**Art Integration Lesson Plan**

LTC 4240: Art for Children

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| **Lesson Title:** Habitat Haikus! **Big Idea\*:** Nature | | **Grade Level**\*: Third Grade |
| **Lesson Overview/Summary\*:** My lesson is rooted in science, literacy, and visual arts. Next, I will show the students artwork by nature artist John Audubon, who visually creates pieces with animals in their habitat that are common to animals students could see in Missouri. Students will first explore haiku’s through a read aloud. Next, students will learn important scientific vocabulary and then apply that learning by taking photographs of nature and looking for a habitat characteristic to help them generate an argument. Students will then work in their writer’s notebooks to go through the writing cycle using the haiku poem. After students have begun a written draft, I will have students do an informal VTS of Molly Bang’s book and describe how they feel and what they see that makes them feel that way. Next, I will introduce the special final draft they will make using my squirrel example. This composition will include: meaningful color, layout, stamping, photography, and the student’s poem. Students will then create a Styrofoam stamp that is meaningful to their piece and add this to their final work; before beginning I will do a demonstration of the thinking and physical process. Lastly, students will share their poems and thoughts about their work and process. | | **Class Periods Required:**  *(Please circle)*  **3** |
| **Key Concepts (3-4): What you want the students to *know*. \***  1**. Visual Art:** Students will know how to create a work centered on the theme of the environment using stamp printmaking techniques.  2. **Literacy**: Students will know how to correctly structure a haiku poem with a clear purpose.  3. **Science**: Students will know how to construct an argument about an important habitat characteristic for an animal. | **Essential Questions (3-4)\*:**   1. How can you create a work centered on the theme of the environment using stamp printmaking techniques? 2. How do you correctly structure a haiku poem? 3. How can you construct an argument about an important environmental characteristic for an animal using evidence? | |
| **Lesson Objectives:** \*  **1. Visual Art:** The students will be able to use photography and stamp techniques to visually represent the theme of the environment.  **2. Literacy:** The students will be able to create a haiku poem using proper form with a clear purpose.  **3. Science:** The students will be able to generate an argument for the importance of a habitat characteristic for an animal. | | |
| **Grade Level Expectations (GLEs & NGSS)**  **1. Visual Art:** 4-3C-VA1: Create an original artwork that communicates ideas about the following themes: 1) Missouri 2) the environment 3) time (past, present, future)  **2. Literacy:** 3-2B.CA4.2.1: Compose text with a.) A clear, controlling idea b.) Relevant details/examples  **3. Science:** 3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. | **Identify & define common vocabulary that connect the art form with the other identified content areas**:   * **Haiku**: A Japanese poem structure that is usually about nature. It is made of three lines: the first and last lines are five syllables and the second line is seven syllables. * **Print**: Something impressed with a mold * **Print-Making**: The design and production of prints by an artist * **Environment**: the conditions that surround someone or something: the conditions and influences that affect the growth, health, progress, etc., of someone or something * **Habitat**: the place or type of place where a plant or animal naturally or normally lives or grows * **Argument**: a reason given in proof or disagreement | |
| **Content Areas Integrated\*:**  1. Visual Art (Inspiration Artist: John Audubon)  2. Literacy  3. Science | **Lesson Activities & Procedure(s) *(please be very specific)*:**  **Day 1:**   1. Using poems from the book *I Haiku You* explain the form and purpose of a haiku poem. Write one of the poems on the board from the book and have one student volunteer to read each line of the poem and clap the syllables of each line. Ask the other students to verbally and clap as an echo. 2. Ask students if any of them know the major theme that poets use haiku poems for. If students do not know, tell them the theme of nature. 3. Lead into a PPT slide that has the vocabulary words “environment,” “habitat,” and “argument” on it. The students will discuss what they know about each term. I will write down their suggestions on the board and then give formal definitions. I will then ask students to discuss what kinds of animals live around us (likely suggestions: squirrels, opossums, raccoons, deer, mice, rabbits, snakes, etc.). 4. Ask students to break up into groups of 4 students and share a camera rented from the library. Ask students to take turns taking pictures of habitat characteristics that they think would be important to a specific wild animal. Tell students they will use one photograph and one habitat characteristic to create an individual argument about something important to an animal’s environment in the form of a haiku poem! 5. Students will go outside and take pictures for the remaining time and should each choose and print one picture in the library. Some students may begin drafting or brainstorming in their writer’s notebook.   **Day 2:**   1. Students will use their writers notebooks and their photograph out and begin the pre-writing stage of their haiku (they are familiar with this: talk with peer, think to self, write down important words or ideas, etc.). I will keep a PPT slide up of one of the poems from *I Haiku You.* 2. Ask students to write their animal at the top of their page, walk around the room and note all the animals and post a PPT slide with pictures of the animal for students to use as inspiration. 3. Students will be sharing their ideas with peers and working on a draft of a poem. After 15 minutes, stop the students and ask them to come to the carpet. 4. Tell students you are going to show them pictures from Molly Bang’s book *Picture This: How Pictures Work*. While flipping through the pages, ask students to describe how they feel and what aspects of the pictures are making them feel that way. 5. Tell students they are going to make a special final draft of their haiku poem. I will show the students my example of a tree being important to the squirrel. I will describe how I chose green paper to represent the trees and black stamping to match the squirrels beady eyes. 6. I will ask students to use their picture, their poem, and letter stamps to create their piece. The students will work on making meaningful color, layout, paper, and other choices to depict their own meaningful message. The students will work on this for the remaining class session and then clean up materials.   **Day 3:**   1. Students will continue working on their final draft of their poem for 10 minutes. Students can exchange ideas with their peers and ask for input. I will walk around asking questions regarding the literacy, science, and visual arts choices like:    1. Why did you use this color?    2. Why did you place this there?    3. What made you choose these words for this line of your poem?    4. What was hard about this line?    5. Why did you choose this habitat characteristic?    6. How does your poem argue this trait is important? 2. Call students to carpet, even if they are not finished and tell them there is one more surprise they get to add to their awesome artwork! Tell the students they will be making their very own stamp to add to their artwork! 3. Complete a demonstration at the carpet for how to make a foam stamp using: pre-cut square pieces of Styrofoam, ends of small paintbrushes, blocks of wood and glue. Have students gather around you at a desk brought to the carpet. Show students and identify all materials. Next, grab the Styrofoam and talk through the process. I will talk aloud and say “oh, I did a squirrel and talk about how the tree protects him from danger and houses his nest, and I say his nest is leafy…I’ll make a leaf!” So I will tell students to carefully hold the Styrofoam and not too hard, press the end of a paintbrush into the Styrofoam. I will not use a marker to draw the leaf ahead of time but tell students they can if they’d like. After that, I will grab a block and cut the Styrofoam to fit onto the wood block. Then I will grab the glue and glue the end of the Styrofoam that I did not etch my design onto the block and let it sit to dry. 4. Students should return to seats and students who are further along in their work can help pass out materials to their peers to use. 5. Students will continue working on their final draft and creating their stamps. Students will use stamp letters to write their final haiku. 6. Next, I will pass out different color paint to tables to share on a paper plate and students can use paintbrushes to put paint on their stamp. I will ask them to think of Molly Bang and make meaningful choices in their stamping method. I will ask them to come to a student’s desk and show them that I will choose orange for my leaf to represent fall colors. I will paint the color on the stamp carefully and talk through my process. Then I will stamp my paper for an example. 7. Students will finish working on their projects and put them on the back table to dry. | |
| **Anticipatory Set (Gaining Attention)\*:**   * Ask students what type of poems they have heard of, read about, or written. Ask students what they know about haiku poems. * I will read the book by Betsy E. Snyder *I Haiku You* (If you are interested here is a YouTube clip of the book: <https://www.youtube.com/watch?v=OAORZwWITvs>) * After reading ask the students what they noticed about the pictures and the way the book was written. Open the discussion to see what students notice. * Ask students to look at several pictures on a PPT by artist John Audubon. Ask students to discuss what they notice (likely discuss an animal with habitat traits). Ask students if they see these animals in Missouri. Ask students how they could use photography and poetry to make an argument for something important in an animal’s habitat. * *Move into Lesson Activities* | **Closure (Reflecting Anticipatory Set):**   * My closure will take place at the end of the day when the pieces have had a chance to dry. I will ask students to grab their work and come to the carpet. I will ask volunteers to come to the front and read their haiku to the class and share their meaningful choices. Students should ask questions and give positive feedback to presenters. | |
