

Integrated Lesson Plan

Visual and Performing Arts – Visual Art English Language Arts

This is a standards based lesson that integrates instruction on the English Language Arts and Visual and Performing Arts standards developed for use with the Houghton Mifflin grade 2 ELA materials.

The Kern County Superintendent of Schools Office developed this sample lesson plan as part of a pilot project through a grant from the California County Superintendents Educational Services Association (CCSESA) and with financial support from the Hewlett Foundation.

Please note the following features of the sample lesson.

- Include two standards. One from the arts area and the other from an academic area other than the arts.
- Include instruction that addresses and leads to understandings in both standards. Utilizes Direct Instruction model that includes Teacher Modeling and Guided Practice prior to Independent Practice.
- Include a level of integrated connectedness between the two standards.

Writing Committee

Ed Hughes, Coordinator, Visual and Performing Arts, Kern County Superintendent of Schools Office

Angie Gia - Bakersfield City School District

Arnold Morrison - Delano Union School district

Dennis Herbst – Panama Buena Vista Union School District

Felecia Hill - Panama Buena Vista Union School District

Jan Peacock - Delano Union School district

Karen Hentges - Bakersfield City School District

Kevin Birkbeck - Panama Buena Vista Union School District

Special Thanks

Kathy Caric, Director, Department of Curriculum, Instruction and Accountability, Kern County Superintendent of Schools Office

Teresa Twisselman – Coordinator, English/ Language Arts, Kern County Superintendent of Schools Office

Dennis Herbst – Coordinator, Visual and Performing Arts, Panama Buena Vista Union School District

Michael Stone – Coordinator, Visual and Performing Arts, Bakersfield City School District

The Carousel
Integrated Lesson Plan
Visual and Performing Arts– Visual Art
English Language Arts

Concept Summary

This second grade, Visual Arts and Reading integration lesson was designed to conclude a weekly plan using the Houghton Mifflin, theme 5 story, “The Carousel” by Pat Cummings. This culminating activity allows students to create a carousel animal displaying the art element of color, and cite examples of cause and effect from the content and illustrations of the assigned story. This lesson is an ideal culminating activity and should take place after the scheduled Houghton Mifflin instruction, practice, and assessment.

Standards - Second Grade

English-Language Arts

Reading Standard 2.6 Recognize cause-and-effect relationships in a text.

Visual and Performing Arts

Visual Art Standard 2.4: Create a painting or drawing, using warm or cool colors expressively.

Time Frame: 1 hour 30 minutes

Knowledge and skills:

Reading:

Skill: Recognize

Knowledge: cause-and-effect relationships in a text.

Context: by reading the story “The Carousel” by Pat Cummings

Art:

Skill: create

Knowledge: a painting or drawing, using warm or cool colors expressively.

Context: create a carousel animal

“The Carousel” - Part 1 - Language Arts Follow Up to the Houghton Mifflin instruction

Teacher says, “Today we are concluding our Language Arts story “The Carousel” with a special visual arts activity.”

Teacher says, “To begin, let’s review our graphic organizer, the “What Do I Think?” Chart. Can you find examples of cause and effect in Alex’s behavior? Let’s remember the first one. Why did Alex not hold still when she gets her hair braided? Please answer using a complete sentence with the word “because”. *She wouldn’t hold still because she was angry that her dad was going to miss her party.*

Possible student responses

“Alex acts rude because she’s angry.”

“Alex doesn’t have fun at her party because she misses her dad.”

“She behaves badly because she is unhappy.”

“Alex thinks about fixing her gift because she feels guilty about breaking it.”

The Carousel Part 2 – Picture Walk

Teacher says, “Now let’s do a picture walk and look at our story illustrations. Look at the colors selected by our author/illustrator Pat Cummings. Illustrators make choices of color to create illustrations that convey emotion in the story. Let’s look at our illustrations and see if we can figure out why the illustrator selected the colors she did.

Teacher and students ‘picture-walk’ the story beginning with the pictures of the party and discussing the colors selected to express strong emotion (happiness and anger). Then as they move to the nighttime sequence, they discuss how the colors change with the mood. For example, the illustrator of this story made the party scene bright and vibrant using “warm” colors and the nighttime scene was painted with cool colors to show a calmer, more dreamlike feeling.

The teacher prompts students to discover the cause/effect relationship between the feelings and mood of the story and the color chosen for the illustrations.

Teacher may ask questions like:

What is happening in the first half of the story? What colors did the illustrator use in the party scenes? What kind of colors are these? What kind of emotions do the colors portray in the story?

Possible responses:

In the first half of the story is Alex’s birthday party. The colors are oranges, yellows and reds. They are bright and show that the party was fun and happy, but Alex was upset and angry. Anger is also portrayed by the same bright, warm colors.

What is happening in the second half of the story? What colors are used in the illustrations during the night time dream scene? What kind of feelings do these portray?

Possible responses:

In the second half of the story Alex goes to sleep and the animals jump off the carousel and out the windows. The illustrator used cool colors to show night and dreams and sleep. The cool colors are green, blue and purple. The feelings are calm and dreamy, like a fantasy. The animals are not doing things that real animals would do.

