**ART 295: ART INTEGRATION & ASSESSMENT PROJECT**

adapted with use of EDT 346E: LITERACY MINI-LESSON & RUBRIC - *Caterpillar Words*

\*For more specifics on what EDT 346E students were asked to complete, see the objective and procedure below the lesson format.

Using the format provided below, you will be creating an art integrated lesson to accompany the literacy lesson written below. This lesson was written by pre-service students in Early Childhood Education and allows you to see and work with a different lesson format, integrating visual art to provide a rich learning experience for students.

**Class Description:**

* Second Graders
* No accommodations necessary
* 1 male and 28 females

**Activity Title & Source & Description of activity:**

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| Making Words from 50 Literacy Strategies (page 71)Description of Activity: Students will create smaller words using the letters from the word *caterpillar* after the teachers read the story The Very Hungry Caterpillar by Eric Carle aloud to the class. The students will be given cards with the individual letters on them from the word *caterpillar* to create these smaller words.  |

**Common Core ELA Standards:**

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| **CCSS.ELA-LITERACY.RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.  |

**Student Learning Objective (Central Focus) ABCD: Audience—who (the student), Behavior—What (standard), Condition—How (Strategy/Text), Degree—Measurable outcome:**

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| The students will know and apply grade level phonics and word analysis skills in decoding words by using letter cards to make new words out of the given word *caterpillar* and write down at least 10 of the words in the correct column based on the word length of each word. |

**Instructional Materials Equipment and Technology:**

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| * The Very Hungry Caterpillar by Eric Carle (gr. 2.6)
* Letter cards made from the letters of the word *caterpillar* (30 sets)
* 30 Sheets of labeled paper for the students to write down the words that they make (two letter words, two letter words, three letter words, four letter words, five letter and bigger)
* Pencils/ Writing utensils
* Document camera
* Projector
* Projector screen
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**Functional Language:**

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| * Creating
* Decoding
* Rearrange
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**Key Vocabulary:**

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| * Salami
* Caterpillar
* Plum
* Stomachache

*In addition to the words from the story, the teachers will discuss any words that are created that might be at an instructional or frustration level (trail, sell, rate, trap, pale and peal).**If students don’t create the words, teacher will and explain meaning.*  |

**Procedure:**

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| **Opening**:  Elicit students’ prior knowledge about concept & strategy in multiple ways (not just questions). | * *Tell me what you know about how to make a word.* (Student(s) responds - potential responses include: words are said, words are made from letters, words are made from sounds, words are made from other words)
* *There are lots of different ways to make a word, you already know some of them. Today, we are going to look at making words from other words.*
* *Lets look at the word birthday. Can you tell me any words that you see that are inside of this word?* (Student(s) responds - potential responses include: birth, day, hay, hi, bay, third)
* *Since all words are made up of letters, it is easy to rearrange these letters to create new words.*
* *We’re going to read the story The Very Hungry Caterpillar and afterwards we’re going to be using a word from the story to create new words.  Make sure you listen carefully to the story.*

Teacher reads *The Very Hungry Caterpillar* aloud to the students. |
| 1. **Learning Activities:** Give detailed, step-by-step instructions on how you will implement the instructional plan in the procedures below.  Describe exactly what you & the students will do during the lesson & how you will scaffold their learning. Please use a numbered or bulleted list. In planning your lesson, think about: 1) The complete step-by-step directions & scaffolding you will provide2) What kinds of questions you plan to ask
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| **Teacher Modeling:**  This should describe how you alone will demonstrate the entire strategy to the students (no participation from students)—including your examples | * *Since the book is about a very hungry caterpillar, let’s make some words out of the word caterpillar.  Today when we make our words we are going to be using these letter cards, and this chart.* (Teacher shows students the letter cards and chart) *When I make a word I will count how many letters are in it and then write it down in the correct spot on the chart.* (Teacher lays out letter cards on doc cam).
* *Here I have cards with all of the letters in the word caterpillar.* (Teacher reads each letter card aloud to students.) *I need to look at the different individual letters to see if I can make any new words out of them.  I see the word “cat”, in caterpillar.* (Teacher pulls down the letters c-a-t to spell cat). *Cat has 3 letters in it so I’m going to write it down in the 3 letter column.* (Teacher writes down the word cat in 3 letter column and then shows it on the doc cam for the students to see)
* *Now I’m going to rearrange or move around the letters to create new words. I see the word “trap”,* (Teacher pulls down the letters t-r-a-p). *Trap is a 4 letter word so I know to write it down in the 4 letter column.*
* If students seem to understand move on to guided practice, if not continue using the word “rate”.
* [*Another word that I can make is the word rate.* (Teacher pulls down the letters r-a-t-e and writes it down in the 4 letter column).]
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| **Guided Practice:**  During this part of the lesson, the teacher and the students practice together. You will assist the students, takes turns & participate along with the class—include examples. | * Teacher passes out letter cards and charts with the columns to each student.
* *Now we want you to try to create new words with us using the word caterpillar. I see the word “ate”.  Could someone come up to the doc cam and make the word “ate” for us using the letter cards?* (Student volunteers and comes up to doc cam to create the word “ate” with the letters a-t-e) *What column would we put the word “ate” in?* (Student responds: the 3 letter column and teacher writes “ate” in the 3 letter column)
* *I see another word using those same letters, does anybody else see another word we could make using the letters a-t-e?* (Student responds “eat” or “at”) *Could you come up to the doc cam so the whole class can see how you made the word “eat” out of the letters a-t-e?* (Student comes to the doc cam and creates the word “eat” with the letter cards a-t-e) *Which column does this word fit into?* (Student responds and teacher writes down the word the student creates in it’s corresponding column on the chart)
* *Let’s move all the letters back into the word caterpillar.* (Teacher moves letters back to make the word caterpillar) *I wonder what other words are inside the word caterpillar. Does anybody see another word we can make if we rearrange the letters?* (Student responds and comes up to the doc cam to create the word) *What column does that word go into?* (Student responds and teacher writes down the word the student creates in it’s corresponding column on the chart)
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*ILKleiman, spring 2015--adapted from* [*www.stmartin.edu*](http://www.stmartin.edu) *& Dr. Michelle Cosmah, EDT, adapted for Visual Art Integration by S. Baer Fall 2015*