Content Connections:

Students connected the Social Studies theme of communities with their Reading skills, in the story “Abuela,” through painting the community they live in.

**Roosevelt Elementary SALT Integrated Lesson Plan**

Communities



Art Standards: 4.1.5

Alignment Standards: ELA-00.RL.03 Identify the characters, setting, and major events.

ELA-00.RL.07 Describe the relationships of illustrations to the story.

K. G.2, 3 Identifies 2D shapes.

Materials: watercolor paper, watercolors, watercolor pencils, paint brushes

**21st Century Skills**

[x]  Global Awareness

[ ]  Creativity and Innovation

[ ]  Critical Thinking and Problem

 Solving

[ ]  Communication and Collaboration

[ ]  ICT Literacy

[ ]  Flexibility and Adaptability

[ ]  Initiative and Self-Direction

[ ]  Productivity and Accountability

[ ]  Understand the Art World

**Artists Habits of Mind**

[ ]  Engage & Persist

[ ]  Envision

[ ]  Express

[ ]  Observe

[ ]  Reflect

[x]  Stretch & Explore

[ ]  Understand the Art World

|  |  |
| --- | --- |
| **Art Elements** | **Art Principles** |
| \_\_Line | \_\_Pattern |
| \_x\_Shape/Form | \_\_Rhythm/movement |
| \_x\_Color  | \_x\_Proportion/Scale |
| \_\_Value | \_x\_Balance |
| \_\_Texture | \_\_Unity |
| \_x\_Space/Perspective | \_\_Emphasis |

Grade: Kindergarten

Time: 2 hours

Vocabulary: communities-a [social unit](http://en.wikipedia.org/wiki/Social_unit) larger than a small village that shares common [values](http://en.wikipedia.org/wiki/Value_%28personal_and_cultural%29). The term can also refer to the [national community](http://en.wikipedia.org/wiki/Nation) or [international community](http://en.wikipedia.org/wiki/International_community).

Preparation: The teacher will gather materials needed for the activity, such as watercolors, watercolor paper. The teacher will also provide photos of interesting buildings in the community.

I Cans: I can draw the setting of a story using a variety of geometric shapes.

Lesson description: Students use watercolors to create buildings from their home community.

Teacher Background Knowledge:

-Know the art technique of wet-on-wet.

Lesson:

- Students will read the story in Scott Foresman, “Abuela.”

- The class will discuss the setting of the story.

-Introduce the concept of community to the class.

-After reading the story we will look at photos of the buildings in our community.

-Using the watercolor pencils and thinking back to geometric shapes, students will draw buildings in their community.

-Students will paint with water over their drawings and after they dry they will cut the buildings out.

-On another piece of watercolor paper the students will paint a blue background. Once the background is dry the students will glue on their buildings.

 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessment*

|  |  |  |  |
| --- | --- | --- | --- |
| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?)  |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed?  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Source