

Emily Caraballo
emiscrafty.com
MED 6317, Summer 2019
Dr. Bates

Lesson Plans with Integrated Art

Felt Dinosaurs

Visual Art + Fractions & Geometry

Objective

Create a dinosaur artwork to learn how to describe shapes, how to gather data, how to chart data, how to calculate fractions from data.

Standards

Utah

Science: Scientific Method: 1.1-3, 2.1-3, Dinosaurs: 4.4.1

Math: 1.MP, 1.OA, 1.G, 2.MP, 2.OA, 2.MD, 2.G, 3.MP, 3.OA, 3.NF, 3.MD, 3.G, 4.MP, 4.OA, 4.NF, 4.MD, 4.G

Fine Arts: 1.V, 2.V, 3.V, 4.V

Note: Specific instructions are most relevant to grade 3, can be adapted to other grades.

Materials

Various scraps of felt, or 9x12" sheets

Hot glue, or fabric glue, or thread

Scissors

Preparation

Put all supplies on supply table.

Print dinosaur patterns (about 6 of each to get a variety of choices) on 8.5x11" paper.

Post instructions and samples on the board.

Instructions

Divide students into groups of 3-5 at each table/group of tables.

Have table leaders gather supplies from supply table. Each table will need

- 1 pair scissors per students
- 10 dinosaur patterns (various)
- 10 scraps of felt (approximately 9x12" sheets) in various colors per table
- 2 hot glue guns (low temp) per table (get permission from parents first)

Write instructions on board. Read through instructions:

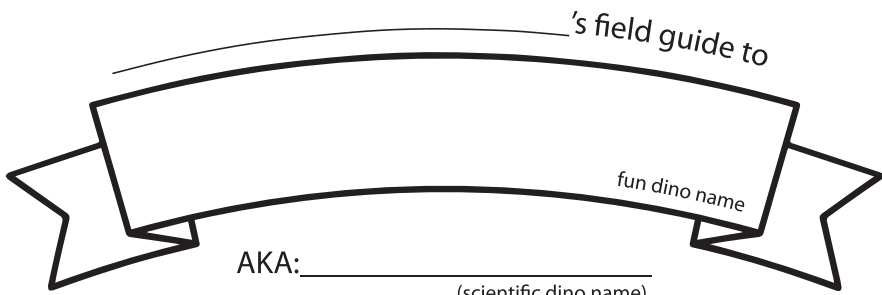
- Choose a dinosaur shape.
- Choose 3 colors of felt.
- Cut dinosaur shape out of white felt.
- Cut 20 triangles (smaller than your palm, bigger than a quarter) from the 3 colors you chose.
- Arrange your triangles on your dinosaur silhouette.
- If you need more triangles, cut more.
- Once your dino is full of triangles, glue them on.
- Trade in your dinosaur for a field guide.
- Quietly fill out your field guide like the sample on the board.
- Once your group is done, take turns telling the group about your dinosaur by going through the details in your field guide. Only one person should be talking in each group at a time.

Review instructions by asking how many, what size, etc.

As students trade in their dinos for field guides, assist in completion.



Draw additional details about your dinosaur: where he lives, what he eats, how his toes look, a closeup of his eye, etc.



AKA: _____
(scientific dino name)

Date: _____

--

Draw an outline of your dino

TOTAL NUMBER OF TRIANGLES IN MY DINO:

--

COLORS IN MY DINOSAUR:

--	--	--

QUANTITY OF EACH COLOR:

--	--	--

FRACTION OF EACH COLOR:

--	--	--

PERCENTAGE OF EACH COLOR:

--	--	--

TOTAL NUMBER OF TRIANGLES IN MY DINO:

--

RIGHT
TRIANGLES
(90° angle)



EQUILATERAL
TRIANGLES
(equal sides)



OBTUSE
TRIANGLES
(one angle >90°)



QUANTITY OF TRIANGLE TYPES:

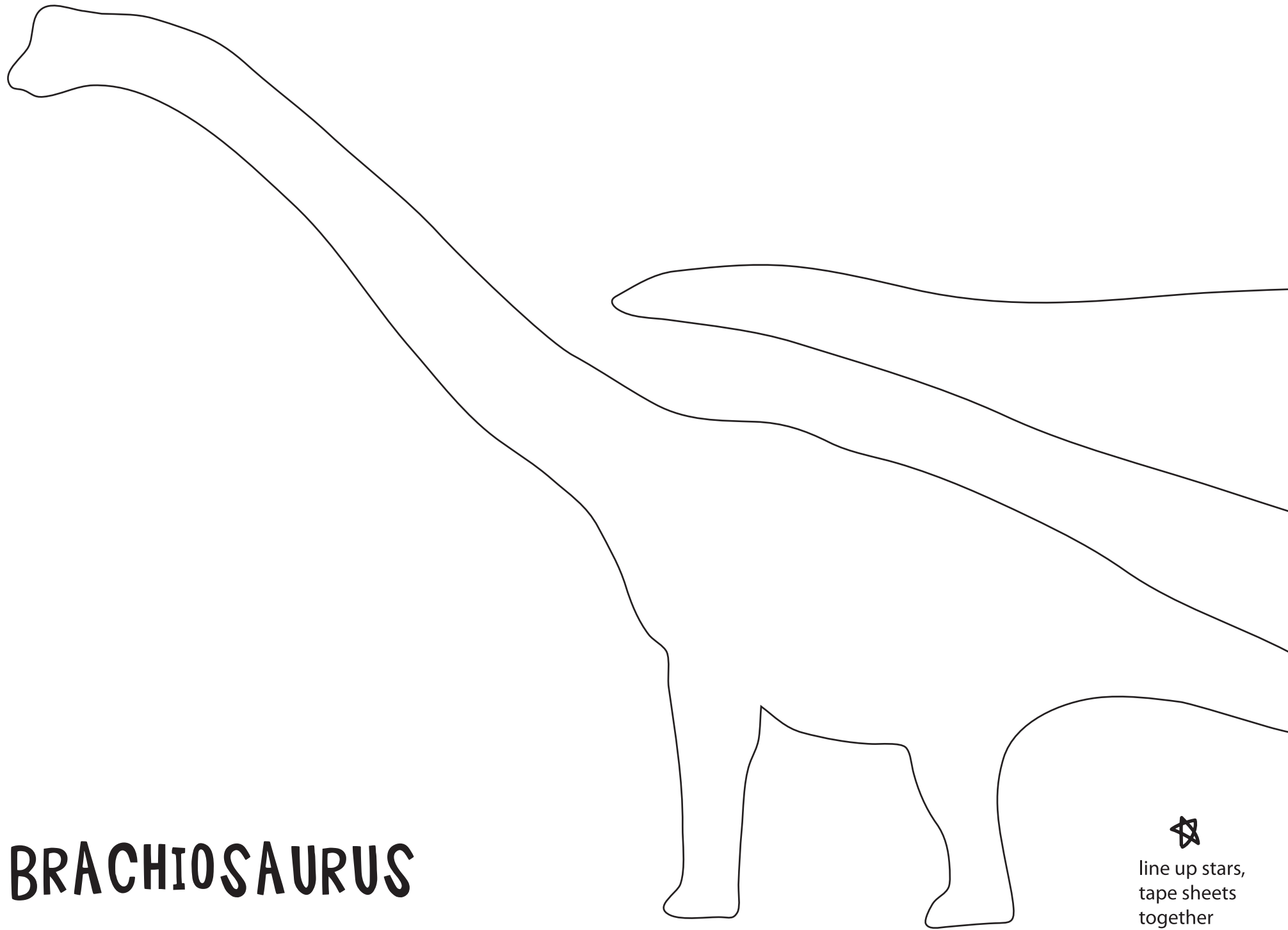
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FRACTION OF TRIANGLE TYPES:

