drive.google.com/file/d/1ywB96RwPqoOF-Z3p41NsQwKa7c7Z6qSQ/view)

**Note:** Step by Step written tutorial will also serve as assessment component for grading purposes.

www.Pixlr.com

**Background Info/ Prior Knowledge:**
The student should be familiar with digital art software/menu tabs and how to use them.
**I DO) Introduction: TTW**

1.) Introduce activity - What we are going to do and how we are going to do it. “Oh the Places We Will Go”

2.) Direct students to photograph themselves in front of a classroom wall or door, then use the magic wand to carefully remove the background. Saving the new image as a .png file will ensure that the background remains transparent. Use the picture to put themselves into interesting geographic locations such as space, underwater, volcanoes, different countries, etc.(use pixlr stock photos)

3.) Demonstrate how to take a picture using chrome book, and save it.

4.) Guide instruction using teacher made worksheet, and video.

5.) Explain steps to how to remove background from a picture and insert their image.

6.) Instruct students to write a brief 2-3 sentences about this place they’ve selected and why. This will be the last layer to their work.

**We DO) Learning Activity: TSW**

1.) Research an interesting geographic location they would like to or have already visited give some facts about it that supports their selection.

2.) Plan for how they will take their photo of themselves (poses) to fit into that specific background.

3.) Take picture of themselves using chrome book and save it to their chrome book.

4) Read over worksheet and watch video tutorial on how to use pixlr.

5) Select their time period / geographic location and select their background image.

6.) Practice using pixlr toolkit to enhance picture.

7.) Participate in guided discussion on strengths and challenges of the activity.

**You Do) Closing/Assessment: TSW**

1.) Photograph themselves in front of a classroom wall or door using chrome book.

2.) Save picture as a .png

3.) Use the pixlr program to select a stock photo and import it onto your canvas. (Background)

4.) Use the picture of themselves to put into interesting geographic locations such as space, underwater, volcanoes, different countries, etc.

5.) Use the scissors tool to crop out the background surrounding their picture to be imported onto the background picture.

6.) Add top later to type in text.

7.) Save new image as a .png file.
Students will remove background from photo using the scissor tool in pixlr.com

In this assignment students remove a background from a picture of themselves in a pose that is complementary to the photo that they will transfer the mage to.

The background will be completely transparent (clear).

Students then add the photo of themselves into a completely different picture.

The scissor tool is very useful for removing background or portions of an image. It works best when used to remove continuous sections of solid colors, like when removing solid colored backgrounds. More complex backgrounds with varied colors and textures can be removed using a combination of scissor tools. Certain scissors tools helps remove large portions of the image while others can get into those tight hard to reach spaces.

Students will use the scissor tool to remove as much of the background behind their image as they can. To remove fine detail, try changing to different eraser sizes try using the magic wand (tolerance) (2px to 10px) to erase hard to get to places.

Note: Tolerance is setting governs the sensitivity of the magic wand selection. When you click on an area in the image, it selects all the adjacent pixels whose numeric color values are within the specified tolerance either side of the pixel value.

**Step by Step**

1. Take picture of yourself against a solid background with your chromebook or digital camera and save it to a file as a JPEG on your chromebook or laptop. Don’t forget that your pose should complement the scene/photo that you are going to put your image in.

2. Go to pixlr.com and click free to use.

3. Click create new then full HD.

4. Look at the right corner type in a title for your project and click create.

5. Go to lower left corner and click image

6. Upload image of yourself that you took and saved to your device.

7. Click open

8. Begin removing background.

9. Use the scissor/magic wand tool to remove as much of the background as you can. Adjust the tolerance settings to remove more or less. Use the magic wand tool for more detailed background removal.
10. This is layer one.

11. Click on the icon in the upper left corner. Go to stock photos. Type/Search for the image of your geographical location.

![Stock Photos Icon]

12. After making your selection, click on it and click add to current

13. This is going to be your second layer your image of yourself is under this one.

14. Go to right corner and move the image of you to the top.

15. Adjust the position and size of yourself to your liking. To add, click on the icon.

16. Type in the text box. This is where you tell me some facts about your place of interest and why you chose it. Feel free to change font, size and style.

17. Click Save to save the finished picture as .jpg or .png file and save it to your device.

Please feel free to watch the video I made [https://drive.google.com/file/d/1ywB96RwPgoOF-Z3p41NsQwKa7c7Z6qSQ/view](https://drive.google.com/file/d/1ywB96RwPgoOF-Z3p41NsQwKa7c7Z6qSQ/view)


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**Basic Teacher Rubric**

Created scene using pilxr.com and an image of themselves. 2
Scene contained only stock photo. 1
Scene contained self image only. 1
Project contained supported facts of their selected geographical location. 2
Project **did not** contain facts of geographical location. 1
Student showed skillset comparable of working alone. 2
Student needed assistance more than twice from when working with pixlr. 1
Total Pts.__________
Name: Brittany Dement  School: DTA  Grade: 8th

Content Area: Science  Arts Discipline: Music

Arts Integrated Lesson Plan

Arts Objectives (see KID smART Objectives below): Create. I can use arts techniques to make art that shows a specific idea.

Academic Objectives/CCSS: To construct a rap that explains the main points of the rock cycle.

Assessment (how do you measure what changes?):
-Raps must include one rhyming couplet.
-Raps must correctly match one type of rock with the process that creates it.

Vocabulary (list and define):
- metamorphic rock - formed from heat and pressure of sedimentary rock.
- igneous rock - formed by magma cooling.
- sedimentary rock - formed by compaction and cementation of sediment.

