

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREAS:
Reading/Language Arts
Science

Lesson Title:
The tiny seed grows

Grade:
K-1

Contributor, School:
Donna Thachik, Conowingo Elementary School

Time Frame:
Two to three 45- minute sessions

State Curriculum Content Standards, Indicators, Objectives

Fine Arts Content Standard(s)

1.0 Perceiving and Responding: Aesthetic Education
Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Science Content Standard(s)

1.0 Skills and Processes
Students will demonstrate the thinking and acting inherent in the practice of science.

Reading Content Standards

2.0 Comprehension of Informational Text

Fine Arts Content Indicator(s)

1.1 Identify, describe, and interpret observed form.
1.2 Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.
3.1 Create images and forms from observation, memory, imagination, and feelings.

Science Content Indicator(s)

Topic A: Constructing Knowledge
1.A.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.

Reading Content Indicator(s)

2.1 Develop comprehension skills by reading a variety of self-selected and assigned informational texts.
2.4 Determine important ideas and messages in informational texts.

Fine Arts Content Objective(s)

1.1.a Describe colors, lines, shapes, textures, and forms found in observed objects and the environment.
1.1.b Represent observed physical qualities of people, animals, and objects in the environment using color, line, shape, texture, and form.
1.2.a Identify ways that artists represent what they see, know,

Science Content Objective(s)

1.A.1.a Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens.
1.A.1.b Seek information through reading,

feel, and imagine.

1.2.b Use color, line, shape, texture, and form to represent ideas visually from observation, memory, and imagination.

3.1.a Experiment with art media, processes, and techniques and describe ways they can be used to express thoughts and feelings.

3.1.b Manipulate art media, materials, and tools safely.

3.1.c Create artworks that explore the uses of color, line, shape, texture, form, and selected principles of design, such as pattern and repetition, to express ideas, thoughts, and feelings.

observation, exploration, and investigations.

Reading Content Objectives

- 2.1.a Listen to nonfiction materials.
- 2.4.a Identify the text's purpose.
- 2.4.d Retell important facts from a text.
- 2.4.f Identify prior knowledge that clarifies the main idea of the text.

Objective(s) (Connecting the content areas)

This lesson provides a natural link between observational skills exercised in both science and art. Students will merge their observations from life experience, their window-sill garden, and artwork seen in books about plant phases from seed to adult.

Key Arts Vocabulary

shape, line, color, placement, composition, tempera paints, collage

Key Reading Vocabulary

None

Key Science Vocabulary

seed, bud, sprout, flower, fruit, vegetable, fertilizer, stem, leaf, leaves, plant, root, water, sun, light, sequence, soil, dirt

Prior Knowledge Students Need for This Lesson

Arts

- *Elements of art*

Reading

- *Recognition of included sight words*
- *Word decoding*
- *Read aloud listening skills*

Materials and Resources

Materials and Resources for the Class

Collage

- 12x18 yellow construction paper
- Brown paper for soil
- Collage papers for collage cut-outs (a variety, including tissue paper, hand printed papers, construction paper, etc.)
- Scissors
- Glue
- Black markers (various size points)

Painting

- 12x18 heavyweight drawing paper for tempera paint
- Brushes
- Tempera paints
- Smocks

Materials and Resources for the Teacher

- Books: *The Tiny Seed* by Eric Carle, *From Seed to Plant* by Gail Gibbons and *Planting a Rainbow* by Lois Ehlert
- Science visuals for plant growth sequence
- Potting soil
- Containers for plants and a dish to catch water
- Trowel or spoon
- Seeds to be planted
- Watering can

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

For Lesson One: The teacher introduces the following poem which is posted on chart paper:

Little Brown Seeds

Little brown seeds so small and round
Are you sleeping quietly underground?
Down came the raindrops
Sprinkle, sprinkle, sprinkle.
Out comes the rainbow
Twinkle, twinkle, twinkle.
Little brown seeds way down below
Up through the earth they
Grow, grow, grow.
Little green leaves come one by one.

Lesson One

- The teacher recites the poem while students follow along.
- Students are next invited to recite along with the teacher.
- The teacher invites students to interpret this poem.
- The teacher introduces the book *The Tiny Seed* by Eric Carle.
- Students compare the text to the poem and mention the similarities of the message.
- Students return to seats and receive individual copies of the poem.
- Together, students read the poem aloud.
- Students point to or underline words designated by the teacher.
- Students are invited to illustrate the poem.
- The teacher and students work together to plant a window-sill garden for the classroom.

Lesson Two

- Through a Picture Walk, students review Eric Carle's book.
- Students observe and discuss Eric Carle's collage technique for illustrating his book.
- Students reference his illustrations to review the art elements of line, shape, and space.
- Using collage technique, students are invited to create a composition based on seed growth.
- In keeping with Mr. Carle's style and technique, students might prepare paint prints and textured abstract paintings to then be cut up into the collage. In addition, tissue paper will help to achieve the appearance of the author's art work.
- Students observe and analyze, and then generate questions about their window-sill gardens.

Lesson Three

- The teacher reads the book *From Seed to Plant* by Gail Gibbons.
- Students are invited to reflect on the sequence of a seed becoming a plant.
- Using a flow chart, the teacher organizes and charts the sequence.
- Students identify characteristics of each phase of the sequence.
- Students are invited to use their art skills to create a painting that depicts a phase of the sequence. All phases of the sequence should be represented in the class.
- An exemplar of a page is shown to the class. Students identify its place in the sequence chain.
- Discussion: What choices did the artist make?
- Students review art elements: color mixing, line, and natural shapes embedded in stems, leaves, and plant parts.
- The teacher uses tempera paint and brush to demonstrate the application of these elements to artwork.
- Art paper is distributed while the teacher reviews the use of art materials and class protocol for painting projects.

Closure/Summary

- Students create a bulletin board exhibit with their artwork, sentence strips, and illustrated poems.
- Students critique paintings for the use of the discussed elements.
- Students continue to actively observe and tend window-sill gardens.

Assessment (Description/Tools)

- Students are able to put the picture in order.
- Students are able to identify and comment on the use of art elements in book illustrations and the artwork of classmates.
- Students can observe, identify, and make predictions about the growth phases of plants in window-sill gardens.

Lesson Extensions

- Students meet Eric Carle through his Web site and streaming video.
- Students read the book *Planting a Rainbow* by Lois Ehlert.
- At a reading/writing center, students create their own nonfiction illustrated books about the sequence of plant to seed. This can be a journal for a window garden or a review of previous reading lessons.
- Students read the book *Planting a Rainbow* by Lois Ehlert.
- Students learn “The Garden Song” by David Mallet. The melody can be found on You Tube.
- Students choreograph movement/dance to “The Garden Song.”

Chorus

Inch by inch, row by row
Gonna make this garden grow
Gonna mulch it deep and low
Gonna make it fertile ground

Inch by inch, row by row
Please bless these seeds I sow
Please keep them safe below
'Till the rain comes tumbling down

Pullin' weeds and pickin' stones
We are made of dreams and bones
Need a place to call my own
'Cause the time is close at hand

Grain for grain, sun and rain
Find my way in nature's chain
Till my body and my brain
Tell the music of the land

Chorus

