

Art Integrating Reading Strategic Lesson Plan

Teacher: C. Martin

Dates: November 7/10

Lesson and/or Unit Title: Concrete Thanksgiving/Fall Themed Poetry	
<i>Stage 1 – Desired Results</i>	
Amount of Time (94):	
MS Visual Arts Frameworks: 1-4	
Language Proficiency Level:	
Student Learning Objective (s): I can create a work of art that reflects the imaging of a chosen poem	Essential Questions: What is a concrete poem? What is imagery
Lesson Outcome (s): to show the imagery in a poem in 2 dimensional artwork	Key Vocabulary: concrete poetry, imagery
<i>Stage 2 – Assessment Evidence</i>	
Performance Task: identify the imagery in each poem of the poem packet	
Summative Task: To create a 2D work of art that shows the imagery of the poem	
<i>Stage 3 – Learning Plan</i>	
Anticipatory Set (10): Students will draw what they imagine while reading the sentence: "The strawberries were blood-red with ripeness and almost scraped the ground on a long line of wild bushes." We will discuss the meaning of imagery and how it is important to poets. Then ask the students What does Da Vinci mean when he said "Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen"	
Input/Modeling/Crafting (25): Show students how imagery of a poem can be depicted in the 2 dimensional art form with examples of concrete poetry.	
Guided Practice (25): Read the poem packet together and identify each poet's use of imagery. Discuss what subject matter the poem would be wrapped into. Demonstrate on the board the how to create the outline drawing for each subject. Demonstrate the use of a ruler or a evenly drawn track around the image to keep the lines neatly spaced.	
Independent Practice (20): Students will choose from one of eight poems in the poem packet to create a 2D drawing of its imagery, then wrap the words of the poem into the shape of the imagery to create a concrete poem.	
Closure (14): cleanup	
Alignment Extension (Homework):	
Differentiation Notes: students will be given individually modified drawing goals as needed. Students will be given individual demonstrations as needed.	Technology Integration: <ul style="list-style-type: none"> <input type="checkbox"/> Word Processing <input type="checkbox"/> Power Point <input type="checkbox"/> Internet Resources <input type="checkbox"/> Graphics/Charts <input type="checkbox"/> Internet Research <input type="checkbox"/> Interactive Whiteboard <input type="checkbox"/> Classroom Performance System <input type="checkbox"/> Other

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Materials/Items Needed

White paper, power point, Pencils, supply boxes, poem packet

Strategies:

- ☐ Student Choice
- ☐ Modeling Reading Strategies
- ☐ Modeling Writing Strategies/Process
- ☐ Reading Aloud
- ☐ Cooperative Learning
- ☐ Independent Reading
- ☐ Writing Before and After Reading
- ☐ Pre and Post Test
- ☐ Hands-on Learning Manipulatives
- ☐ Small Group
- ☐ Higher-Order Thinking Skills
- ☐ Real-World Connections
- ☐ Anchor Charts
- ☐ Research Materials
- ☐ Writing Workshop Time
- ☐ Conferencing
- ☐ Classroom/Content Area Literacy Library
- ☐ Other (Explanation Needed)