Resources (materials, literature, supplies, etc.): paper for students to write

Background Info/ Prior Knowledge: Prior knowledge of the rock cycle required.

Introduction:
A. What is a Rhyming Couplet?
   a. A Rhyming Couplet is two lines of the same length that rhyme and complete one thought. There is no limit to the length of the lines. Rhyming words are words that sound the same when spoken, they don’t necessarily have to be spelt the same.

B. Examples of Rhyming Couplets
   a. The wind blew very strong - As we scurried along
   b. Plastic snake - Very fake
   c. In the morning the sun shone bright - Clearing the thoughts of the dark night

C. Identify the rhyming couplets in the following lyrics.
"Left Hand Right Hand"
YoungBoy Never Broke Again
"Still move the wheel with my knee while I count up bands/I show love and affection to all my fans/I got Ferragamo holding up my pants/I turn up on the stage while I hit my dance"

Learning Activity:
A. To construct a rap that explains the main points of the rock cycle.
   a. -Raps must include at least one rhyming couplet.
   b. -Raps must correctly match one type of rock with the process that creates it.
      i. metamorphic rock-formed from heat and pressure of sedimentary rock.
      ii. igneous rock-formed by magma cooling.
      iii. sedimentary rock-formed by compaction and cementation of sediment.
B. Students are invited to perform their raps for the class.

Closing:
A. Reflection:
   a. What was fun?
   b. What was challenging?
   c. What topic do you want to write about next time?
## Arts Integrated Lesson Plan

### Arts Objectives (see KID smART Objectives below):
- **Transform.** I can turn a written text, picture, or sound into a work of art.
- **Engage.** I understand participation leads to joyful learning.
- **Connect.** I understand how the arts are part of my life.

### Academic Objectives/CCSS:
- **LC.RL.2.1** Answer who, what, where, when, why, and how questions from stories.
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **LC.RI.3.7c** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### Assessment (how do you measure what changes?):
Observational Data of students being able to place color-coded cards on chart to identify the Who/What/Where of a part of the story with 1 or fewer prompts, students pointing to a place on the map to indicate “where jazz comes from” as learned in the text (Africa, Southern US, NY-Harlem, New Orleans), student participation of instrument exploration and movement.

### Vocabulary (list and define):
- **Who** - the person or people that the story is about
- **What** - things that happen in story (What is happening?)
- **Where** - the place/places that the story is located
- **Sound** - something you can hear
- **Movement** - a way that an object or body moves
- **Jazz** - a style of music

### Resources (materials, literature, supplies, etc.)
- **Book:** *The Sound that Jazz Makes* by Carole Boston Weatherford: [https://www.goodreads.com/book/show/529460.The_Sound_that_Jazz_Makes](https://www.goodreads.com/book/show/529460.The_Sound_that_Jazz_Makes)
- **World Map (laminated) w/ dry-erase markers**
- **Instruments+ prompts (real or toy) Drums, spoons, guitar, banjo, horns, star decals or lights, piano, microphone, conductor baton, boom box**
- **Videos:**
  - Reading of *The Sound That Jazz Makes* : [https://www.youtube.com/watch?v=p8kB_opHSj8](https://www.youtube.com/watch?v=p8kB_opHSj8)
  - Video to highlight each type of sound/style/movement i.e. spirituals, drumming, cakewalkers etc.—be sure to preview each video beforehand.
- **Chart:** Where/Who/What (sounds/movements) on a large piece of chart paper (that can be added to with each lesson over the course of the book)
| Color coded cards: 1 color for each column (where/who/what) and a marker to generate ideas, tape to hang on chart. (this can also be done on a projected document using color highlighting or font color to differentiate. 
Feelings Continuum (or a non-verbal way for students to show how they are feeling as the lesson begins and progresses) |
|---|

### Background Info/ Prior Knowledge: Students will have used the terms WHO, WHAT, WHERE previously to identify main characters, setting, and themes in other stories. Students will have learned about the 5 senses and state or identify visually the connection between sound / hearing/ ears. Students will have used the Feelings Continuum and check-in previously. |

### Introduction: Hello There Song to indicate beginning of Music Learning (provided by Mr. Kevyn Miller) Have student helpers bring out and hang up Map, Chart, Book and instruments (to build anticipation and excitement). Check in on our Feelings Continuum with indiv. Student clothespins. |

### Learning Activity: Each week we will review the pages of the story we have covered by watching the video read-aloud as well as holding the book and reading along. When we arrive at a new page we will listen/ and watch the video read aloud and also read it again in the book. 
1. Teacher will identify in the text WHERE they are and see if students can locate picture or word clues that help support that. Teacher will write that on correct color-coded card and have students tape card onto the chart in the correct column. Teacher will help students locate that place on the map and circle with dry-erase marker and connect it with previous places by drawing a line from a previous place to the new location to show how Jazz travels. Students can re-trace with finger or marker. 
2. Teacher will identify in the text WHO is being referenced and see if students can locate picture or word clues that help support that. Teacher will write that on correct color-coded card and have students tape card onto the chart in the correct column. 
3. Teacher will identify in the text WHAT SOUNDS are being heard and WHAT MOVEMENTS are taking place and see if students can locate picture or word clues that help support that. Teacher will write those on correct color-coded card and have students tape card onto the chart in the correct column. Students will watch a supporting video that depicts sounds and/or movements specific to that page and then participate (with musical accompaniment) by playing a real or toy instrument/object that makes that sound and will be encouraged to participate in the identified movement or their interpretation of that movement. This can happen one at a time or as a group depending on class vibe, instrument availability, safety. |

### Closing: Teacher and students will restate or point to chart to succinctly go over the Where/ Who/ and What that is written and drawn on color-coded cards. Farewell song (provided by Mr. Kevyn Miller) / student clean up
LEARNING TO COMMUNICATE THROUGH PUPPETRY

Name: Lillian Smith  School: Edward Hynes Charter School  Grade: Special Education / Grades 2 -3
Content Area: Social / Emotional / Communication  Arts Discipline: Visual and Theatrical

Arts Integrated Lesson Plan

Arts Objectives (see KID smART Objectives below): Students will create and use puppets to better understand how to communicate with an audience (projecting voice, eye contact, clear speaking voice, etc.).
1. Consider. I consider others’ points of view when making or viewing puppets.
2. Collaborate. I can create puppets and perform when working in a group.

