

Lauren Gogolin
M333
Hallie Jones
December 6th, 2012

Visual Thinking and Curriculum Integration Strategies

1) **Format and Content for Integrated Lesson Plans**

Content Standards

Core Content Subject Area:

- EL.K.1.21 2006: Identify common signs and symbols
- MA.K.4 2000: Students identify common objects around them and describe geometric features and position

Visual Art:

- VA.K.6 2008 - CREATING ART: Studio Production: Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision. Students create artwork using subject matter from the real world and personal symbols to express ideas. They demonstrate thoughtfulness, care, and respect in their art, sharing work with others.

Learning Objectives

- Students will be able to identify common signs and symbols that exist in their everyday life.
- Students will be able to describe geometric features of these signs or symbols and where they are located in space/society.
- Students will be able to differentiate between a sign and a symbol in nature.
- Students will be able to apply what they have learned about signs and symbols by creating their own sign or symbol using subject matter from the real world to express an idea.
- Students will be able to work collaboratively with their peers, thus respecting one another's ideas.

Description of the Core Content Lesson

- **Describe the core content lesson:** The core content lesson will be students making an original sign or symbol, after having been taught what a sign and symbol are. They will select a topic that sparks their interest and no two students will have the same topic. Students can make their sign or symbol

with whatever art supplies they would like, as long as they clear their ideas with me beforehand. Once these signs and symbols are created, students will present their artwork to the class.

- **Explain what you will teach:** I will begin by teaching everyday signs in the community. When I say “signs,” I mean physical signs that are placed in the ground. I want to incorporate the use of mini-books into this portion of the lesson. I found a website titled <http://minibooks.scholastic.com/minibooks/detail/?id=36990>. It is a mini paper book that I would create for each of my students. This book talks briefly about some signs that students might see around the community and what they mean. I like this book because it allows students to be interactive, by having them fill in on the blank line what this given sign means in society. For example, there is an image of an exit sign and a fasten your seatbelt sign. These two signs are very common no matter where a person is located. Since my students are kindergarteners and are just learning how to write, I would write words up on the board that the students would copy directly into their mini-books as to what these signs mean.

From here, I would then search google for images of signs that I can print out and laminate. I would hold up these signs and have students make predictions as to what each sign means and where they might have seen these signs around town. Some of these signs would include stop sign, speed limit sign, deaf children sign, deer crossing sign, railroad crossing sign, school sign, construction signs, etc. Both of these activities would occur in the same day. On the second day I would transition into symbols.

I think it would be neat to teach kids symbols by using a computer keyboard worksheet. Students are very into technology as it is and are most likely familiar with what a computer keyboard is by using them in the classroom or at home, even at the young age of five. I found a worksheet online at <http://www.montgomeryschoolsmd.org/departments/hiat/newsletters/vol3issue3/keyboard.jpg> where I could print off a computer keyboard for my students. I would make it bigger than the one provided, so students can really see what is located on a computer keypad. I then would make a big class copy for myself and laminate it, so that I could use dry erase markers to point out the various symbols we will talk about.

Since I am teaching kindergarteners, I want to keep the symbols very basic. I will have students raise their hand and tell me about any of the symbols they may recognize and then would circle that symbol up on my own copy of the computer keyboard. I then would talk about the symbol's purpose and continue this process for each symbol. Students will follow along on their own copy of the keyboard. If students do not recognize any of the symbols, I will select the symbols I would like them to know. Some symbols I would be sure to talk about are the @ symbol, = symbol, +/- symbol, delete symbol, caps lock symbol, number symbols, \$ symbol, % symbol, ? symbol and so forth.

Once these symbols are taught, I would also make big laminated flashcards of each symbol we talked about and hold them up to see if students can identify them. This would take place on the third day of this unit. From here, I would compare and contrast between a sign and symbol using a venn diagram. Students will tell me what they know about each concept and I will fill in the venn diagram accordingly. By the fourth day, I will introduce the visual activity.