Teacher: “So we could say that the illustrator used certain colors because she wanted to portray certain feelings and a change of feeling during the story.”

The Carousel Part 3 - Art sequence of activities

Teacher says, “Now you are going to be the illustrator and make carousel animals that have fantasy-like qualities using warm or cool colors. Before we begin let’s separate the markers and colored pencils into categories. I’ll start. I’ll pick these three colors: blue, green and violet. These are cool colors. Let’s put cool colors in this box.

“Now I’ll choose this red and orange and yellow. These are warm colors. Let’s put the warm colors in this box.” We will then separate our cool medium (markers/color pencils/crayons) into warm and cool groupings.

“Now I want you to separate the colors into cool and warm. Put cool colors in this box (points to box) and put the warm colors in this box (points to other box).

“Ready, set, sort.”

(Students separate colors accordingly with teacher assisting as necessary)

When all markers and pencils are sorted, the teacher says, “Which colors are warm?”

Students say, “Yellows, oranges, and reds.”

Teacher says, “Which colors are cool?”

Students say, “Blues, greens and violets.”

Teacher **Modeling**: Teacher says, “Now we are going to create our own carousel animals. We will be decorating our animals with either warm or cool colors. I’ll start mine first. I am going to choose warm colors to express the warm emotions that I feel when I think of Alex’s father. His love for Alex is strong so I’ll use vibrant warm colors to show the strong emotions he feels for Alex in the story.” (Teacher selects three warm color pens.) I’ll choose an elephant for my animal. Teacher models (with think aloud) how to create an animal and choose his/her colors.

Student **Guided Practice**: Teacher has each student select colors for their animal, explaining their choices of warm or cool colors. (Have each student select three colors to start knowing that they can exchange if they need/want to) Students begin decorating their carousel animals while the teacher continues with hers.

Independent Practice: The students finish expressively coloring their carousel animals, using warm or cool colors. The students will then cut out their animal with scissors and prepare to share.

Teacher **Modeling**: The teacher models the sharing activity. The teacher will relate the carousel animal to a story character given particular events or details. For example, “I chose the elephant and I used warm colors. Alex’s dad was warm and kind. He had a ‘huge’ heart and forgave Alex. His emotions were strong and I used warm colors to portray this.”

Student **Guided Practice**: Teacher says, “You are going to share your carousel animal. Turn to your partner and explain which colors you chose. Then, explain why you chose them.”

Each student turns to another and says (for example), “I made my carousel elephant red, orange, and yellow. I used these warm colors to show how angry Alex was because her father didn’t make it for her party.

Then, Students will describe their animals for the whole group, stating whether warm or cool colors were used. Then, they will state a simple connection between their animal and a story character. Teacher may prompt as necessary. Teacher or student may attach the animal to the carousel.

After it is assembled, teacher asks questions to connect the art project to the story.

Teacher says, “How is our carousel like the one in the story? How do our animals differ? How could color choice add to the story?”

Possible responses:

“The story animals were made with warm and cool colors.”

“The horse on our carousel is in cool colors. It looks more dream-like.”

“The horse has cool colors to show the sadness it felt as it tried to escape in the dream.”

The Carousel Part 4 - Close

Teacher holds up the graphic organizer and says, “Remember our graphic organizer. Alex and the animals in this story look and behave in a certain way. What do I know about characters in stories?”

Students say, “People and animals behave in certain ways for certain reasons.”

When I look at the illustrations, what do I know about the color choices the illustrator makes?

Students say, “The illustrator chooses warm or cool colors to show certain feelings in the story.”

Assessment/Rubrics: Carousel Animal

Performance task: Using warm or cool colors expressively, the student will draw and create a carousel animal.

Far Below Basic	Below Basic	Basic	Proficient	Advanced
Animal shows no use of color scheme or completely incorrect use of color scheme	Animal shows partial color scheme with one or two small mistakes	Color scheme is correctly used	Color scheme is used in a creative, expressive manner	Color scheme is used in an outstanding, expressive manner

Differentiated Instruction:

This activity could be done one-on-one, in small groups, or ‘whole class’ in order to provide assistance to all students.

English learners and special education students could benefit from listening to the story at the listening center after the teacher read aloud. The art can be done in groups with peer tutors.

At-risk students can work closely with a flex group guided by the teacher.

Advanced learners can benefit by being allowed to use the Internet to research carousels. For reading, they can assist an at-risk student. They can also compose a list of story questions to be given to a story character, similar in format to that of a news reporter giving an interview.

Resources:

Materials and resources

1. “The Carousel” by Pat Cummings (Houghton Mifflin Reading, 2nd grade)
2. Glue
3. Tongue depressors
4. Tag board (for stencils and carousel)
5. Markers
6. Crayons
7. Scissors
8. Animal stencils

Technology resources

1. Carousel pictures (Internet)
2. “The Carousel” audio tape (optional)
3. Carousel PowerPoint presentation (optional)