**Art Integration Unit Plan Template**

LTC 4240: Art for Children

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| Unit Title & Big Idea: Different Types of Families- Family | | Grade Level: 1st |
| Unit Overview/Summary:  In this unit we will focus on the idea of family. We will use visual art to express how we feel about our own family, math to examine fact families and how each member is related and can help us learn about the other facts, and literacy to examine how different families can be and how each one is unique. Overall, we will learn how important families are in making us who we are as individuals. | | Class Periods Required: 3 |
| Key Concepts (3-4)  1. Families make us who we are and we have a unique relationship with each member of our family.  2. Families have relationships between all members, and learning something about one family member often teaches us something about others.  3. All families are different and there is no “right” family makeup. | Essential Questions (3-4)  1. What do you know about families?  2. What is something you and the other members of your family all agree on?  3. What is something you and a family member don’t agree on?  4. What are some other types of families besides the nuclear family? | |
| Unit Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)  1. The student will express who their family is using a collage.  2. The student will name all the equations in a fact family when given a set of three numbers.  3. The student will write a narrative showing the reader how their family is unique. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  1. 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. Strand 1/3/C/Grade 1: Create original artwork that communicates ideas about the following themes: People (e.g., self, family, friends), etc.  3. Numbers and Operations/3/B/Grade 1: use strategies to develop fluency with basic number relationships of addition and subtraction for sums up to 20 | Core Academic Standards (Common Core State Standards) (3-4)  (<http://www.corestandards.org/>)  1. [CCSS.ELA-Literacy.SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  2. [CCSS.Math.Content.1.OA.B.3](http://www.corestandards.org/Math/Content/1/OA/B/3) [Apply](http://www.corestandards.org/Math/Content/1/OA) properties of operations as strategies to add and subtract.2 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*  3. [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. | |
| Content Areas Integrated:  1. Visual Art  2. Math  3. Literacy | Identify & define **common vocabulary/concepts** that connect the art form with the other identified subject area(s):  1. Nuclear family: a family with two parents and their children who all live together  2. Narrative: a piece of writing that tells a story of something that happened to you.  3. Fact families: four equations, two addition and two subtraction, all using the same three numbers  4. Equation: a math problem with an answer (in this case addition or subtraction)  5. Collage: an artistic composition made of various materials (as paper, cloth, or wood) glued on a surface. (Merriam- Webster online)  6. Family: The people you live with, care the most about, who care for you, or who most define who you are. | |
| Lesson Titles in Sequence/Order  1. Family Collage  2. Fact Families  3. Different Kinds of Families | Brief Lesson Descriptions (2-3 sentences each)  1. In our first lesson we will identify the people in our lives who we consider our family. We will decide on our favorite thing about that person, and express these people through visual art using a collage.  2. In this lesson we will talk about fact families and how the equations have things in common and things that are different just like real families. Kids will get practice naming the equations in a fact family when given a set of three numbers.  3. In this lesson we will read Our Mothers’ House by Patricia Polacco and talk about all the different kinds of families there are beside a mom, a dad, and a few kids. Students will then write a narrative about an experience that show how unique their family is. | |
| **Summative Assessment** strategy:  I will ask students what the word family means to them. Students will discuss who are families are, if they always have to be blood relatives, and what different types of families there are. I will also ask them what kinds of things they learn from their families. | | |
| What student **prior knowledge** will this unit require/draw upon?  1. There are different types of families besides the nuclear family.  2. Some people’s families include aunts, uncles, grandparents, godparents, and family friends.  3. Sometimes family members get along, and sometimes they don’t. | | |
| How will you engage students in **imagining, exploring,** and/or **experimenting** in this unit?  Students will imagine ways to show different aspects of their family through their artwork. They will need to imagine ways to use pictures to convey an idea about people. They will explore the relationships between math fact families and real families through class discussion. Students will experiment with their story telling skills as they write a narrative that captures the uniqueness of their own family. | | |
| How will this unit allow for/encourage students to **solve problems in divergent ways**?  This unit really encourages kids to come up with ideas that are personal and unique to their own families, and express these ideas in a new way. I am not just telling them to “write this story” or “make a collage of this”. I am asking them to think about their own personal family and experiences and find a way to share it, and this will take some creativity to problem solve on their part. | | |
| How will you engage students in **routinely reflecting** on their learning?  Students will reflect on their learning when they receive questions and compliments from their peers when they partner up to share their work with each other. They will also reflect on their own understanding during the math lesson when they work on problems as a group and share ideas together. | | |
| How will you adapt the various aspects of the unit to **differently-abeled students**?  If students are not physically capable of cutting, gluing, or writing, they can have me or a friend do these parts of the assignment while they say their ideas verbally. If students are not at a level where they can write a whole story, they can write a few sentences about an experience they had with their family. | | |
| What opportunities/activities will students be given to **revise and improve** their understandings and their work?  When students are working on math as a group and they realize they had a misconception from a classmate, they can get their paper back to redo it. Students who gave each other revision ideas on the narrative pieces can take them back and try them out. | | |
| What opportunities/activities will you provide for students to **share** their learning in this unit?  Students have many opportunities to share their learning when they share their artwork and writing with a partner and get to hear how their friends interpreted the assignment. They are getting positive feedback which makes sharing a more pleasant experience. | | |
| Unit Resources/References:  *Our Mothers’ House* by Patricia Polacco | | |

References

Silverstein, L. B. & Layne, S. (n.d.). Defining arts integration. Retrieved from

http://www.americansforthearts.org/networks/arts\_education/publications/special\_publications/Defining%20Arts%20Integration.pdf