Academic Objectives/CCSS:
CCSS.ELA-LITERACY.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCSS.ELA-LITERACY.SL.2.1.A: 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).
CCSS.ELA-LITERACY.SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCSS.ELA-LITERACY.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-LITERACY.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.2.1.E: Use adjectives and adverbs, and choose between them depending on what is to be modified.

Assessment (how do you measure what changes?): Students will perform a skit for peers using their puppets. Student’s success will be based on meeting 5 or more of the following checklist:
___ Does the student project their voice during presentation?
___ Does the student speak audibly?
___ Does the student make eye contact with the audience during presentation?
___ Did the student use correct grammar (capitalization, spelling, punctuation) when writing their script?
___ Did the student use nouns in their writing and presentation?
___ Did the student use adjectives in their writing and presentation?
___ Did the student ask questions about their peer’s presentation?

Vocabulary (list and define):
Backstory – a story that tells what led up to the main story or plot, or information about a character
Script – the written text of a stage play
Audience – a group of listeners or spectators
Body Language – the gestures, movements, and mannerisms by which a person or animal communicates with others
**Projection** – the act of throwing or thrusting your voice forward  
**Puppet** – a small-scale figure that is moved by the hand  
**Collage** – an artistic composition made of various materials (such as paper, cloth, or wood) glued on a surface  
**Collaboration** – to work jointly with others

| Resources *(materials, literature, supplies, etc.):* | Questionnaire, Construction paper, Paper bags, Scissors, Fabric, Pipe Cleaners, Pop-poms, Yarn, Glue, Pencils, Markers, Paint, Crayons, Cloth |

LISTEN BETTER Lesson – Howard Wiggle Bottom [https://www.youtube.com/watch?v=HH0rQiwKtSs](https://www.youtube.com/watch?v=HH0rQiwKtSs)

**Background Info / Prior Knowledge:** Students will recall what they know about puppets, being a part of an audience (or a good listener), or being a performer. Teacher may show various types of puppets.

**Introduction:** Students will discuss what they know about being a good communicator. Teacher can create a “Know, Want to know, and Learned” (KWL) chart to record student responses. Discuss that when we communicate, we use our bodies, voices, eyes, and ears. We talk and we listen. We ask questions to gather more information. Students will watch the video Howard Wiggle Bottom. Ask, “What does he do that makes him a poor communicator? What does he do that makes him a good communicator?”

**Learning Activity:**

**START:** Tell students that they are going to create a character/puppet that will help them communicate with an audience better. Students are allowed to use their imaginations to create a character or use a character they are familiar with (superheroes, cartoon characters, book characters, etc). First, students will complete the character development form, creating a backstory for their puppet. This will be their script that will be used for their presentation. Students draw or sketch an image of what they would like their puppet to look like (teacher may want to show images of various types of puppets). Students will use nouns, verbs, and adjectives to describe their characters in the final boxes. Students should be reminded to use complete sentences with correct capitalization, punctuation, and spelling. While writing, teacher can circulate and ask students to identify nouns, verbs, and adjectives in their writing and on their puppet.

**NEXT:** Students use brown paper bags or cloth to create their character puppets using a multitude of mediums. Upon completion, students should then get in teams or pairs and practice telling their partners (“audience”) about their puppet. Students can use their character development sheets to support them. Remind students (or model for them) that when you speak, you use your body to evoke particular feelings, you make eye contact, project your voice, and speak clearly. As listeners, we listen to the words of the presenters; when the speaker is done, we ask questions to gain more information. Allow students to practice listening and speaking with their peers.

**FINALLY:** One by one, students stand in front of their peers and present their puppet to their peers. Teacher allows the audience to ask the presenter questions about their puppet. Use the checklist to ensure students have internalized concepts learned.

**Closing:** Return to KWL chart and ask students, “After our presentations, what did you learn about being a good communicator?” Record answers on chart.

**My puppet’s name is:**
_____________________________________________

This is what my puppet looks like:

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For fun, my puppet likes to:

