**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Different Kinds of Families- Family | | Grade Level: 1st |
| Lesson Purpose:  To teach kids that there are many different types of families besides the nuclear family, that all family types are valuable, and that each family is unique and special. | | Class Periods Required: |
| Key Concepts (2-3):  1. There are lots of different family make-ups.  2. Every family is valuable and unique. | Essential Questions (2-3):  1. What types of families are there besides the nuclear family?  2. What is unique about your own family? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)  1. The student will write a narrative writing piece about an experience that shows how their family is unique.  2. The student will write using appropriate spacing between letters and words, and retell events in order. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  1. Writing/2/E/Grade 1: In written text print all letters legibly, using correct pathway of movement, and appropriate spacing between letters and words…  2. Writing/2/D/Grade 1: Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate.  3. Writing/3/A.a./Grade 1: Use narrative, descriptive, expository, and/or persuasive features. | Missouri Core Academic Standards (Common Core State Standards)  (3-4) (<http://www.corestandards.org/>)  1. [CCSS.ELA-Literacy.W.1.3](http://www.corestandards.org/ELA-Literacy/W/1/3/) Write narratives in which they recount two or more [appropriately](http://www.corestandards.org/ELA-Literacy/W/1) sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  2. [CCSS.ELA-Literacy.W.1.5](http://www.corestandards.org/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.  3. [CCSS.ELA-Literacy.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | |
| Integrated Content Areas:  1. Literacy | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.  Nuclear family: a family with two parents and their children who all live together  Narrative: a piece of writing that tells a story of something that happened to you. | |
| Anticipatory Set (Gaining Attention):  What different types of families can you think of or have you seen? | Closure (Reflecting Anticipatory Set):  After students write their narrative pieces, they will exchange papers with a partner and tell each other one thing they liked about their paper. | |
| Lesson Activities & Procedure(s):  1. Students will brain storm as a class different types of family make-ups and I will make a class list.  2. Students will listen to a read aloud of *Our Mothers’ House* by Patricia Polacco. We will talk about how this family with two mothers felt when people in the neighborhood treated them disrespectfully.  3. We will continue to add to our list of types of families, and talk about how all different families are valuable and should be treated with respect.  4. Students will brainstorm ways that their own family is unique and different from many other stories.  5. Students will write a narrative piece about an experience their family had that shows their uniqueness.  6. Students will share their writing with a partner and give each other a compliment. | Lesson Texts & Materials:  *Our Mothers’ House* by Patricia Polacco  Paper  Pencil  Large paper and marker (class list) | |
| Lesson **adaptations** for challenged learners:  Learners who are weaker in writing can just write a few sentences instead of a whole story. They can draw pictures to help explain what they are writing about. | Lesson **extensions/enrichments** for gifted learners:  More advanced students could be paired up and give each other suggestions on how to improve their writing. They could try to take their piece through the revision process and create a final copy. | |
| **Formative Assessment** strategies:  I will ask students what makes their family unique and what story they could tell about their family to best express this. | | |