--	--	--

PERCENTAGE OF TRIANGLE TYPES:

--	--	--

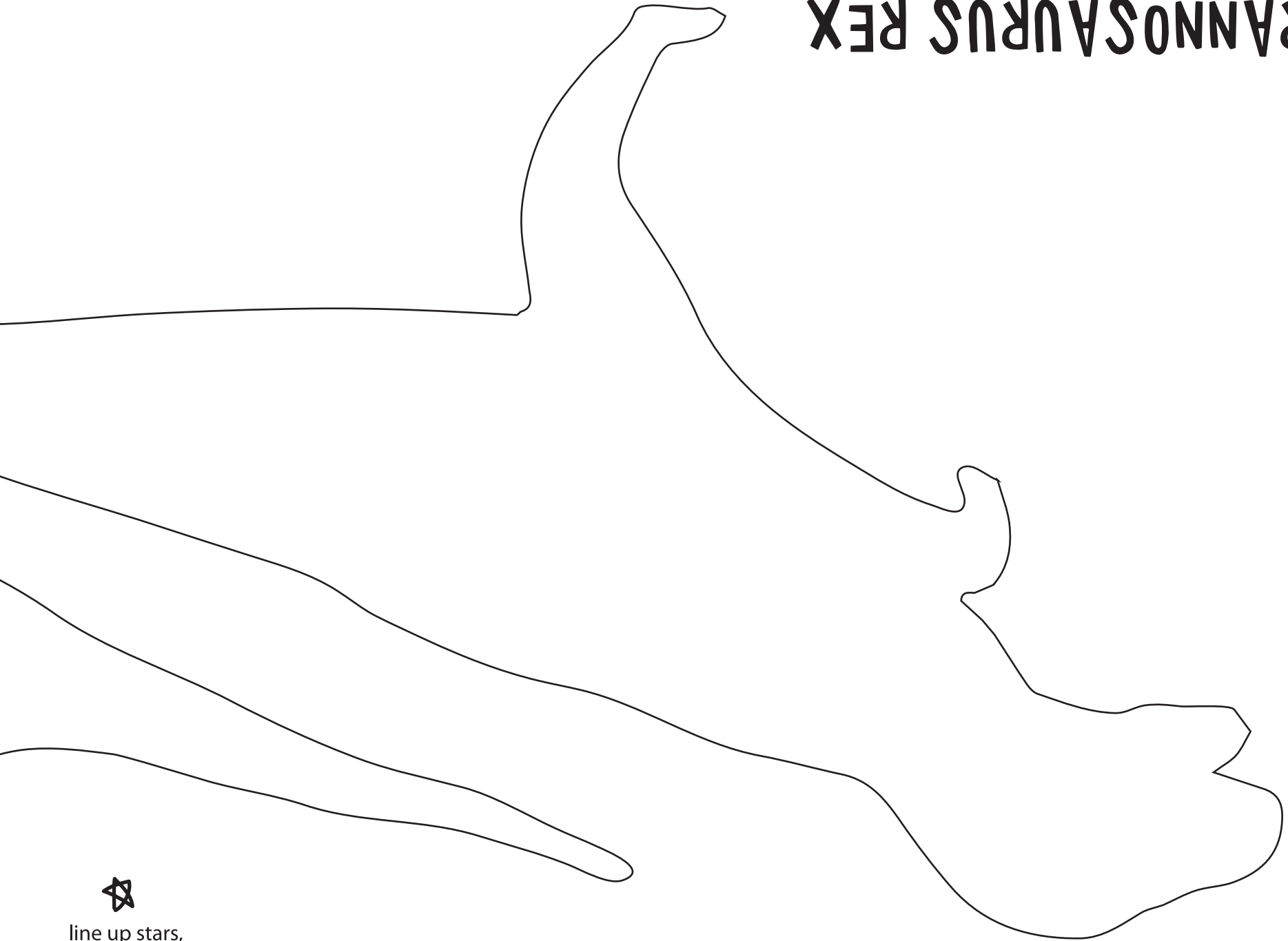


BRACHIOSAURUS



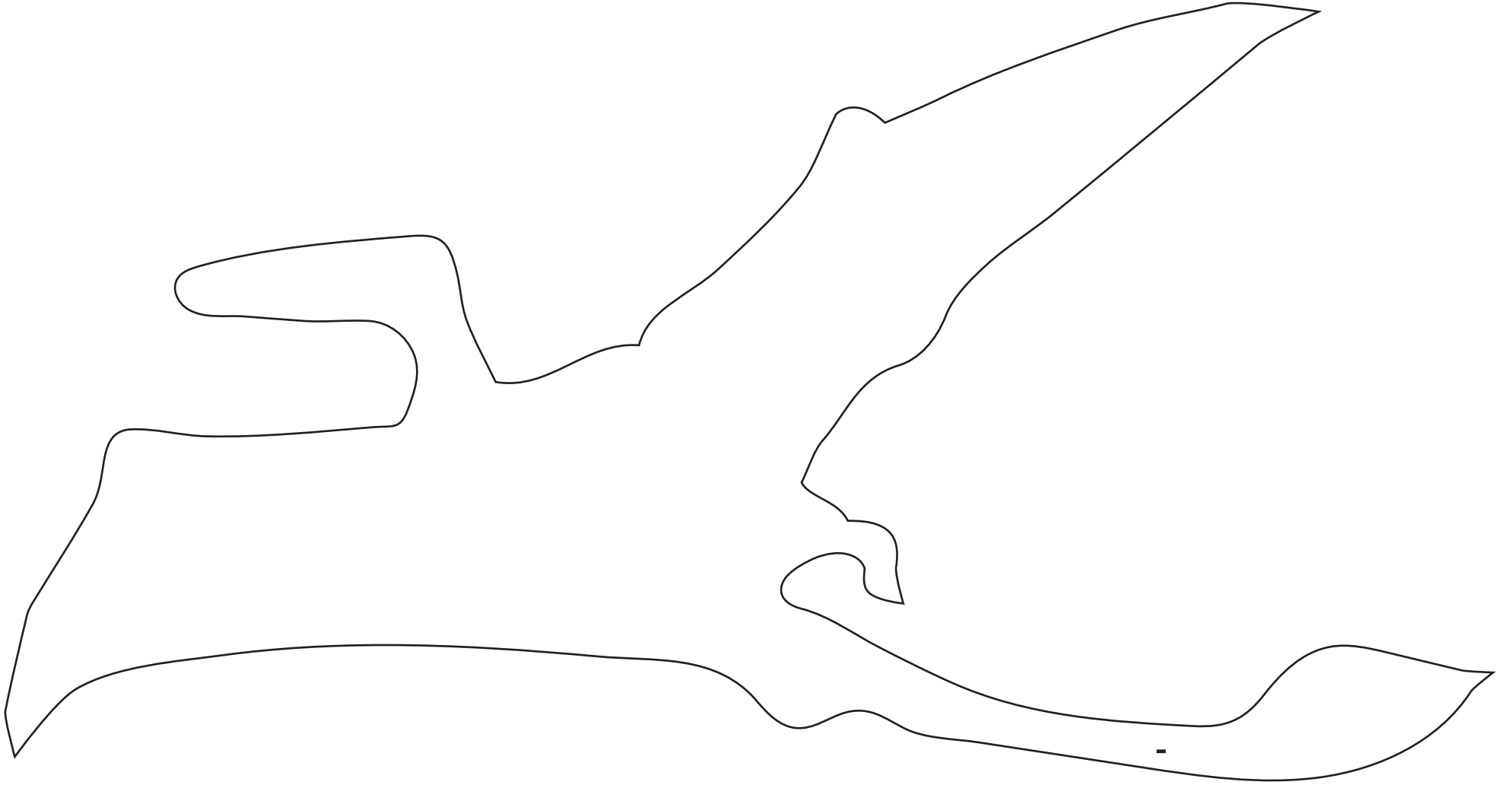
line up stars,
tape sheets