- **Provide steps for how you will introduce the lesson:**
 - 1) Sign mini-books
 - 2) Lamination of signs found throughout the community
 - 3) Computer keyboard interactive activity
 - 4) Flashcards of various laminated symbols
 - 5) Venn diagram of sign vs. symbol
 - 6) Visual Activity
- **List the resources you will use:**
 - 1) <http://minibooks.scholastic.com/minibooks/detail/?id=36990>.
 - 2) Google for images of signs and symbols
 - 3) <http://www.montgomeryschoolsmd.org/departments/hiat/newsletters/vol3issue3/keyboard.jpg>
 - 4) Laminator
 - 5) Graphic organizer in the form of a venn diagram

Description of the Visual Activity

- **Describe the hands-on visual activity:** Students will create an original sign or symbol of their choosing. As a class we will brainstorm a list of ideas that students can base their art projects around. As mentioned earlier, no two students may have the same topic. This will prevent students from copying one another's ideas. I want students to be creative! In terms of creating a sign, I can conference one on one with my students to write out what he/she wants the sign to say. That way, the student can directly copy what I write onto a poster board. In terms of making a symbol, I can also conference with students to help them think of a symbol that he/she can draw and the meaning behind it. This will all be done in one class period. If I see that students are really getting into it, I would not mind spreading this activity out over two days.

For students creating signs, they will have the option of taping their signs up around the school or adding a dowel rod to the back of the poster board to place the sign in the ground-with permission from the principal first.

- **Include a materials list:**
 - 1) Poster board
 - 2) White Sheet of Computer Paper
 - 3) Dowel rods
 - 4) Tape

- 5) Markers
- 6) Crayons
- 7) Colored pencils
- 8) Oil pastels
- 9) Glue
- 10) Scissors
- 11) Paint
- 12) Ruler
- 13) Stencil
- 14) Pipe cleaners

Since I am working with kindergarteners, I should probably limit the art supplies to only a few items. However, I am entrusting them with the privilege of using the materials they would like, as long as they are used properly. If I see students misusing the art supplies, they will not be allowed to use these materials in the future. The reason I am giving students the option of these various materials is because I do not want to limit/hinder their creativity. It will be neat to see the various signs and symbols that each student creates and the given materials that they chose to use.

For this project especially, I would call on parent volunteers to help students complete this task. Without their help, I do not think this project would be feasible. Parents along with myself would be able to go around and help students individually meet their project needs. It is also a good way to monitor the use of art supplies in the correct fashion.

When students have completed their sign or symbol, they will share it to the class, explaining why they made the sign or symbol that they did. Included in the explanation will be a description of any geometric figures present in the sign or symbol, to meet the math standard and a discussion of where this sign or symbol would be found in nature. Again, since this is a kindergarten class, this will be a very quick and brief presentation that will be supported if need be from me.

- **Develop a list of “steps” for the process:**
 - 1) Brainstorm ideas of topics students could use for signs and symbols
 - 2) Conference with each student to see if he/she wants to create a sign or symbol and with what materials
 - 3) Ask for parent volunteers to come in and assist with the creation of these projects
 - 4) Lay out the needed materials
 - 5) Creation of projects
 - 6) Sharing of projects to peers and explanation of reasoning behind choices

- **List how long this activity should take:**
 - 1) Brainstorming ideas: 10-15 min

- 2) Conferencing: 60 min (not all at once, will meet with students throughout the day during “down time)
- 3) Lay out materials: 10 min
- 4) Creation of projects: 60 min (will monitor to see if more time is needed)

Integration Rationale

- My core content standards were EL.K.1.21 2006: Identify common signs and symbols and MA.K.4 2000: Students identify common objects around them and describe geometric features and position. The first standard connects with my hands-on visual activity because students are using their knowledge about common signs and symbols and applying it to their own creation of an original sign or symbol. The second standard applies because once again, students will be describing their sign or symbol and geometric features, along with its position in space when presenting their project to the class. In order to create this sign or symbol, students must think about common signs or symbols we discussed, so that they devise an original sign or symbol, not a replica.

Rubric

- I will assess the visual project for learning outcomes to see if students produced the project that he/she said they would. For example, if after conferencing a student creates a sign instead of a symbol, I will be able to tell that the learning outcome of differentiating between the two concepts (sign and symbol) has not been met. During my teaching of the lesson of signs and symbols I would be able to make changes where necessary if students are not grasping the concepts.

Many of the core content standards will be met through my teaching of the lesson. I will ask students to identify common signs or symbols that exist in their everyday life. During a students' presentation of his/her project I will ask if he/she can describe geometric features of their sign or symbol and also where it is located in space/society. In the creation of a sign or symbol, students will demonstrate their knowledge of signs and symbols by explaining how they devised the sign or symbol that they did. Finally, in the rubric listed below, I assess whether or not students have been able to work collaboratively with their peers, by respecting one another's ideas.

Category #1) Knowledge of Basic Art Concepts

- Did students incorporate color into their sign or symbol?
- Did students include line and shape into their sign or symbol?