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```

```

My puppet’s favorite color is:

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My puppet’s favorite food is:

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My puppet lives:

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```

My puppet has these character traits:

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<table>
<thead>
<tr>
<th>Afraid</th>
<th>Brave</th>
<th>Grateful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious</td>
<td>Dangerous</td>
<td>Greedy</td>
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<tr>
<td>Annoyed</td>
<td>Cruel</td>
<td>Grouchy</td>
</tr>
<tr>
<td>Apologetic</td>
<td>Dependable</td>
<td>Helpful</td>
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<tr>
<td>Careful</td>
<td>Dishonest</td>
<td>Impatient</td>
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<tr>
<td>Careless</td>
<td>Energetic</td>
<td>Jealous</td>
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<tr>
<td>Clever</td>
<td>Foolish</td>
<td>Lonely</td>
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<tr>
<td>Clumsy</td>
<td>Friendly</td>
<td>Naughty</td>
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<tr>
<td>Considerate</td>
<td>Gentle</td>
<td>Proud</td>
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<tr>
<td>Courageous</td>
<td>Generous</td>
<td>Sneaky</td>
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<tr>
<td>Stubborn</td>
<td>Talented</td>
<td>Thankful</td>
</tr>
<tr>
<td>Sad</td>
<td>Wished</td>
<td>Rude</td>
</tr>
<tr>
<td>Hardworking</td>
<td>Nasty</td>
<td>Discouraged</td>
</tr>
</tbody>
</table>
Langston Hughes Academy and Arthur Ashe Charter School are taking part in a three year project with ArtsLiteracy Nola. Founded in 1998 in the Education Department at Brown University, The ArtsLiteracy Project develops curricula and professional development practices based on the premise that linking literacy and the arts creates powerful learning opportunities for students both in core academic subjects and in the arts. The primary curricular framework of ArtsLiteracy is the Performance Cycle, a flexible guiding structure for integrating arts and literacy practices across all disciplines.


Kindergarten - 3rd grade classrooms integrated Theatre into their English Language Arts programs using the Performance Cycle, and the following lesson plans are the result of the first year of this project. They are formatted to represent the parts of the Performance Cycle that each lesson plan is addressing.
### Vocabulary

<table>
<thead>
<tr>
<th>Warm-Up</th>
<th>10 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Community/Enter Text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Vocal Warm Up:</strong> ABC Vocals Animal Chorus</td>
<td></td>
</tr>
<tr>
<td>Teacher leads the alphabet by stating animals that start with each letter and student use their voice to make sounds of the animal stated.</td>
<td></td>
</tr>
</tbody>
</table>

| Physical Warm Up: Animal Gotcha | |
| Students act out animal characteristics that the teacher states (teacher’s back is turned away from the class), then students use their body and voice until teacher says “gotcha” (teacher turns back around to catch students moving) and then they must freeze. If students are caught moving once the teacher is looking they are out, and must sit down until all students have been caught or until time for next activity. | |

| Build Knowledge | 5-10 min. |
| **Enter Text/Comprehend Text** | |
| Students will look at the text (either the actual book or it projected on the smartboard). Teacher reads about the first 5 animals of *On the Farm* and has the students use the pictures to help identify their jobs. | |

| Guided Practice | 8 min |
| **Comprehend Text/Create Text** | |
| ● Teacher will explain what *pantomime* means: express or represent (something) by extravagant and exaggerated mime (acting without a voice). Then teacher models this with one of the animals from the book and asks two students to show their understanding by copying how the teacher modeled. | |
| ● Then students practice how to go from *pantomime* to *tableau* and back again. | |
| ● Then using the rest of the animals that were read about in the book, each row will be assigned an animal to practice pantomiming in their groups, for independent practice. | |

| Independent Practice | 10 min. |
| **Create Text/Rehearse & Revise Text** | |
| Each row practices their assigned animal of the ones we’ve covered amongst themselves until everyone gets a chance to show their assigned movement with no voice! Then we come back as a whole class and each row displays what they practiced. While this takes place, the rest of the class is practicing good audience behavior and showing respect/community by tracking the students performing and showing them positive praise for being brave. | |

| Critique | 15-20 min. |
| **Rehearse & Revise Text/Performing Text** | |
| *Which doesn’t belong?!:* | |
| ● Students will be brought up in rows with one student being assigned a different animal from the rest of the group to present. | |
| ● Teacher will say “pantomime” and all of the students will begin acting out, with no voice, the animal of their row. After the Teacher says “tableau”, the row freezes and the audience has to guess which animal the row was acting out and which animal doesn’t match the rest. | |

| Reflection | 7 min. |
| **Building Community/ Reflection** | |
| Students are led in a discussion based around the focus question: What’s the difference between the animals? Student will also be asked to name one thing that each animal is good at. | |
**Vocabulary**

- **Warm-Up:** 5 min.
  - **Building Community/Enter Text**
  - **Vocabulary and Movement**
    Teacher will say a word from the book and students will act out what they think it means
  - **Words:** Fling, Whirl, Beneath, Slim, Tenderly

- **Build Knowledge:** 15 min.
  - **Enter Text/Comprehend Text**
  - **Alive Reading**
    As teacher reads the poem, students act out lines from the poem.
  - **Lines:**
    - “To fling my arms wide”
    - “To whirl and dance”
    - “Then rest at cool evening”
    - “Dance! Whirl! Whirl!”
    - “Night coming tenderly”
    - “Black like me.”

- **Guided Practice:** 20 min
  - **Comprehend Text/Create Text**
  - **Found Poetry**