together

TYRANNOSAURUS REX

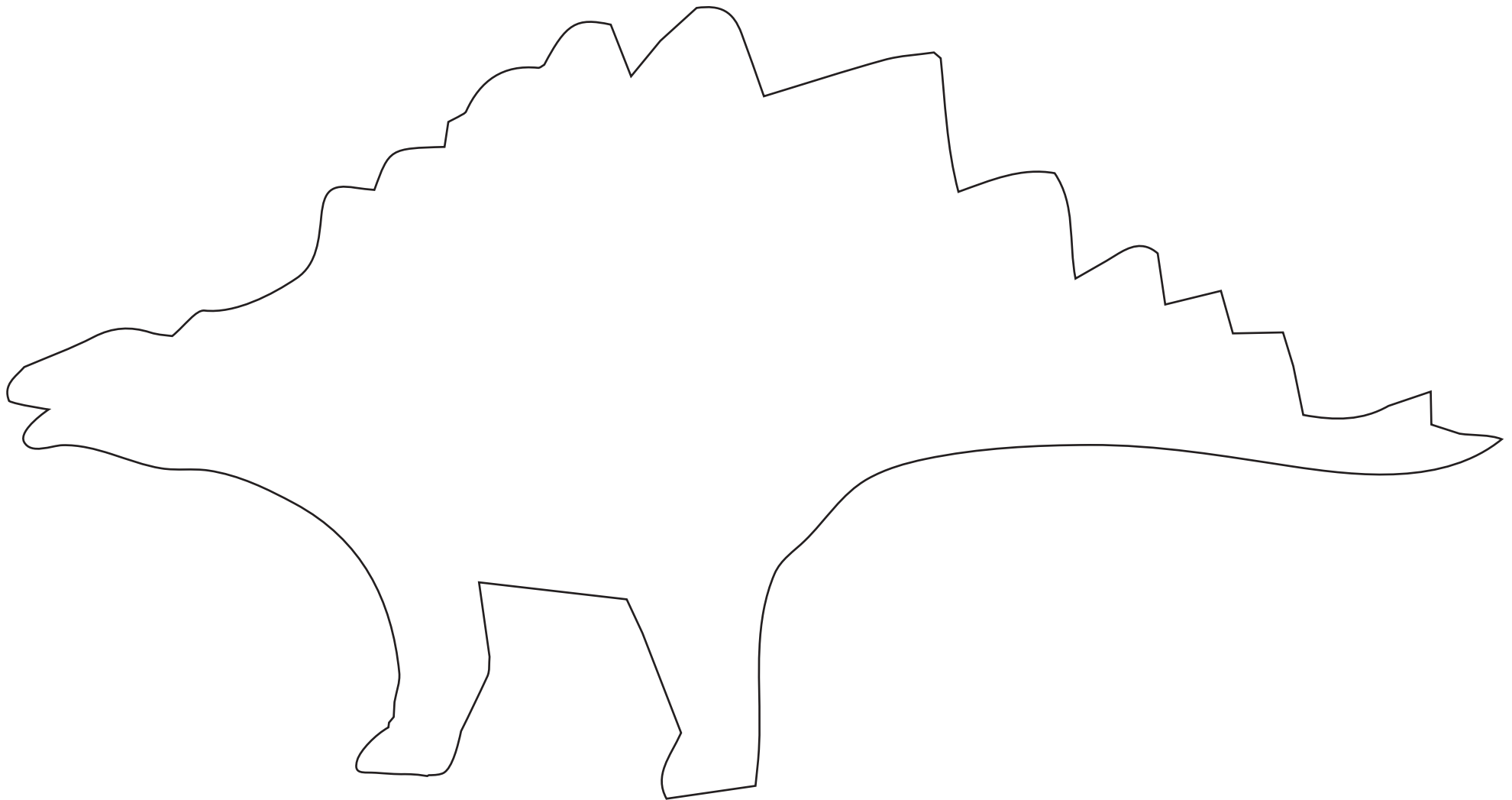


line up stars,
tape sheets
together

PTERODACTYL



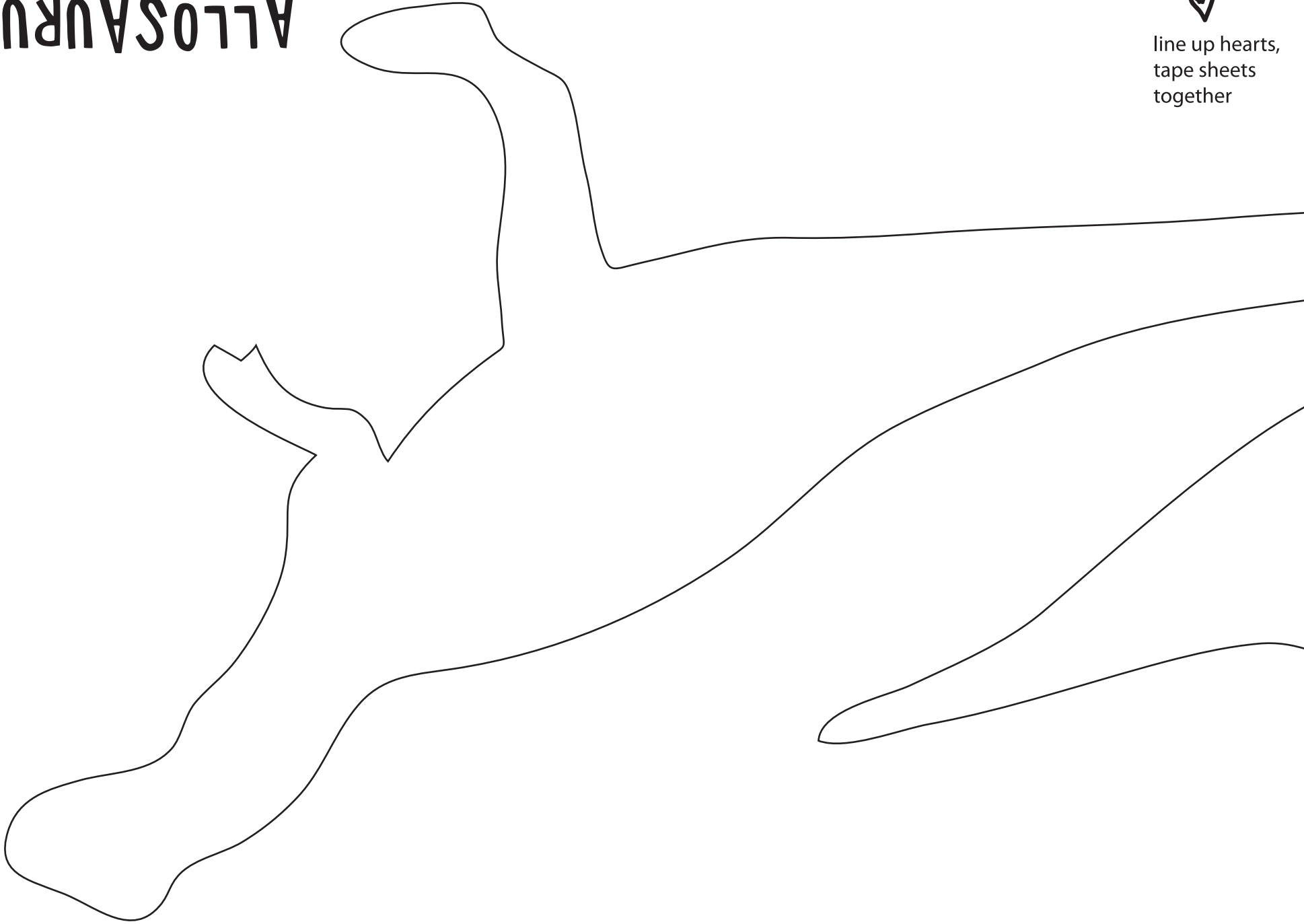
PTERODACTYL