#2) Behavior and Dispositions

- Did students maintain a positive attitude throughout the visual activity project?
- Were students interested in creating a sign or symbol?
- Did students work collaboratively with peers sharing art supplies?
- Were the art supplies taken care of and put away neatly after use so that other students could use them?
- Did students clean up after themselves or did they need to be reminded by me to?

#3) Craftsmanship

- Did students participate and put forth effort that I know they are capable of?
- How was the sign or symbol executed? Did he/she accomplish what they set out to do?
- Does the sign or symbol look neat or sloppy?
- Is it apparent that students paid attention to detail or rushed through the project to get it done?

#4) Explanation

- Were students able to explain what he/she created?
- Did students tie their sign or symbol back to geometric figures we talked about earlier in the year?
- Can students explain where their sign or symbol would be found in nature?
- Did students inform the class what materials he/she used during the creation of the visual artwork?

For each category answer the questions yes or no. Count up the number of total yes's and no's for each category. If there are more yes's, give the student 2 points. If there are more no's, give the student 1 point. Count up the total number of points from each category to assign a final grade.

2) **Instructional Resource for the Creation of the Visual Product**

Develop a list of materials and supplies

- Poster board
- White Sheet of Computer Paper
- Dowell rods
- Tape
- Markers
- Crayons
- Colored pencils

- Oil pastels
- Glue
- Scissors
- Paint
- Ruler
- Stencil
- Pipe cleaners

Walk through the process and take notes. In your notes, you should develop:

- *List of steps to describe and plan for how to teach the activity as a hands-on classroom learning process:*
 - 1) First, take time to brainstorm ideas with the class about possible sign and symbol topics they could choose from to make their own visual art project.
 - 2) Conference with students to see if they want to create a sign or symbol. Write down each child's choice and next to it whether they are creating a sign or symbol and to what topic. (I.E.-What does their sign or symbol mean or what will it be used for?)
 - 3) Ask for parent volunteers to come in and help assist in the creation of these visual art projects.
 - 4) Make sure you have the materials listed above in your classroom for students to use.
 - 5) Have students plan out their project in pencil first, before allowing them to use other art supplies. That way if they mess up, they can erase their errors. Once their project is colored in, you cannot get rid of marker lines and so forth.
 - 6) Walk around and help students where need be. Let them be creative! Do not try to tweak their ideas! Students' thoughts have a purpose.
 - 7) When students have finished their visual product, allow them to share their artwork to the rest of the class. During this sharing, have students explain if they made a sign or symbol, what that sign or symbol will be used for and what materials they used to make the artwork.
- *List of observations you make as a "learner" going through the activity (for tips and tricks):*
 - 1) Do everything in pencil, even if you are stenciling. That way if you mess up the spacing you can go back and erase.
 - 2) Brainstorm what you want your poster to look like before beginning. It does not work to begin first and hope everything turns out well. I am glad I took the time to brainstorm first.
 - 3) Outline your words in a dark color. It really makes the wording "pop." If you use yellow or orange the words will not show up as well.

- 4) Give yourself plenty of time to work on the sign or symbol. Take your time and do it well, do not rush through it due to lack of time! If need be, spread out the project into two days.
- *Notes on the materials, things you should anticipate, tips for handling portions of the process, etc:*
 - 1) If painting, do the paint portion last, so your artwork has time to dry. If you paint first, you cannot do anything else until the paint dries.
 - 2) Use masking or duck tape to adhere the dowel rod or wooden stick to the back of the poster. Scotch tape is not strong enough to hold the weight. The rod or stick will fall right off.
 - 3) Markers seem to work best on poster board. Colored pencils do not show up as well and crayons tend to smear. On the other hand, colored pencils work better on computer paper than markers. Markers tend to run on white paper.
 - 4) In terms of glue, you have to use more of a glue stick to make things stick and less actual glue because otherwise you will have a runny mess. Again, you have to think about “drying” time when using glue. Glue things last, so you can continue working on your art project.

Photos:

Materials



Art supply box, glue



Needed supplies



Wide view of supplies



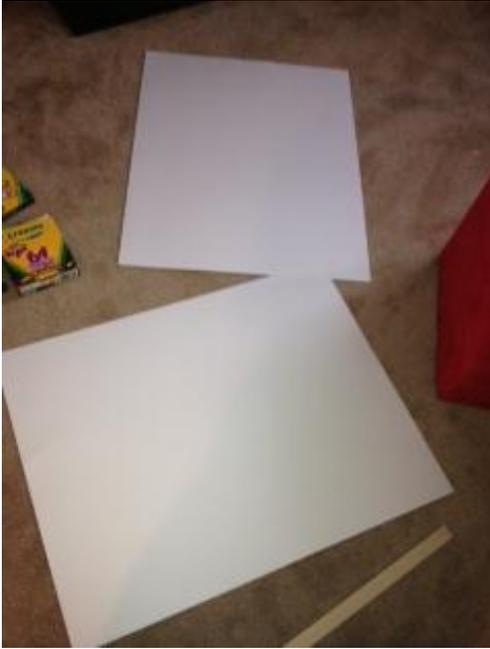
Tape, glue stick, pencil oil pastels, colored pencils, ruler



