**Art Integration Lesson Plan: Literacy**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Perspective and Nature | | Grade Level: 1 |
| Lesson Purpose:  To introduce the revision process to students through a perspective piece of writing. | | Class Periods Required: 2 |
| Key Concepts (2-3):  Authors can write stories from a variety of perspectives.  Descriptive language makes a story more interesting. | Essential Questions (2-3):  Who’s voice is telling the story?  Why do we add descriptive language to a story? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)  Students will be able to create an original story from a perspective other than their own.  Students will be able to identify words that are descriptive language in stories.  Students will be able to add descriptive language to their stories in meaningful ways. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  Writing  3.A. a) Use narrative, descriptive, expository, and/or persuasive features  1.A. Follow a writing process to a.) brainstorm and record ideas in written form.  1. A. d) revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details). | Missouri Core Academic Standards (Common Core State Standards)  (3-4) (<http://www.corestandards.org/>)  [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 sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  [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.  [CCSS.ELA-Literacy.RL.1.6](http://www.corestandards.org/ELA-Literacy/RL/1/6/) Identify who is telling the story at various points in a text. | |
| Integrated Content Areas:  1. Visual Art  2. Literacy | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.  Art can be made to show differing perspectives. Writing can include different perspectives too. | |
| Anticipatory Set (Gaining Attention): Read “Diary of a Worm” asking students to pay close attention to the descriptive language. | Closure (Reflecting Anticipatory Set):  Students will put their artwork next to their stories and they will be hung up in the hall. Students may share their perspective pieces with the class aloud. | |
| Lesson Activities & Procedure(s):  1. Read “Diary of a Worm” asking students to pay close attention to the descriptive language.  2. Ask students who was telling this story.  3. Ask students why they think the author may have done this.  4. Reread the story asking students to raise their hands when they hear a descriptive word. Stop the story and let students share what word is a descriptive word and why they think so.  5. Introduce students to the writing prompt. They will be writing a descriptive narrative from a perspective other than their own. The perspective will be of something from their previous art composition.  6. Students will brainstorm ideas of perspectives.  7. “Diary of a Spider”, “Diary of a Fly”, and “Memoirs of a Goldfish” will be provided for students to look at to see a perspective that is different that the “normal human” perspective.  8. Check on students’ ideas and if they feel ready they may start to write their stories.  9. Cue students to look at the “WOW! Word wall” when needed for descriptive language.  10. Meet with students as needed to help revise their work.  11. Allow students to read their stories aloud to each other to listen for descriptive language.  12. Students will make final revisions.  13. Student work will be presented alongside their artwork. | Lesson Texts & Materials:  “Diary of a Worm”  Writing Notebooks | |
| Lesson **adaptations** for challenged learners:  Students could tell their story orally or draw the story if needed. Students could also work as partners in the brainstorming session. | Lesson **extensions/enrichments** for gifted learners:  Students could extend their writing to include more sentences. Students could also serve as peer editors. | |
| **Formative Assessment** strategies: Students rough draft and brainstorming ideas will serve as formative assessments to see how their writing is progressing. Depending on their brainstorming and their rough drafts, action can be taken to elaborate on descriptive language or the perspective. | | |