

Jolene Bashore

Grade Level: 1

	<p>A2. MATH Standard: In Grade 1, instructional time should focus on four critical areas including: reasoning about attributes of, and composing and decomposing geometric shapes.</p>	<p>A2. SCIENCE Standard: WI.A. Science Connections: Students in Wisconsin will understand that there are unifying themes: systems, order, organization, and interactions; evidence, models, and explanations; constancy, change, and measurement; evolution, equilibrium, and energy; form and function among scientific disciplines.</p>	<p>A2. LITERATURE Standard grade 1: Use the illustrations and details in a text to describe its key ideas.</p>	<p>A2. SOCIAL SCIENCE Standard grade 1: Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.</p>
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<p>A1. Visual Arts Standard: By the end of grade 4 students will: A.4.1 Develop a basic mental storehouse of images</p>	<p>B1. Using direct instruction, students will be shown an image of Leonardo Davinci's "Vitruvian Man." Students will be given a lesson on the theory behind the squaring of circles. <i>Students will be given figures on paper of other bodies and draw on top.</i></p> <p>B1a. Learning Davinci's theories and putting them into practice will ignite both a scientific and mathematical detective in the students. They will learn how math is the basis to art and is in everything in the natural world. This strategy ties in lecture as well as hands-on experimentation.</p> <p>B2. Leonardo Divinci "Vitruvian Man"</p>	<p>B1. Utilizing cooperative learning, following the Davinci lesson listed in the math section, students will have an opportunity to work in groups using large paper on the ground to draw using this theory by using string and markers.</p> <p>B1a. Tying together science experimentation and visual arts using this hands-on instructional strategy will help students to gain a deeper understanding of the visual interpretation of science in all living things. It will also help students to test for themselves rather than just memorize a scientist's theories, thus giving them proof.</p> <p>B2. Leonardo Divinci "Vitruvian Man"</p>	<p>B1. Using indirect instruction, students will explore Dr. Suess using the website BrainPop Jr. Students will be read Dr. Suess, Green Eggs and Ham and will be asked questions about what the images are depicting and will also predict what will happen next. After reading, students will be asked to draw a "seusical" creature and write two sentences to go along with it in a Suess fashion.</p> <p>B1a. This instructional strategy is important because it gives students the opportunity to hear about Dr. Suess using a multi-media experience. In addition, reading to the students aloud gives the students a sense of rhythm and the interaction with the teacher to discuss illustrations and unknown words. Finally, the</p>	<p>B1. Using indirect instruction, students will use the computer to work on BrainPop Jr. to explore the biography of Vincent Van Gogh. Students will then be asked to create a painting using similar materials to the ones Van Gogh was afforded. As a class, the students will participate in a discussion to compare and contrast art materials and tools to modern time.</p> <p>B1a. This lesson is important so that students can explore history using a multi-media experience. Students will also gain an appreciation for the modern tools and resources at their disposal (smooth paper, pre-mixed crayon colors, synthetic brushes) by trying a hands-on activity with historical methods.</p>
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			<p>students will be able to try it out for themselves by creating a creature but then connect it to a writing goal.</p> <p>B2. Book: Dr. Suess, Green Eggs and Ham</p>	<p>B2. Vincent Van Gogh Self Portrait</p>
	<p>A2. MATH Standard: In Grade 1, instructional time should focus on four critical areas including: reasoning about attributes of, and composing and decomposing geometric shapes.</p>	<p>A2. SCIENCE Standard WI.A. Science Connections: Students in Wisconsin will understand that there are unifying themes: systems, order, organization, and interactions; evidence, models, and explanations; constancy, change, and measurement; evolution, equilibrium, and energy; form and function among scientific disciplines.</p>	<p>A2. LITERATURE Standard: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>A2. SOCIAL SCIENCE Standard: Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.</p>