| **Formative Assessment** **Strategy**:   * Observation of the students process, early drafts * Student discussions * Answers to questions posed by the teacher | **Summative Assessment** **Strategy**\*:   * The student’s final draft piece that includes the photograph, personalized stamp, and stamped-on poem. | |
| **What student prior knowledge will this lesson require/draw upon?**   * Students will need to be familiar with the subject biology * Students will need to be familiar with animals in Missouri * Students will need to be familiar with the concept of nature * Students will need to be familiar with using stamps and ink on paper * Students will need to know how to take a photograph and print it out * Students will need to be able to count syllables | | |
| **How will you engage students in imagining, exploring, and/or experimenting in this lesson?**   * Students will be able to imagine what unique stamp they can create to work with their piece and a unique poem. * Students will be able to explore the outdoors and take pictures of the world around them and find elements of the environment to be meaningful and determine its purpose. * Students will experiment with their drafts and the paint and their letters and format. The students have total creative control and can try many options before settling on a final format! | | |
| **How will this lesson allow for/encourage students to solve problems in divergent ways?**   * Students have many access points. I allow students to take pictures of characteristics that speak to them. Students could first think of an animal or a habitat trait, or a basic animal need. Students can also create an argument in very different ways and no two students will have a similar finished piece! * Students are able to form their own unique argument and choose whichever animal they would like to write about * Students can use their own prior knowledge, interests, and motivations to derive unique elements to form a very individualized piece. | | |
| **How will you engage students in routinely reflecting on their learning?**   * Since we add elements as we go, students will be able to reflect with their peers and ask for advice, students can move items around, or redo a draft. Students are expected to refine their ideas at each stage based on their reflective questioning. * I place to ask questions throughout the lesson on the poetic, artistic, and scientific elements of the work so students should think meaningfully onto each aspect of their piece and how they work together. | | |
| **How will you adapt the various aspects of the lesson to differently-abeled students?**   * Students are able to work within their zone of proximal development. Since students are guiding their own choices, it will be easier for them to make natural adaptations to their choices that fit their needs. Therefore, this lesson is naturally very differentiated. * If students lack the fine-motor skills to do the carving, I will allow them to ask a friend to be the carver and the student will tell the carver what to do. Maybe the carver would let the other student paint the stamps to continue sharing work! * If a student has a reading disability that may influence writing, I could find a partner to work with the student of the student’s choice and they can clap out syllables together and work cooperatively. | | |
| **What opportunities/activities will students be given to revise and improve their understandings and their work?**   * Students can improve their work after this by writing in their writers notebook and attempting radical revisions * Students can revise their work throughout this process by changing their choices and completing new drafts of their poem | | |
| **What opportunities/activities will you provide for students to share their learning in this lesson?**   * Students can share and work together throughout this lesson: during the photography, pre-writing, drafting, and presentation of the final draft * Students are encouraged to share ideas, encouragement, ask questions, and understand the meaningful choices of their peers and themselves. | | |
| **Lesson Resources/References *(please be very specific by providing links, authors, titles, etc.)*:**   * Merriam Webster Dictionary Online: Definitions for Vocabulary Words <http://www.merriam-webster.com/dictionary/printmaking> * Karen at Hillside Artisans: Printmaking with Styrofoam To Go Containers: Video Idea for Making a Styrofoam stamp: <https://www.youtube.com/watch?v=4TXuppRlSWw> * Stephanie Sims. Kiki Crate: Directions for Student Stamp: <http://www.kiwicrate.com/projects/Styrofoam-Stamps/309> * Video for *I Haiku You*: <https://www.youtube.com/watch?v=OAORZwWITvs> * Snyder, B. (2012). *I haiku you*. New York: Random House. * Website about Audubon: http://www.audubon.org/john-james-audubon * Google Image Search for Pieces by John Audubon * Bang, M. (2000). *Picture this: How pictures work.* SeaStar Books: New York, NY. | | |

\* Include this information during the Popplet presentation.