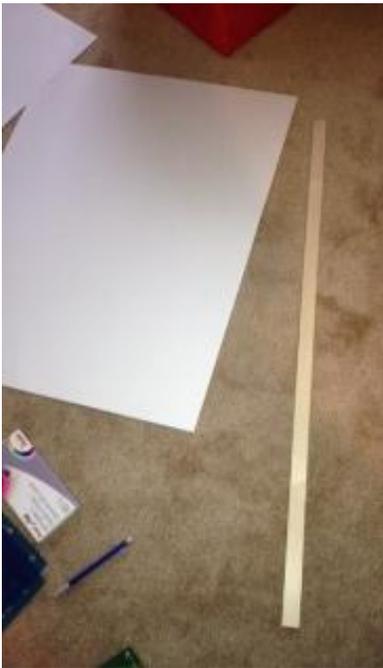
Pipe cleaners, watercolor paint, ruler, scissors, crayons, markers, colored pencils



Poster board



Dowel rod/stick

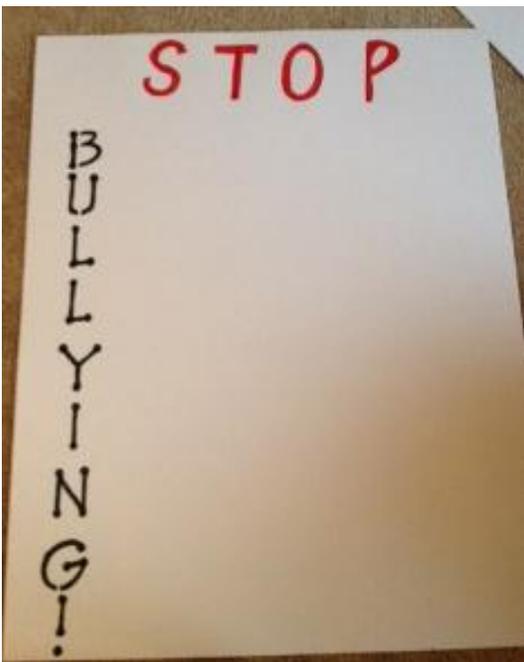


Each Step/Process:

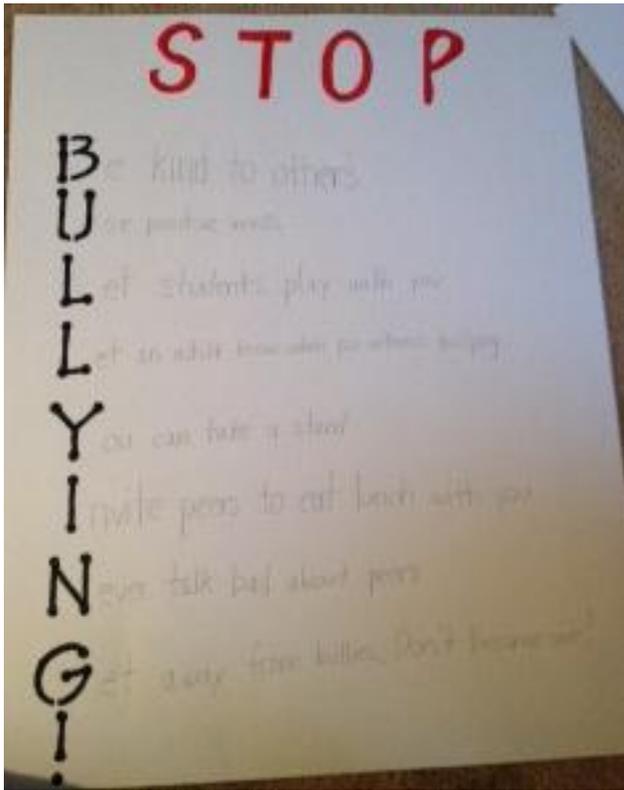
Outline of text



Text filled in



Sentences



Sentences outlined with marker and border added



Taped on dowel rod/stick



Final Product:



Placed outside in school yard