<p>A1. MUSIC Standard by the end of 4th grade: F.4.3 Demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures</p>	<p>B1. Using direct teaching method, students will hear a rap video about geometric shapes. Students will see shapes drawn on the board and the teacher will ask students following the video what they learned from the video. Students will have the opportunity to dance along.</p> <p>B1a. This strategy is an excellent way to showcase a type of music that students may or may not be familiar with. Using a multiple intelligence approach, students will be able to see and hear about the shapes they have been learning in the classroom as well as having a follow up discussion.</p> <p>B2. "The Geometry Rap Math Song" Iwillbelieveinyou</p>	<p>B1. Using a direct teaching method to begin with, students will be presented a lesson on how sound is created by vibration. Students will then have the opportunity to make a straw kazoo of their own with the teacher demonstrating first. Students will predict what will happen if the straw is altered. Students will make their own straw kazoos experimenting to get the sound they desire. As a class, we will break up into final groups from low to high using their own kazoos. The class will play along to the song "Mary had a little lamb"</p> <p>B1a. This instructional strategy is effective because it begins with direct instruction, it is followed by modeling and questioning to test for understanding, finally students</p>	<p>B1. Utilizing cooperative learning, students will hear a recording of a song (with lyrics on the board) and discuss, as a class, what the meaning of the words may be.</p> <p>B1a. An exercise such as this will help the learning stick as the students will be able to listen and read to differentiate learning styles and processing preferences. In addition, unfamiliar vocabulary can be discussed and added to a word wall of words to learn.</p> <p>B2. "Imagine" John Lennon</p>	<p>B1. Utilizing direct instruction, students will hear a recording of a song (with lyrics on the board) and discuss, as a class, what the meaning of the words may be. The teacher will teach the children the origination of the song as it ties back to a historical time and site where the lyrics relate back to history.</p> <p>B1a. Adding Social Sciences to this lesson will help students to understand that music is often created as an expression of social experiences. Students can gain empathy when they hear other songs in the future.</p> <p>B2. "Puff the Magic Dragon"</p>
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		<p>will get the opportunity to test for themselves. This will help the information to stay without bombarding their working memory.</p> <p>B2. "Mary had a little lamb" Sarah Josepha Hale</p>		
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<p>A1. DANCE Standard: By the end of grade 4 students will: A.4.1 Recognize and explore space, time, and force as the three elements of dance A.4.2 Define and maintain personal space and move safely in groups throughout the general space</p>	<p>B1. Using cooperative learning, students will be shown a video clip from the Nutcracker ballet. They will be asked to discuss, as a class, some of the shapes they saw in the video. They will get to review the video again to see if they pick up on other shapes they missed the first time. Students will then have the opportunity to try on their own one at a time.</p> <p>B1a. This instructional strategy includes multi-media, video analysis as well as hands-on practice. This strategy appeals to all learning styles and will help to make learning stick. Choreographers not only use timing in dance, but also use angles and symmetry to convey a feeling or emotion. Students will learn to look for these geometric patterns in other styles of dance and can practice some of their own.</p>	<p>B1. Students will learn the life cycle of a plant in a direct instruction lesson by the teacher. Students will then have the opportunity to use interpretive dance (to music) to express the life cycle of a seed, sprouting, stretching, growing leaves, feeling the weather and dying.</p> <p>B1a. This strategy will offer students a hands-on way to absorb the knowledge while personifying the cycle of the plant. Adding an emotional level (song) the students can dance and become part of the process of birth, growth and death. Students will also have the opportunity to share their reasoning for choosing a specific body movement to portray the life stage.</p> <p>B2. Quatuor Ebène: Schubert – Death and the</p>	<p>B1. Students will dance vocabulary words and express with their bodies words such as expand, contract, grow, shrink, etc. The strategy is for the teacher to model an example and have students actively participate as a class to act out the words. Students can then explain why they chose the movement they did.</p> <p>B1a. This is a great approach to the lesson because students will use multiple learning intelligences. They will also be able to share their ideas with their peers to deepen their learning. This can also help ELL students who are just learning key vocabulary.</p> <p>B2. "Overland" Alex De Grassi (song)</p>	<p>B1. Students will watch the youtube version of "History of Dance" and dance along to learn the different dance types from history.</p> <p>B1a. This is a fun way for students to learn the types of dance moves throughout time because they are able to hear the music and dance at the same time. As a supplement to this learning, the teacher can have a timeline on the white board to connect the dance/song to the era.</p> <p>B2. "Evolution of Dance" Judson Laipply (youtube)</p>
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	B2. "The Nutcracker Ballet" Tchaikovsky	Maiden, Quartet No. 14 D.		
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<p>A1. THEATER Standard: By the end of grade 4 students will: Students in Wisconsin will attend live theatre and read plays, be able to analyze and evaluate the play, and articulate (create meaning from) the play's message for individuals and society.</p>	<p>B1. Students will be called asked to form different types of triangles with their bodies in cooperation with their classmates in a team. Utilizing a shape song/video, students will use their bodies to dramatize different types of triangles when they hear them mentioned.</p> <p>B1a. This is another strategy where utilizing different learning intelligences will come into play. The song will give students an opportunity to see in a video what the triangle should look like and then the students will work cooperatively to create the shape. This strategy helps learning stick and fosters teamwork in an active, fun way.</p> <p>B2. "Triangle Song" by Rockin' the Standards (youtube video)</p>	<p>B1. Students will work collaboratively to perform the play "The Wonderful World of the Weather." This is a rhyming play that encompasses a full spectrum of weather elements and seasons.</p> <p>B1a. Using this approach to learning, students will not only learn the systematic approach to creating a play in a cooperative manner, but they will learn how the same occurs in the natural world (science.) All systems are connected and affect the other.</p> <p>B2. "The Wonderful World of the Weather" by Sherrill S. Cannon & Kerry E. Gallagher</p>	<p>B1. Students will attend a live theatre performance of hamlet. Prior to the play the students will have a word list (emotions) and the teacher will ask students to watch for how the actors express the emotions. Upon return to the classroom, the teacher will lead a discussion with demonstrations on the students' findings.</p> <p>B1a. Attending a live theatre performance helps students to connect to the content better than watching a movie or reading a play. Connecting emotions to a physical display in theatre will help students gain empathy and appreciation for theatre arts and other people around them.</p> <p>B2. "Hamlet" William Shakespeare</p>	<p>B1. Students will attend a play in a 5-8 grade classroom about the Presidents of the United States. Students will have a compare and contrast assignment back in their classroom to compare and contrast two presidents (one modern and one historical).</p> <p>B1a. By watching a theatre production given by older peers students will learn modeling as well as the actual content which is information about the presidents throughout time. By creating a follow-up activity where students compare and contrast an historical president to a modern president, students will meet the learning social science objective.</p> <p>B2. Plays About</p>
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				the Presidents (Grades 5-8) by Tim Nolan
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C. Visual Arts and Social Science