    After reading the poem, students remember phrases from the poem and ideas they had about the illustrations, teacher records phrases on sentence strips. Together teacher and students arrange the sentence strip phrases to make a class poem about Langston Hughes’ dream.

- **Independent Practice:** 20 min.
  - **Create Text/Rehearse & Revise Text**
  - **Four Square Brainstorm**
    Students use a paper divided into four sections to record their dreams about four categories: what things they want, where they want to go, who they want to be in the future, how they want to change the world

- **Critique:** 20 min.
  - **Rehearse & Revise Text/Performing Text**
  - **That is My Dream Student Poem**
    Students will choose one idea from their Four Square Brainstorm and fill in a sentence stem: My dream is ________. They will illustrate their idea.

- **Reflection:** 30 min.
  - **Building Community/Reflection**
  - **Presenting Poems in Trios**
    Students will practice and present in trios their dreams to the class. Each student will say, “My dream is ______.” and they will end with saying in unison “These are our dreams!”
    Student work can also be displayed on class bulletin board.
**Essential Question:** How does the wind affect people?  
**Objective(s):** SWBAT Ask and answer questions about key details in the text (RI.1.1).  

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
</table>

**Warm-Up:**  
5 min.  

**Building Community/Enter Text**  
Stand Up, Hand Up, Pair Up:  
- Students stand up, raise their hands (as if they will “high five” another partner), and walk around a designated area until they pair up with another student.  
- Once students are paired up, the teacher will give students a discussion topic such as what they did that weekend or what their favorite book is.  
- Students then take turns answering the question.  

**Build Knowledge:**  
15 min.  

**Enter Text/Comprehend Text**  
Story Nuggets  
- Preview whole class keywords from text on index cards and explain unknown words if necessary (Ex: segregated)  
- In partners, students will receive an index card with key-words from the text (segregated, Dad, swimming)  
- Students then have 2 minutes to prepare and practice with their partner how to act-out their word  
- After practicing with their partner, students will act out their word for the class. The class’ job is to guess what the word is.  

**Guided Practice:**  
12 min  

**Comprehend Text/Create Text**  
Alive Reading:  
- As the teacher is reading, students are listening for key words (ice skating, control, proud) that they will act out.  
- Before reading, the teacher will tell students the key words to listen for. The teacher and students will collaborate on how to act out each word - (for proud, smile and put hands up in a V-shape. For control, they will sit up straight with their hands in STAR and face neutral. For ice-skating, students will make a “swoosh” noise).  
- The teacher will then read the text and students will act out each keyword.  

**Independent Practice:**  
15 min  

**Create Text/Rehearse & Revise Text**  
I Am Poem:  
- Students will fill in blanks with a noun, adjective, and verb that reflects a character from the story:  
  “I Am (character).”  
  “I AM (adjective).”  
  “I Am (verb)”  

**Critique:**  
10 min  

**Rehearse & Revise Text/Performing Text**  
Make Connections Between Ideas:  
- With table groups, students will discuss the beginning, middle and end.  
- They will have a few minutes to practice a Tableau image of beginning, middle and end  
- Each table will perform 3 Tableaus in front of the class.  

**Reflection:**  
30 min  

**Building Community/ Reflection**  
See-Think-Wonder  
- Students will share with a partner or whole group what they saw, thought, and wondered about the text.  
- Students will then paint what they shared with their partners or class
<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-Up:</strong> 5 min.</td>
</tr>
<tr>
<td><strong>Building Community/Enter Text</strong></td>
</tr>
<tr>
<td>Common Ground-</td>
</tr>
<tr>
<td>Put a piece of tape down the center of the room. Label one side no and one side yes. Line students on the no side.</td>
</tr>
<tr>
<td>Each prompt has to be a yes or no question</td>
</tr>
<tr>
<td>Teacher: Do you have pets in the house? What pet do you have?</td>
</tr>
<tr>
<td>How many of you know someone who is blind? Who do you know that is blind?</td>
</tr>
<tr>
<td>Have you seen a real elephant in person? Where have you seen the elephant?</td>
</tr>
<tr>
<td>Have you ever worked with someone to solve a problem?</td>
</tr>
<tr>
<td>Have you helped a friend today?</td>
</tr>
<tr>
<td><strong>Build Knowledge:</strong> 5 min.</td>
</tr>
<tr>
<td><strong>Enter Text/Comprehend Text</strong></td>
</tr>
<tr>
<td><strong>SW do a picture walk. Ask each other questions they wonder regarding the text?</strong></td>
</tr>
<tr>
<td>Read the book</td>
</tr>
<tr>
<td>Take the illustrations from the text that talk about elephant’s body parts. Students will walk around and talk about what they understand the illustration is about</td>
</tr>
<tr>
<td>SWBAT tell what body parts were mentioned in the story. List the animal body parts and what the blind men thought it felt like. Put this on a whiteboard...</td>
</tr>
<tr>
<td>Ear-Fan</td>
</tr>
<tr>
<td>Leg-Tree</td>
</tr>
<tr>
<td>Tusk-Spear</td>
</tr>
<tr>
<td>Body-Wall</td>
</tr>
<tr>
<td>Tail-Rope</td>
</tr>
<tr>
<td>Trunk-Snake</td>
</tr>
<tr>
<td><strong>Guided Practice:</strong> 10 min</td>
</tr>
<tr>
<td><strong>Comprehend Text/Create Text</strong></td>
</tr>
<tr>
<td>Model how to create their artifact- I do this you do this...</td>
</tr>
<tr>
<td>Teacher: create their own artifact. They will label the elephants body and identify what the blind man thought it was.</td>
</tr>
<tr>
<td><strong>Independent Practice:</strong> 12 min</td>
</tr>
<tr>
<td><strong>Create Text/Rehearse &amp; Revise Text</strong></td>
</tr>
<tr>
<td>Students: create their own artifacts</td>
</tr>
<tr>
<td>They use text evidence to support body parts then they make their own animal</td>
</tr>
<tr>
<td><strong>Critique:</strong> 5 min</td>
</tr>
<tr>
<td><strong>Rehearse &amp; Revise Text/Performing Text</strong></td>
</tr>
<tr>
<td>Students will create a visual riddle with one part to complete the entire animal.</td>
</tr>
<tr>
<td>Then they will take another piece of paper and draw one body part on one side of the animal with the habitat. On the other side they will draw the entire animal with the same habitat</td>
