Celeste Padilla

Kindergarten

Arts Integration: I Wish I Had a Monster

Whole Class

Standards:

VAPA Standard 2 Creative Expression: Communication and Expression Through Original Works of Art

* 2.6 Use geometric shapes/forms (hexagon, triangle, square, trapezoid, diamond) in a work of art

Content Objective: Students **can produce** an image of their monsters using crayons and paper shapes.

Language Objective: Students **can describe** the characteristics of the monsters they create.

I wish I had a monster with \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Assessment:

*Formative:* Students will orally share ideas of characteristics for monsters, students will orally share ideas of how to use the materials to create these characteristics. I will record their ideas in a class chart.

* What characteristics do you want your monster to have?
* How can you use the paper and crayons to show this?

*Summative:* Students will write about the characteristics of their monsters and create visual representations of their monsters. I will collect and assess students’ final work.

Materials Needed:

* Construction paper-shapes (math manipulatives)
* Worksheet
* I Wish I Had a Monster book
* Crayons
* Pencils
* Glue

Differentiation:

Students who have weaker vision can be seated in front. (Ka, Chri, Sar)

Students seated strategically based upon behavior at the rug. (CR, Di, Eth)

EL Support, strategic partners/groups Jes-Gio/C B, CR-Oli, Jo-Ser

Ga Limit stimuli, limit amount of materials he has access to

Instructional Sequence:

Place materials on desks and set up BEFORE the lesson

*Introduction (rug)*

1. Tap prior knowledge: “Good morning friends, this week we have been reading I Wish I Had a Monster and yesterday we talked about some of the characteristics of the monster in the book, Can someone remind us of one of the characteristics? (call on a student, give visual cue of our body movement that is linked with each characteristic) What about another one? (call on a student, go through this fast to get the kids thinking about book and the descriptive language)”
2. Introduce Activity: “Today we have a fun activity planned where each and every one of us is going to make our own monsters! First, we are going to write about our monsters, we are going to write AT LEAST 2 characteristics. Then, we are going to use pieces of paper that look like our math manipulatives to make our own monster and we can use our crayons to add some detail. Quiet excitement with your hands or give me a thumbs up.”

*Body (rug🡪tables)*

1. Set Expectations/Instruction: “Before we go back to our seats we need to think before we create, think of what characteristics you would like for your monster to have, think quietly in your head for a minute, I will let you know when to raise your hand (wait a minute), please raise your hand if you have an idea? (call on a few students and record their characteristics on the small whiteboard). Great we have a lot of good ideas! Now that we have some ideas of what we are going to write let me show you how we are going to create our monsters. We have pieces of paper cut like our math manipulatives, we create so many fun things at stations I thought it would be awesome to use these shapes. (I will model a think aloud using the characteristics in our list to create a monster, showing how we first create with the paper then we glue, but we must remember to show the characteristics we wrote about because illustrations help to show writing.) Ok friends, turn to your partner and share the characteristics you want your monster to have. (listen in on conversations) We are going back to our seats, first we are going to (write-call on hand or choral response) then we are going to (create). I’m looking for quiet calm bodies to go back to their seats and get started.”
2. Independent Work: I will circulate around the classroom to help individuals. Students will be working independently on their monster art. I will also ask them the following questions:

- What characteristics do you want your monster to have?

- How can you use the paper and crayons to show this?

*Conclusion (tables 🡪rug)*

1. Share out: “Ok everyone, let’s quickly and quietly clean our desks, pencils are put away, glue has the cap on, walking feet to the rug when your desk is clean, 1 .2 .3 (count during transition). Today we are going to have a few friends share their monster, you will read your sentence and explain how you created your monster. (have a few kids share out, the rest can share during our morning routine so everyone has a chance)”