Using indirect instruction, students will use the computer to work on BrainPop Jr. to explore the biography of Vincent Van Gogh. Students will then be asked to create a painting, similar to Van Gogh's self-portrait, using similar materials to the ones Van Gogh was afforded.

As a second part of the lesson, the students will participate in a discussion to compare and contrast art materials and tools to modern time. Questions will be asked concerning the pros and cons. Students will be asked to consider the difficulty in having to mix colors and acquire painting surfaces without a store nearby or money to afford supplies.

This lesson is important so that students can explore history using a multi-media experience. Students will also gain an appreciation for the modern tools and resources at their disposal (smooth paper, pre-mixed crayon colors, synthetic brushes) by trying a hands-on activity with historical methods.

This lesson both adds to the visual arts standard to "develop a basic mental storehouse of images" while tying in an historical perspective. In addition, students are using their hands to fully experience the difference between historical and contemporary resources. They are also gaining empathy for a time when "things" were more difficult to obtain. This may help students to gain a greater appreciation for the reason painters may have been considered

D. Music and Science

Using a direct teaching method to begin with, students will be presented a lesson on how sound is created by vibration. Students will then have the opportunity to make a straw kazoo of their own with the teacher demonstrating first. Students will predict what will happen if the straw is altered. Students

will make their own straw kazoos experimenting to get the sound they desire. As a class, we will break up into final groups from low to high using their own kazoos. The class will play along to the song “Mary had a little lamb” by Sarah Josepha Hale.

This instructional strategy is effective because it begins with direct instruction, it is followed by modeling and questioning to test for understanding, finally students will get the opportunity to test for themselves. This will help the information to stay without bombarding their working memory. The chosen song is very simple so that students without prior music lessons would be able to move higher or lower based on the three-note song.

The activity makes the connection between the music standard and science standard because it not only teaches students to listen and appreciate how sound and songs are created but they will be able to play an historic song for themselves from the year 1830. By making their own instruments, students will have direct experience with one of the unifying themes in the science standard “evidence, models, and explanations.”

E. Dance and Math

Using cooperative learning, students will be shown a video clip from the Nutcracker ballet. They will be asked to discuss, as a class, some of the shapes the dancers made with their bodies that they observed in the video. They will get to review the video again to see if they pick up on other shapes they missed the first time. Students will then have the opportunity to try on their own one at a time within a circle in the classroom.

This instructional strategy includes multi-media, video analysis as well as hands-on practice. This strategy appeals to all learning styles and will help to make learning stick. (Rosenshine, n.d.)

Choreographers not only use timing in dance, but also use angles and symmetry to convey a feeling or

emotion. Students will learn to look for these geometric patterns in other styles of dance and can practice some of their own.

This activity makes a connection between the dance and math standards by integrating a lesson on geometry and shapes by allowing students to both study and experiment with space, form, balance, timing and safe movement in the classroom amongst their peers.

F. Theatre and Literacy

Students will attend a live theatre performance of Hamlet, William Shakespeare. Prior to the play, the students will have a word list (emotions) and the teacher will ask students to watch for how the actors express the emotions. Upon returning to the classroom, the teacher will lead a discussion with demonstrations on the students' findings. Students will have the opportunity to answer questions by the teacher, such as "how did you know the actor was feeling afraid" or "did you notice the music change if the person was feeling happy or excited?"

Attending a live theatre performance helps students to connect to the content better than watching a movie or reading a play. Connecting emotions to a physical display in theatre will help students gain empathy and appreciation for theatre arts and better read non-verbal expressions in the other people around them. (Greene, Hitt, Kraybill, & Bogulski, 2015)

The activity makes the connection between the theater standard and the literacy standard because the students will learn to convey the meaning of words through theatrical representation. Students will have the opportunity to interpret drama and vocabulary concurrently.

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