**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Where I’m From | | Grade Level: 5 |
| Lesson Purpose: The purpose of this lesson is for students to get to know one another on a deeper level than just a get-to-know you game or icebreaker. Students will write a poem using a template. This template often guides students to share information about themselves that they wouldn’t willingly share with others unless given the right opportunity. This lesson also serves as a way for students to begin to trust one another. In one of my first social studies classes this semester, we each shared our “Where I’m from” poem with the class, and my classmates earned my trust that day. They encouraged me when I shared parts about myself that are very important to me. They also accepted my beliefs and background that were maybe different than their own. I want my students to have these bonds of trust among themselves, and writing “Where I’m from Poems” is a means of achieving those relationships. | | Class Periods Required: 5 one-hour class periods  Day 1 – Social Studies  Day 2-4 – Writing  Day 5 – Social Studies |
| Key Concepts (2-3):   * Families trust one another. * Family members comfort one another. * Families learn, grown, and seek inspiration in one another. | Essential Questions (2-3):   * What makes a family? * What are commonalities among all families? * Can a classroom of learners be a family? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)   * Students will write a short poem based on their life experiences. * Students will trust one another to be able to share about things they love, their beliefs, etc. * Students will reflect on what they gained from this activity through a written response to guided questions. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  Writing  2. Compose well-developed text  A. Audience and Purpose  Grade Level 5: Compose text (a) showing awareness of audience, (b) in a format appropriate to audience and purpose  Listening and Speaking  1. Develop and apply effective listening skills and strategies  A. Listening Behavior  Grade Level 5: Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers) | Missouri Core Academic Standards (Common Core State Standards)  (3-4) (<http://www.corestandards.org/>)   * [CCSS.ELA-Literacy.SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.   + [CCSS.ELA-Literacy.SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.   + [CCSS.ELA-Literacy.SL.5.1b](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.   + [CCSS.ELA-Literacy.SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. * [CCSS.ELA-Literacy.W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| Integrated Content Areas:  1. Literacy  2. Social Studies | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.   * Poetry * Trust * Community | |
| Anticipatory Set (Gaining Attention):  Read *Wemberly Worried* by Kevin Henkes. Discuss with students that we are going to be spending the entire school year together and no one should ever feel nervous in our classroom. Our classroom is a home to each of us. We want to be able to trust one another, to trust that we will each treat one another with respect. | Closure (Reflecting Anticipatory Set):  During social studies time, have students write how writing and sharing this poem made them feel. Students should address the following questions in their writing:   * Did anything about sharing the “Where I’m From” poems surprise you? * What did you learn about your classmates? * What was the most significant thing you gained from sharing your poem with the class? | |
| Lesson Activities & Procedure(s):  1. Day One: Introduce “Where I’m From” Poem Template (see below)   * Teacher explains the purpose of this assignment and how it relates to building the classroom community. * Teacher will share his/her own “Where I’m From” poem.   2. Day Two: Writing Day   * During writing time, students will write their own “Where I’m From” poems. Students will be encouraged to share their work with their family that evening. The teacher should also be available for writing conferences throughout writing time on this day to help students struggling to start or complete the assignment.   3. Day Three, Four: Poets’ Corner Day   * Half of the students in the class will share their poems on each day. Students should sit in a comfortable circle while their peers are sharing their poems. If a student does not want to read his or her poem out loud, the student should talk to the teacher before Poets’ Corner so that the teacher can ask another student to read the poem. The teacher could also bring in a small snack each day for students to enjoy while listening to their new classmates present.   4. Day Five: Closing Reflection (see closure box) | Lesson Texts & Materials:  Copies of “Where I’M From” poem template  Teacher example of “Where I’m From” poem | |
| Lesson **adaptations** for challenged learners:  If students need additional time or support to complete the poem, I would also make myself available during recess time to help the student complete the poem. I would also allow students to take the assignment home to seek the advice of family while they are completing the poem. When introducing poets’ corner, I will also be sure to let all students know I am happy to read the poem for them if they are uncomfortable reading out loud. | Lesson **extensions/enrichments** for gifted learners:  A possible enrichment for this lesson is having students illustrate a scene they describe in their poem. Students could then present this visual with during their poets’ corner reading. | |
| **Formative Assessment** strategies:  Again the teacher will informally monitor students’ progress on this assignment. The teacher will be able to assess students’ work through the writing conferences. The main assessment for this assignment is the students’ reading of their poems. As long as the each students’ poem is complete and presented, students should receive full credit for their work. | | |

## The WHERE I'M FROM Template

I am from \_\_\_\_\_\_\_ (specific ordinary item), from \_\_\_\_\_\_\_ (product name) and \_\_\_\_\_\_\_.

I am from the \_\_\_\_\_\_\_ (home description... adjective, adjective, sensory detail).

I am from the \_\_\_\_\_\_\_ (plant, flower, natural item), the \_\_\_\_\_\_\_ (plant, flower, natural detail)

I am from \_\_\_\_\_\_\_ (family tradition) and \_\_\_\_\_\_\_ (family trait), from \_\_\_\_\_\_\_ (name of family member) and \_\_\_\_\_\_\_ (another family name) and \_\_\_\_\_\_\_ (family name).

I am from the \_\_\_\_\_\_\_ (description of family tendency) and \_\_\_\_\_\_\_ (another one).

From \_\_\_\_\_\_\_ (something you were told as a child) and \_\_\_\_\_\_\_ (another).

I am from (representation of religion, or lack of it). Further description.

I'm from \_\_\_\_\_\_\_ (place of birth and family ancestry), \_\_\_\_\_\_\_ (two food items representing your family).

From the \_\_\_\_\_\_\_ (specific family story about a specific person and detail), the \_\_\_\_\_\_\_ (another detail, and the \_\_\_\_\_\_\_ (another detail about another family member).

I am from \_\_\_\_\_\_\_ (location of family pictures, mementos, archives and several more lines indicating their worth).