</tr>
<tr>
<td>Ex. A fin on one side swimming in the ocean, the other side is the entire fish swimming in the ocean</td>
</tr>
<tr>
<td><strong>Reflection:</strong> 8 min</td>
</tr>
<tr>
<td><strong>Building Community/ Reflection</strong>- SWBAT guess what animal their friends made</td>
</tr>
<tr>
<td><a href="http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm">http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm</a></td>
</tr>
<tr>
<td>I used to think...</td>
</tr>
<tr>
<td>Now I think.....</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>Gallery: a room or building used to display works of art</td>
</tr>
<tr>
<td>Art exhibit: art being displayed for the public to see</td>
</tr>
<tr>
<td>Museum: a building that displays works of art, artifacts and things of historical importance</td>
</tr>
<tr>
<td>Self-taught artist: an artist who has received little or no formal training in art</td>
</tr>
<tr>
<td>Memory painting: a painting showing scenes that the artist remembers</td>
</tr>
</tbody>
</table>

*Vocabulary from the Ogden’s field trip info sheet for teachers wanting a tour of Art From Her Heart.*

| Essential Question: Why is it important Clementine Hunter painted about her life? Objective(s): SWBAT identify the main idea of the narrative. |
| ![Image](https://www.youtube.com/watch?v=Nhn0qaTu2HI) |

| Warm-Up: “If you really knew me you would know...” |
| Building Community/Enter Text |

Clementine Hunter makes memory paintings or paintings about something in her life she remembers. Her work helps other people get to know her better. When I say go you will silently and safely make a circle on the carpet. We will now get to know our classmates better by taking turns stepping into the circle to share “If you really knew me you would know...” Teacher gives two examples, silly and serious. The class will do two rounds the first serious and the second silly (add some movement to the silly part when you share for extra fun)!

| Build Knowledge: See. Think. Wonder. |
| Enter Text/Comprehend Text |

Look at a pictures from the text. What do you: See, Think, and Wonder?

| Guided Practice: Tableau |
| Comprehend Text/Create Text |

Play the *art from her Heart* video

Pause video at 2:12. Sort students off into 3 groups. Read the page again. Tell students to recreate the page and freeze. Ask students to tell what the most important parts of this page are and why. Give students 2 minutes to act out the page with a scene/tableau. Students come together and show their tableau.

| Turn and Talk: Why is it important that she didn’t wait to travel or seek inspiration to paint? What inspired her? |

| Independent Practice: Memory Painting |
| Create Text/Rehearse & Revise Text |

Tell students to think back to when they did the “If you knew me you would know” activity. Based on what you know about Clementine Hunter’s art, what would she want people who didn’t know her to know?

Think in your brain what is something you would want people who didn’t know you to know?

Students are given half a sheet of watercolor paper and a pencil. Students are asked to divide their paper into three sections drawing three rivers. Then students are asked to fill in the sections with some of their favorite memories, or something many people might not know about them. Then students are given sharpies to trace their drawings (not color in their drawings). Then students are given washable markers to color their drawing. Finally students are given water and brushes to transform their marker drawing into a watercolor painting. Clean up.

| Turn and Talk: What does your painting teach others about you? |

| Critique: Gallery Walk |
| Rehearse & Revise Text/Performing Text |

Gallery Walk: Leave students work on a table to dry. Give students 3 minutes to walk by each table and see what they can learn from the artwork about their classmates.

| Turn and Talk: what does this artwork teach us about our class as a whole? |

| Reflection: I used to think..... Now I think..... |
| Building Community/ Reflection |

Students will sit in a circle and share with a talking piece.
I used to think..... Now I think.....
<table>
<thead>
<tr>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>Dart:</strong></td>
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<tr>
<td><strong>Clever:</strong></td>
</tr>
<tr>
<td><strong>Cruise:</strong></td>
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<td><strong>Ridge:</strong></td>
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<td><strong>Blend:</strong></td>
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<td><strong>Pouch:</strong></td>
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<td><strong>Seal:</strong></td>
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<td><strong>Mate:</strong></td>
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<tr>
<td><strong>Coral:</strong></td>
</tr>
<tr>
<td><strong>Narrator:</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Question: How do animals behave?</th>
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<tbody>
<tr>
<td><strong>Objective(s):</strong></td>
</tr>
</tbody>
</table>

| Warm-Up: | 5 min. |
|-------------------|
| **Building Community/Enter Text** |
| - **Zoom Out** (Leafy Seadragon) - [Link](https://docs.google.com/presentation/d/1dc6wP2LUfCQYPnhNe-gGlxl8a-TsV3bmBTC5ZcXSLww/edit?usp=sharing) |
| - Students create a hypothesis and make claims about what they see, think, and wonder about the picture. |

| Build Knowledge: | 5 min. |
|-------------------|
| **Enter Text/Comprehend Text** |
| - **Vocabulary & Movement** - Assessment for teachers to see if students are understanding vocabulary and context. Opportunity to clarify and clear up misconceptions. |
| - T: We are going to listen to some words and make pictures that go with the story. |
| - T: Then we’re going to see pictures and try to tell the story they are showing. |

| Guided Practice: | 10 min. |
|-------------------|
| **Comprehend Text/Create Text** |
| - TW: Read pg 10-11 of *Seahorse: The Shyest Fish in the Sea* - pantomime with your reading partner. |
| - SW: Read pg 12 of *Seahorse: The Shyest Fish in the Sea* - pantomime with your reading partner. |

| Independent Practice: | 10 min. |
|-------------------|
| **Create Text/Rehearse & Revise Text** |