ALLOSAUROS



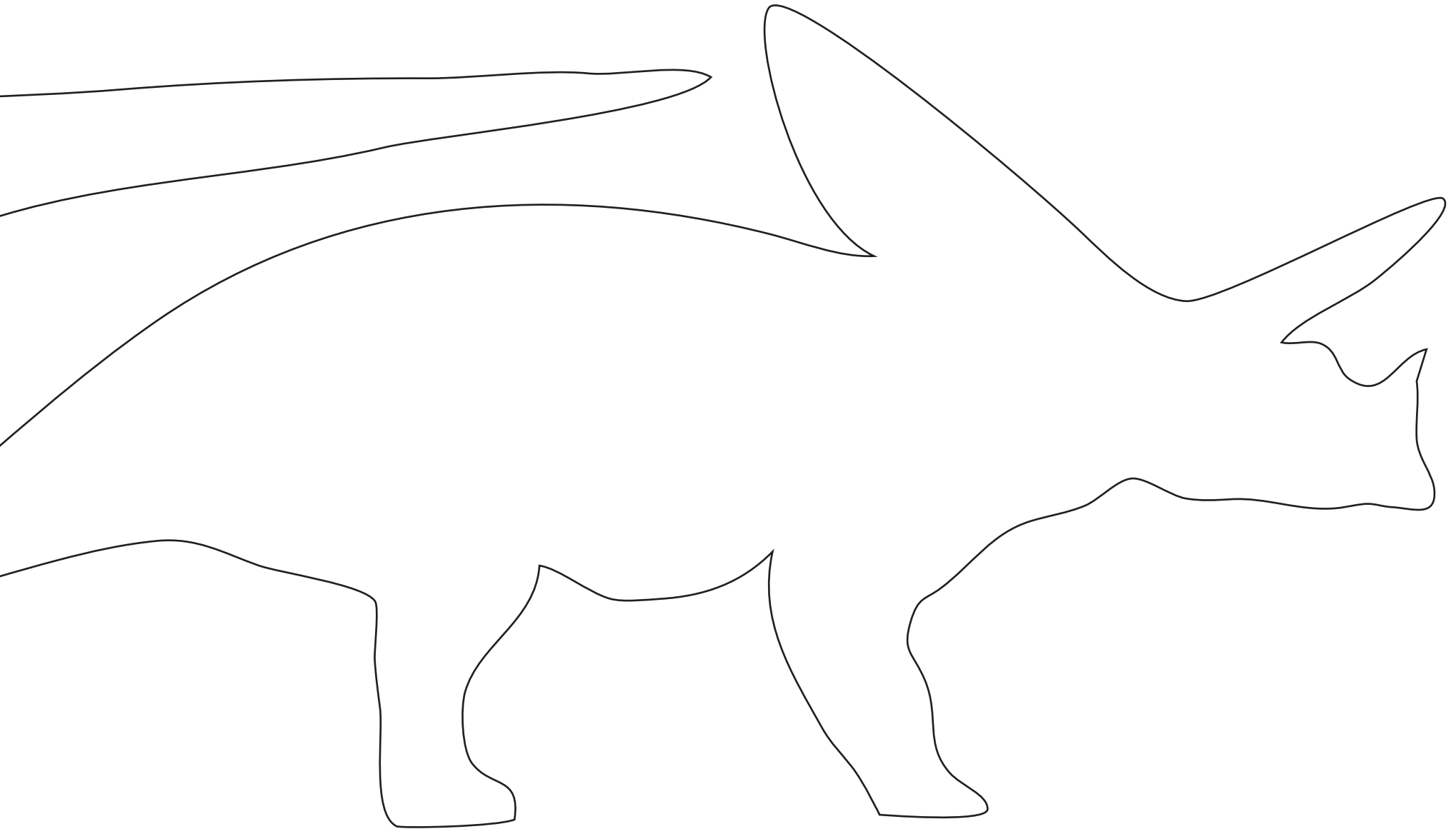
line up hearts,
tape sheets
together



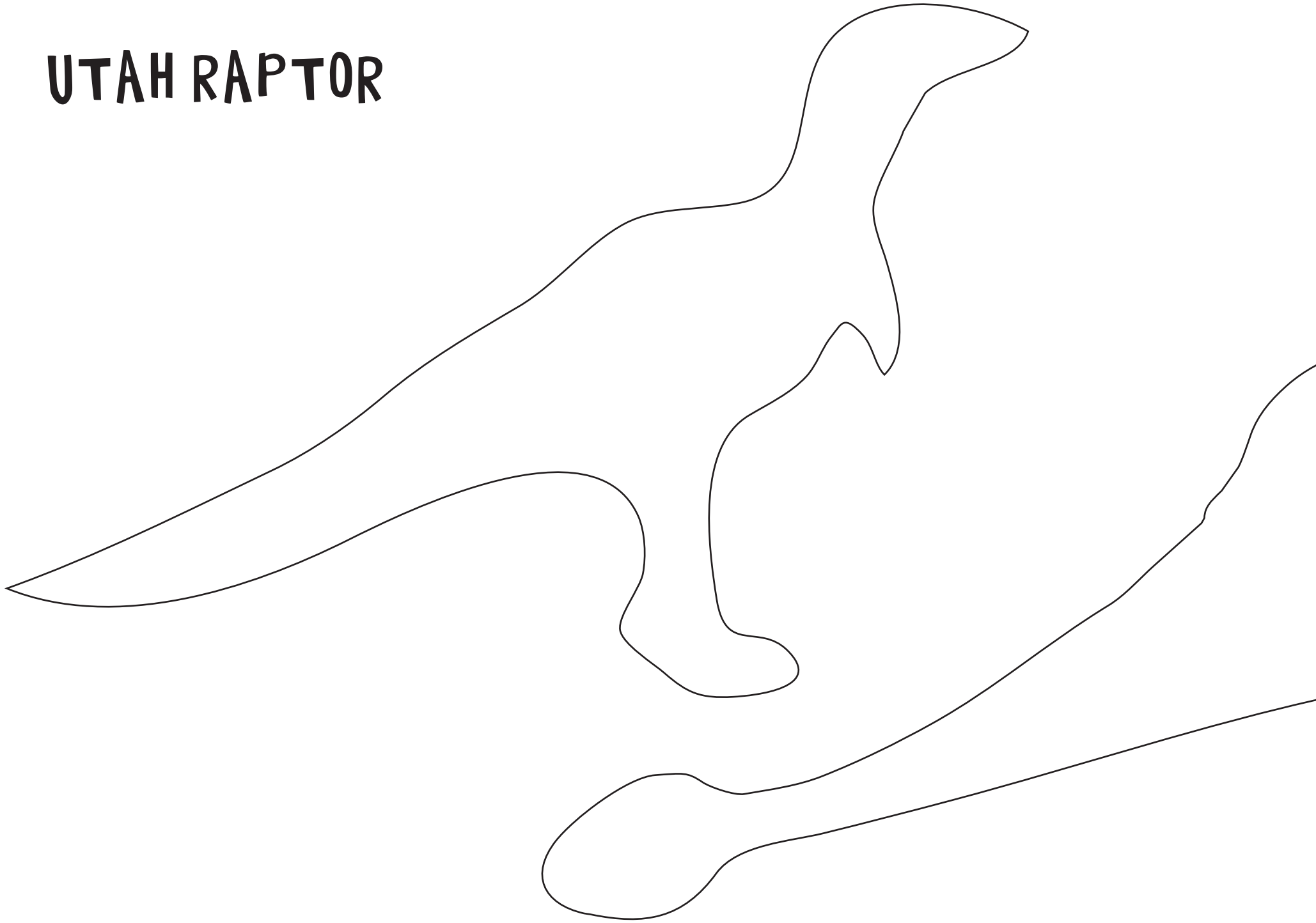


line up hearts,
tape sheets
