**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Weather Journal  | Grade Level: 1st  |
| Lesson Purpose: Observe, measure, and record the weather with writing, illustrations, and graphs  | Class Periods Required: 14 days |
| Key Concepts (2-3):Science: WeatherMath: DataVisual Arts: Drawing Communication Arts: Comprehension and Constructing Sentences | Essential Questions (2-3):How can weather be measured?How can visual arts help us learn?What different types of weather have you observed? |
| 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 observe, measure, and record weather data
* Students will be able to illustrate each day’s weather
* Students will be able to retell, reflect, and analyze the reading
* Students will be able to organize data using pictures and bar graphs
* Students will be able to describe the weather using weather words
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| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)**Visual Arts:** PP/1/A/Grade 1: Fill an area with solid color/value using crayon, pencil, or marker PP/3/C/Grade 1: Create original artwork that communicates ideas about the following themes: • People (e.g., self, family, friends) • Animals (e.g., pets, farm, zoo, wild) • Things (e.g., toys, tools, food) **Science:** ES/2/F/Grade 1: Observe, measure, record weather data throughout the year (i.e., cloud cover, temperature, precipitation, wind speed) by using thermometers, rain gauges, wind socks **Math:** DP/1/C/Grade 1: Represent one-to-one correspondence data using pictures and bar graphs **Communication Arts**: W/2/D/Grade 1: Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate; R/1/H/Grade 1: Develop and apply post-reading skills after reading or read-aloud to respond to text: a) answer basic comprehension questions b) question to clarify c) retell d) reflect e) draw conclusions f) analyze  | Missouri Core Academic Standards (Common Core State Standards) (3-4) (<http://www.corestandards.org/>) CCSS.ELA-Literacy.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.CCSS.Math.Content.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Integrated Content Areas:1. Visual Arts2. Science3. Math4. Communication Arts | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.* Genre-The representation of people, subjects, and scenes from everyday life.
* Portfolio-A systematic, organized collection of artwork, usually student artwork.
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| Anticipatory Set (Gaining Attention):Read the book *Oh Say Can You Say What’s the Weather Today?* by Dr. Seuss and discuss the different weather phenomena’s such as rain, snow, thunder, tornadoes, and hurricanes. Discuss the different tools that are used to measure weather such as thermometers, anemometers, and wind vanes. | Closure (Reflecting Anticipatory Set):Make a tally chart on the board of the class’s favorite weather. Then call on one person for each type of weather and have them use their weather words to summarize that type of weather. Complete the lesson by having the students sing the Water Cycle Song.  |
| Lesson Activities & Procedure(s):1. Ask the students to come up with as many possible words that describe weather. Start off by giving them the words chilly, freezing, and windy to get them started. Write all the words on a Post-it Self-Stick Pad to place in the room. 2. Start off by singing the Water Cycle song. Then, have 3 students read the thermometer that is hanging outside on the window. The students will tell the class the temperature and they will all record it in their weather journal on Day 1. Then, tell the students to write today’s date and to use their weather words to describe the weather for today. After that, they will circle one of the pictures that best represents the weather. Next, the students will label the thermometer in their weather journal and color it in to the correct level. Then, have the student’s use either crayons or colored pencils (markers might bleed through the paper) to draw a picture of what today’s weather looks like. 3. After the students are done with their weather journal have them pair/share their sentence and drawing with their neighbor. Next, call on a couple students to share their sentence and/or drawing with the class. When the students are finished have the students put their weather journals in their box for tomorrow. 4. Repeat steps 2 and 3 for the next 13 school days until each page in the weather journal is filled. Next, have the students use the data from their weather journals to fill in the weather graph. Have the students use crayons or colored pencils to color in one block for each day one of the types of weather was present. The students graphs might be different because one student could have thought the weather was sunny and the other partly cloudy. Students can compare their graphs with their partner and if they are not the same discuss why. 5. Have students turn to the last page in their weather journal with the question of what is weather. Tell the students to try to write 2 to 3 correct sentences about what they believe weather is. Then, let them use crayons or colored pencils to draw a picture of their favorite kind of weather.6. After the students are finished have them pair/share with the partner what they think weather is and try to guess the persons favorite type of weather by looking at the picture. The students can do this a couple times with different students in the class. Bring the class back together to talk about their favorite type of weather. | Lesson Texts & Materials:Weather Journals (1 for each student)Post-it Self-Stick Easel PadOh Say Can You Say What’s the Weather Today? By Dr. SeussPencilsCrayonsColored Pencils |
| Lesson **adaptations** for challenged learners:* Print out the weather words list for the students to be able to see when writing their sentence about weather.
* Have students work with a partner on the areas that struggle in.
* Put the weather words into categories based on the type of weather they are seen in.
* If a student is absent then they can obtain the weather forecast from a partner.
 | Lesson **extensions/enrichments** for gifted learners:* Students can write some math questions that could be asked from observing their weather graph.
* Students can draw more than one picture for their favorite kind of weather.
* Students can read one of the books that are about weather and the water cycle.
* Students can help the students that are struggling.
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| **Formative Assessment** strategies:Observe the students when they are writing in their journals to make sure they are using their weather words to describe the day’s weather. Observe the students when they are working on their weather graph to make sure they are correctly coloring in each block. Read the students answers to what is weather to make sure they have an understanding.  |