| - **Tableau** - Students display their knowledge of their character by using their bodies to model and act out their animal’s behaviors and physical attributes. |
| - T: At your tables, pick a narrator (teacher may want to choose more advanced readers for this role, if there are non-readers in the group), pick your character |
| - T: Look at the picture you have at your table (TW display pages 6-7, 18-19, 20-21, 24-25 from *Seahorse: The Shyest Fish in the Sea*). |
| - T: Practice making a tableau of the picture. |
| - T: If you are the narrator, practice telling the story that’s going on in the picture and make sure that you give your group feedback about how they can make adjustments to match the picture. |

| Critique: | 10 min. |
|-------------------|
| **Rehearse & Revise Text/Performing Text** |
| - **Share out** - Each group will perform their tableau for the class while the narrator tells the story that is going on in the picture. |
| - T: Remember to consider your audience and make sure that you are projecting your voice and being mindful of how you can best position your body so all group members can be visible. |
| - T: If you are an audience member, make sure you are being courteous and showing respect for the performers by tracking, remaining silent, and showing appreciation for their performance when they are finished. |

| Reflection: | 5 min. |
|-------------------|
| **Building Community/Reflection** |
| - **Exit Ticket** - Describe a key detail from page 23. |
| - T: Circle a key detail that describes the animal’s physical features or how the animal behaves that you see in both the text and the illustration. |
Essential Question: How does the wind affect people?
Objective(s): SWBAT Answer Questions about Key details in a text

- **Warm-Up:** 5 minutes
  - **Building Community/Enter Text**
  - I could tell you a story about... a time I was in a storm.
    - Teacher starts with prompt and explains we aren’t ACTUALLY telling the story, but we COULD tell a story about a time we were in a storm. (ie. making a list of stories from one main topic)
    - Whole group circle: Students share story ideas about a time they experienced severe weather.

- **Build Knowledge:** 7 min.
  - **Enter Text/Comprehend Text**
  - Zoom Out - picture on page 17
    - Crop a small portion of the picture and ask What do you see?, What do you think about what you see? What does it make you wonder?

- **Guided Practice:** 15 min
  - **Comprehend Text/Create Text**
  - Comprehend: Choral Reading: pg 4-17
    - Depending on class size, give chosen pages to each group.
    - Groups will read given section and prepare performance for their chosen pages
  - Begin Create: Talk Show: (Improvisation)
    - Students write down ONE question they have using TEXT EVIDENCE
    - Teacher collects questions and becomes the host, students are in table teams
    - Students must use TEXT EVIDENCE and make INFERENCES to support their answers

- **Independent Practice:** 15 min.
  - **Create Text/Rehearse & Revise Text**
  - Finish Talk Show
  - I AM POEM
    - Students can choose to be Owl or The Guest.
    - Fill in the blanks: I am ____, I see ____, I feel ____, I wonder ____, I am ____.

- **Critique:** 5 min.
  - **Rehearse & Revise Text/Performing Text**
  - Whip around Share of I am poems: Students take turns sharing their poems

- **Reflection:** 2 min.
  - **Building Community/ Reflection**
  - Wows and Wonders:
    - Popcorn responses: “Wow” → something that made you say “aha” and “Wonders” → something that you’re still curious about
<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| **Essential Question:** Why do people build bridges?  
**Objective(s):** SWBAT recount stories and determine their central message or lesson. |
| **Warm-Up:** If you really knew me you would know  3 min.  
**Building Community/Enter Text**  
Students stand in a circle. Teacher begins with the phrase “If you really knew me you would know...”  
Teacher gives two examples for students to follow. One silly and one serious. Take turns going around the circle. Start with the serious round. Then transition to silly round. |
| **Build Knowledge:** Zoom in/Zoom out  6 min.  
**Enter Text/Comprehend Text**  
Students will look at a powerpoint of the picture on p. 24  
Teacher zooms out of picture each time asking the students to describe what they see, what they think and what they wonder |
| **Guided Practice:** Fireside Storytelling  10 min  
**Comprehend Text/Create Text**  
Show picture of page 24. Sort students off into 3 groups. Tell them to recreate image & freeze.  
Teacher asks students to tell what the most important parts of this image are and why.  
Teacher gives students 2 minutes to show with a scene/tableau what the sandal means in the story.  
Students come together and show their tableau. Teacher asks guiding question, “What does the sandal mean for each girl (Feroza & Lina)?” |
| **Independent Practice:** Identity Footprints  30 min.  
**Create Text/Rehearse & Revise Text**  
Teacher tells students to think back to when they did the “If you knew me you would know” activity.  
Teacher asks students, “What would Feroza and Lina want people who didn’t know them to know?”  
Teacher asks students close their eyes and think about what they would want people who didn’t know them to know.  
Teacher guides students to create a “footprint/sandal” using pastel & pastel board. Inside footprint/sandal students express their “identity” or what they would want to share with people. |
| **Critique:** Gallery Walk  3 min.  
**Rehearse & Revise Text/Performing Text**  
Teacher places student art around the room and gives students 3 minute to visit every footprint/sandal. |
| **Reflection:** Wows and Wonders  5 min.  
**Building Community/ Reflection**  
After visiting each footprint Teacher asks students to write down two wows and two wonders. Teacher has students pair and share their wows and wonders. |
Essential Question: Why is Malala’s Pencil Magical?
Objective(s): SWBAT identify the main topic and determine the central message or lesson.

Vocabulary

Warm-Up: If you really knew me you would know . . .
Building Community/Enter Text
Students stand in a circle. Teacher begins with the phrase “If you really knew me you would know...”
Teacher gives two examples for students to follow. One silly and one serious. Take turns going around the circle. Start with the serious round. Then transition to silly round.