together

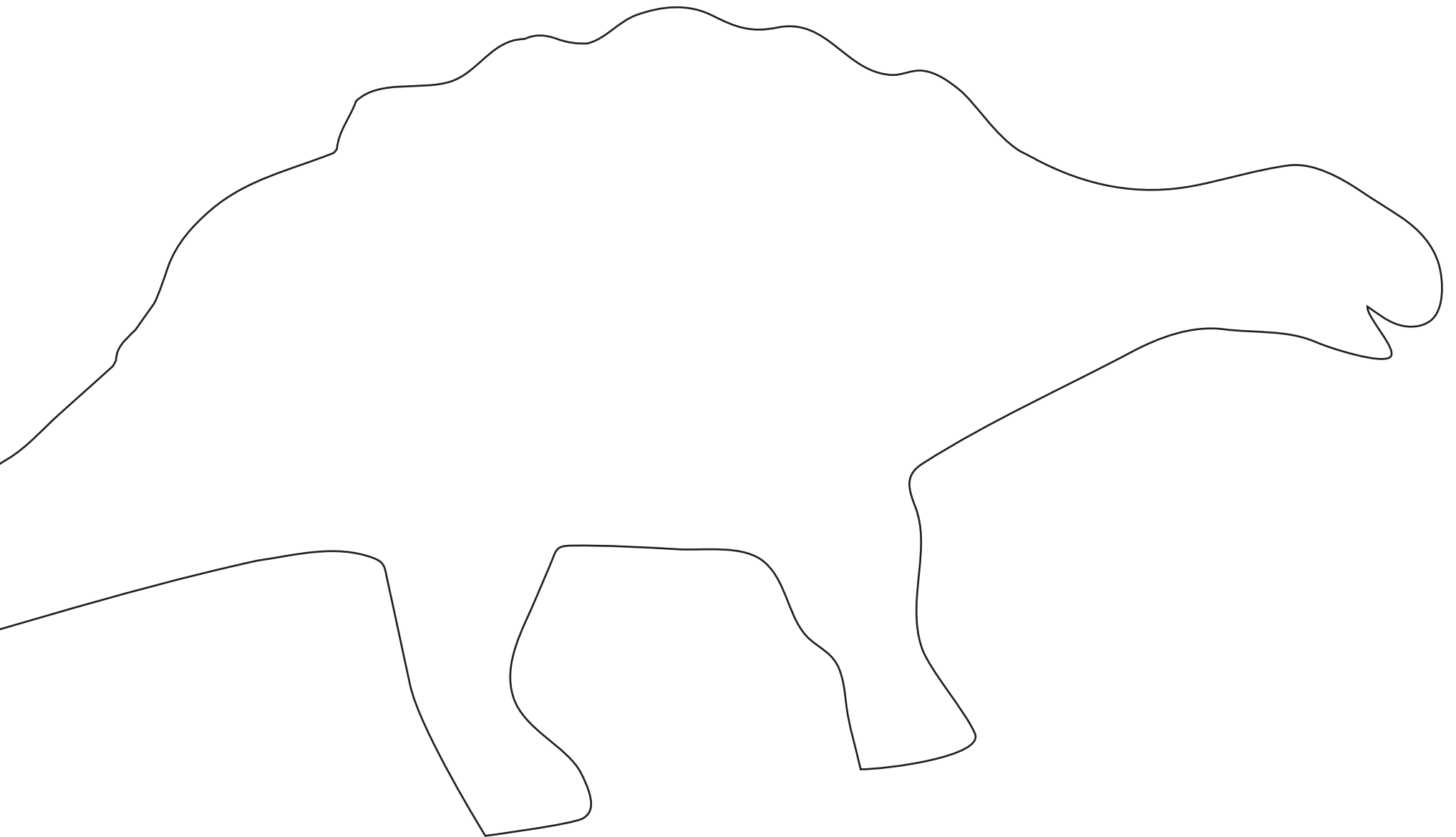
TOROSAURUS



UTAH RAPTOR



ANKYLOSAURUS



Puppet Friends

Drama + Characters & Storytelling

Objective

Create a short puppet show to learn about peers, and learn/teach how to get along with classmates. Complete activity each morning for about a week so that every student gets to be a main character.

Standards

Utah

ELA: Grades 1-4: Writing 1, 2, 3, 5, Speaking/listening 1, 4, 5, Language Standard 1, 6
Fine Arts: 2.T.CR., 2.T.P., 2.T.R., 2.T.CO.

Note: Specific instructions are most relevant to grade 2, can be adapted to other grades.

Materials

Various puppets (or socks with googly eyes)

Puppet studio (or a table turned on its side)

Preparation

Set up puppet studio with puppets.

If desired, as an activity prior to this lesson, the class could make self-portrait puppets to be used in this activity.

Print friend puppet sheets, double-sided, 1 per student.

Post instructions and samples on the board.

Instructions

Divide students into groups of 3-5 at each table/group of tables.

Write instructions on board. Read through instructions:

- Designate one person from each group to be the main character.
- Designate one person to be the writer.
- Main character: think of a problem you've had recently that you're willing to share with the class.
- Answer the questions on the front about the main character.
- Write your story in play form on the back. If the main character's problem involves other characters, make sure to include them in your writing.

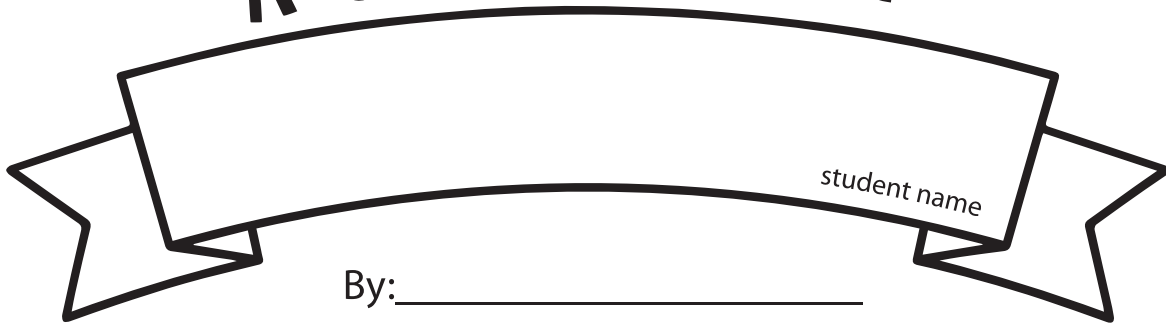
- Practice performing your play quietly at your table.
- Perform the play for the class.

Review instructions by asking how many main characters, appropriate volume level, etc.

Assist groups as they write their plays.

After each performance, ask the class how the main character felt, who their helpers were, etc.

A STORY ABOUT



By: _____

Date: _____

MAIN CHARACTER: _____

PERSONALITY TRAITS: _____

LAST PROBLEM THEY HAD: _____

WHERE WERE THEY: _____

WHEN WAS IT: _____

THE RESOLUTION: _____

SCENE 1: _____

SCENE 2: _____

SCENE 3: _____

SCENE 4: _____

SCENE 5: _____

Mountain Mirrors

Dance + Landforms

Objective

Create mirror dances in pairs to learn about landforms (mountains, hills, valleys, plateaus, plains, etc).

Standards

Utah

Science: K.S.3.2, 1.S.1.2, 5TH

Fine Arts: K.D.CR., K.D.P, K.D.R. K.D.CO.

Note: Specific instructions are most relevant to Kindergarten, can be adapted to other grades. For 5th grade, the dance could accompany other grade-specific projects.

Materials

Posters with pictures of various landforms

Preparation

Hang posters on the board for reference.

Post instructions on the board.

Instructions

Divide students into pairs.

Assign each pair a landform.

Read Instructions:

- Stand together with hands in front touching your partners.
- Each student take 2 steps backward.
- The taller student will be the leader first.
- When the music starts, the leader will make start making movements that resemble the landform assigned.
- The follower will mirror the movements.
- At some point, the teacher will count down from 5. At the end of the countdown, the pair must be in the shape of the landform (mountain could be arms raised symmetrically in a peak).

- Take some time to observe each pair, guess what form has been made, discuss other ideas to make the same formation.
- When the music starts again, switch leaders, and repeat.

Alternate

Have half of the class perform while the other class observers. At the end of the countdown, have the performers pause for 2 minutes. Have the observers draw a pair and their landform. Switch to give all students the opportunity to draw and perform.

Thunderstorms

Music + Weather

Objective

Perform a science experiment and learn a song to learn about weather patterns.

Standards

Utah

Science: 4.1, 1-2

Fine Arts: 4.M.P., 4.M.R., 4.D.CR., 4.D.P.

Note: Specific instructions are most relevant to 4th grade, can be adapted to other grades. Objective

Materials

Cups (clear)

Markers

Evaporation cycle charts

Preparation

Print evaporation cycle charts.

Post instructions on board.

Instructions

Listen to Banana Slug String Band's "Water Cycle Boogie."

<https://youtu.be/-CoeJnjZtXg>

Have group leaders gather 1 cup and 1 marker for each student.

- When your group is called, fill your cup $\frac{3}{4}$ of the way with water.
- Bring the cup back to your desk.
- Mark your cup at the water line.
- Write your name on your cup.
- Fill out day 1 of your cycle chart.
- When your group is called, take your cup to the window sill (or designated area).