Build Knowledge: See, Think, and Wonder
Enter Text/Comprehend Text
Look at a pictures from the text. What do you: See, Think, and Wonder?

Guided Practice: Fireside storytelling
Comprehend Text/Create Text
Sort students off into 6 groups. Tell them to choose an image and recreate image & freeze.
Teacher gives students 2 minutes to show with a scene/tableau what the magic pencil means in the story.
Students come together and show their tableau. Teacher asks guiding question, “What does the magic pencil mean for Malala?”

Independent Practice:
Create Text/Rehearse & Revise Text
Teacher asks students, “What would Malala want people who didn’t know her to know?”
Teacher asks students close their eyes and think about if they had a magical pencil what would they change?
Teacher guides students to creates their own “magic” using watercolors. Students will express their “magic” by creating something they would want to share with people.

Critique: Gallery Walk
Rehearse & Revise Text/Performing Text
Teacher places student art around the class and students do a 3 minute silent gallery walk, taking notes on what they see, think, and wonder.

Reflection: Wow and Wonder
Building Community/ Reflection
Students will sit in a circle and share 1 wow and 1 wonder from the gallery walk.

“1 wow I had was ... and 1 wonder I had was ...”
### Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>A person belonging to a race of people having dark skin.</td>
</tr>
<tr>
<td>Multicultural</td>
<td>Many different cultures</td>
</tr>
<tr>
<td>Unique</td>
<td>One of a kind, unlike anything/anyone else</td>
</tr>
</tbody>
</table>

**Essential Question:** How are you different from others?

**Objective(s):** Students will demonstrate awareness of the personal traits and physical characteristics that make them unique.

---

**Warm-Up:**

**Building Community/Enter Text**

**Activity:** I Could Tell You a Story About ...

Students develop theories and questions about one another’s stories (improvisation) Teacher: I could tell you a story about a light brown first grader. I could tell you a story about a girl that covered her body in flour. (These are actual things that I did as a child prior to having a conversation about my skin color with my Mother.)

**Build Knowledge:**

**Enter Text/Comprehend Text**

Tell story of the time I was in first grade and my teacher said I was black.

- **Vocabulary:** black: A person belonging to a race of people having dark skin. **and Movement:** The sign for "black" uses a straight index finger and moves the tip across the forehead. Students will use the sign whenever the teacher says the word black.

**Read The Colors of Us by Karen Katz**

15 min.

**Guided Practice:**

**Comprehend Text/Create Text**

Teacher: create I Am poem, while thinking out loud and using list of character traits.

To get ideas of characteristics, ask students to describe the little girl in the story (curious, inquisitive, eager, joyful, proud, thankful).

**Independent Practice:**

25 min.

**Create Text/Rehearse & Revise Text**

Students will create an I Am poem in order to exhibit self-pride and build self-esteem.

**Critique:**

30 min.

**Rehearse & Revise Text/Performing Text:**

Students will form peer revision pairs to revise poem (check for spelling errors, ensure the words are appropriate, etc.)

Students will produce final draft of the I Am poem and practice performing it. Students will then perform their poems for classmates. Teacher will record.

**Reflection:**

45-60 mins

**Building Community/Reflection:**

Students will use their I Am poems to create a self portrait. Use Crayola Multicultural Colors Markers to allow each student a chance to pick the color marker they feel best represents the color of their skin.

Students will create a mini museum and we will do a gallery walk.

See-Think-Wonder: Students will discuss what they see, think and wonder about the portraits of classmates.
Essential Question: Why do people immigrate or relocate?
Objective(s): RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>Warm-Up:</td>
<td>10 min.</td>
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<tr>
<td>Building Community/Enter Text</td>
<td></td>
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<tr>
<td>I could tell you a story about...</td>
<td></td>
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<tr>
<td>A time when I went on a long journey, visited my grandparents, celebrated the holidays away from home...</td>
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</tr>
<tr>
<td>Build Knowledge:</td>
<td>10 min.</td>
</tr>
<tr>
<td>Enter Text/Comprehend Text</td>
<td></td>
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<tr>
<td>Read Going Home</td>
<td></td>
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<tr>
<td>After we read ask students to write down 1 Wow and 1 Wonder</td>
<td></td>
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<tr>
<td>(Thinking Job: Write down something that you connected with, and something you have questions about)</td>
<td></td>
</tr>
<tr>
<td>Guided Practice:</td>
<td>15 min.</td>
</tr>
<tr>
<td>Comprehend Text/Create Text</td>
<td></td>
</tr>
<tr>
<td>Model- How to ask a question and how to answer a question</td>
<td></td>
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<tr>
<td>Independent Practice:</td>
<td>5 min.</td>
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<tr>
<td>Create Text/Rehearse &amp; Revise Text</td>
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<tr>
<td>With a partner, practice the following</td>
<td></td>
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<tr>
<td>Long hair : Ask one of your wonders from the story</td>
<td></td>
</tr>
<tr>
<td>Short hair: Pick a character from the story, answer the question in character</td>
<td></td>
</tr>
<tr>
<td>Critique:</td>
<td>30 min.</td>
</tr>
<tr>
<td>Rehearse &amp; Revise Text/Performing Text</td>
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<tr>
<td>Talk Show</td>
<td></td>
</tr>
<tr>
<td>Long hairs are talk show hosts, short hairs are guests. Teachers will also provide pre-made text dependent questions</td>
<td></td>
</tr>
<tr>
<td>Reflection:</td>
<td>10 min.</td>
</tr>
<tr>
<td>Building Community/ Reflection</td>
<td></td>
</tr>
<tr>
<td>I used to think..... Now I think......</td>
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</tbody>
</table>
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