Listen to the song again.

Practice the chorus and actions together.

Divide class into 4 groups.

Group 1: practice verse 1, create movements to go with the words.

Group 2: practice verse 2, create movements to go with the words.

Group 3: practice verse 3, create movements to go with the words.

Group 4: practice verse 4, create movements to go with the words.

Repeat 2-3x per week over 3 weeks to track evaporation and learn song really well.

Optional

Make water xylophones to play during the song

<https://www.youtube.com/watch?v=hoy-6i7ddh8>

Buy water flutes for the kids to play during the song <https://amzn.to/2XBpBlx>

BANANA SLUG STRING BAND'S

WATER CYCLE BOOGIE

<https://youtu.be/-CoeJnjZtXg>

CHORUS:

Evaporation, Condensation, Precipitation
The water cycle boogie goes round and round
The water cycle boogie goes up and down

VERSE 1

The sun gives the water cycle power to spin
The water goes up and down again
The surface of all water heats up with the sun
The vapor rises up and then the boogies begun
What's that called? What's that called?

EVAPORATION

VERSE 2

Water holds together chemically
Hydrogen bonding is what you see
All those airborne vapors they squeeze together
To form a cloud that could change the weather
What's that called? What's that called?

CONDENSATION

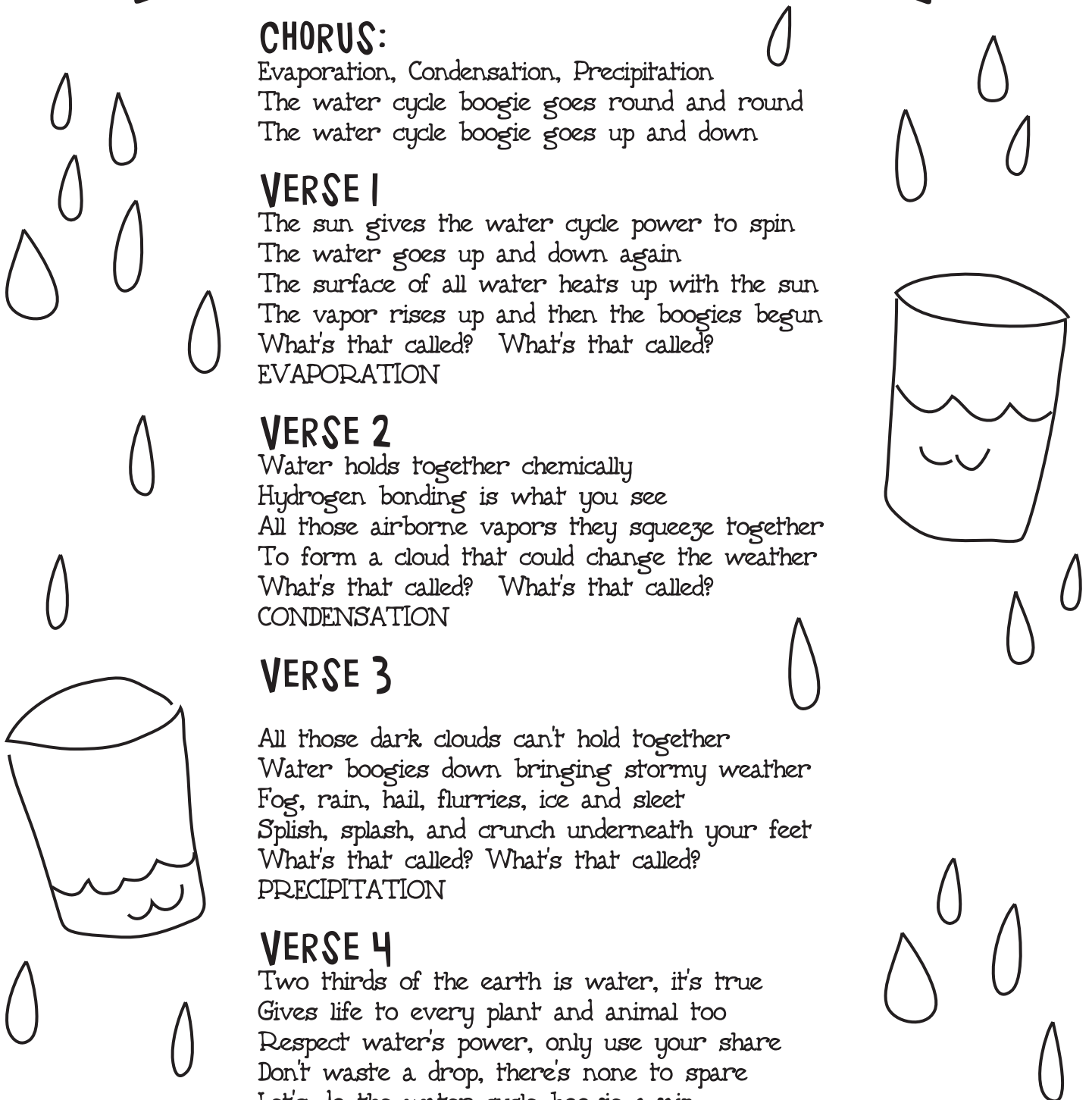
VERSE 3

All those dark clouds can't hold together
Water boogies down bringing stormy weather
Fog, rain, hail, flurries, ice and sleet
Splish, splash, and crunch underneath your feet
What's that called? What's that called?

PRECIPITATION

VERSE 4

Two thirds of the earth is water, it's true
Gives life to every plant and animal too
Respect water's power, only use your share
Don't waste a drop, there's none to spare
Let's do the water cycle boogie again,
Let's go for another spin!



DAY 1: _____

DAY 2: _____

DAY 3: _____

DAY 4: _____

DAY 5: _____

DAY 6: _____

DAY 7: _____

DAY 8: _____

DAY 9: _____