

Lesson Title: I Belong with my Friends

Lesson Taken from “I Belong” Unit

ECE Grade Level: K4

NCSS: Individual Development and Identity - Young learners develop their personal identities in the context of families, peers, schools, and communities.

WMELS: A.EL.2(4) Demonstrates empathy by recognizing the feelings of another person and responding appropriately.

C.EL.2(3) Participates in parallel play with others.

NCAS: VA:Cr3.1.PKa – Share and talk about personal artwork

VA:Cr2.1.PKa – Use a variety of art making tools

Student Assessments:

Students will be assessed on an “I Belong with my Friends” art project and a verbal response to a question about what they’ve learned about belonging with their friends. Students will create a print of themselves with a friend or friends. While students are working on their prints, I will visit each and ask them to explain what is happening in their art that applies to a sense of belonging.

Rubric:

Students will earn a sticker for creating a print that represents a sense of belonging among friends.

	Yes	No
I made a print that included me and one or more friends.		
When asked, I was able to tell how the friends in my print feel like they belong with each other.		

Grade Scale Breakdown:

2/2 = Met expectations

1/2= Made an effort but needs further instruction to gain understanding

0/2= Did not complete print and did not answer question

Artifacts: Print and Verbal response to a question

Learning Objectives:

SWBAT...define the characteristics of a good friend.

SWBAT...identify the qualities of a good friend in themselves and in others.

SWBAT... describe their artwork in relation to the sense of belonging that it portrays.

SSBAT...apply their new understanding of friendship by being a good friend.

SSBAT...show their new understanding of a sense of belong in friendship through art and story creation.

Central Focus:

Sense of belonging/Friendship

Vocabulary:

Belonging, Contour Line, Describe, Friendship, Caring, Icon/Symbol, Artist, Stamping, Stagecoach

Instructional Resources/Materials:

Image of Eastman Johnson's "The Old Stagecoach"

<http://collection.mam.org/details.php?id=19229>

Image of Frida Kahlo's "Self-Portrait with Monkey, 1938"

<http://www.albrightknox.org/collection/collection-highlights/piece:self-portrait-with-monkey/>

Image of Keith Haring's "Statue of Liberty" <http://www.haring.com/!/art-work/769#.VZfr9flRKkk>

Image of Smiley Face <http://www.clipartpanda.com/categories/smiley-face-clip-art-emotions>

Image of Recycle Bin <https://splurgebook.wordpress.com/2012/12/15/what-happens-when-you-empty-the-recycle-bin/>

Image of the Statue of Liberty

<http://www.galdimechanicalscorp.com/portfolio/statue-liberty-renovation/>

Keith Haring images <http://www.haring.com/>

Table tents containing visuals that describe each step of the art making process
– one per each four students
Scrap paper – one piece per child
Watercolor Paper
Stamping items
Tempera paints in a variety of colors
Brayer – 1
Paper plates to hold paint
Markers in a variety of colors

Procedures:

-Beginning- Ask if anyone can tell me about what we decided were ways that we can feel like we belong with our families (referencing a lesson from one week before in the same unit). Ask, “What is a friend?” Tell students that we will be looking at friends today. **Less than 5 minutes**

-Middle- Talk about what an artist is. Show “The Old Stagecoach” image. Explain to students that there is a story here and ask them if they can describe what it is. Show photograph of stagecoach and explain what it is. Help students to see that all of the children in the image are included in the fun and how this means that they are all important to the game. Show “Self-Portrait with Monkey” image. Explain that people can have pets that are friends, and that the person in the image felt so close to her pet that she added him to a painting that was made to tell people about herself. Show image of a happy face and ask if anyone knows what it means. Do the same with an image of a recycle bin. Explain what an icon or a symbol is. Show “Statue of Liberty” image. Show photograph of the Statue of Liberty. Talk about the figures in the scene and tell backstory. **Approximately 10 minutes**

Take students to art table and explain to them that they will be making the second page of their “I Belong” books that they started one week before. Describe the process that they will be using to make their art, and tell them that before they begin, they need to think about a story they can tell in their art that tells about how friends can feel like they belong together. Their work will resemble the art that they looked at last, and there will be additional examples of this artist’s work displayed that all speak to friendship and a sense of belonging for them to reference as they decide what they want to do. Their directions will be to practice stamping on a piece of scrap paper, and when they feel comfortable doing this, they will stamp an image of themselves first, and then one or more friends. They will then outline their printed images with markers in the style of the artist that they have just looked at. They may then decorate their image further if they choose to do so. As they work on their projects, I will circulate and ask each one to explain the story in their piece. **Approximately 20 minutes**

-Closure- We will gather together where we started our lesson and discuss what we learned about how we can belong with our friends. Volunteers may share their art with the class and tell everyone what their story is. Ask students about how they feel like they belong with their own friends. **Approximately 5 minutes**

Variety of Learners: English language learners will receive help understanding the theme of the lesson and about what we talk about during our discussion. Extra assistance will be given to them as well as to others who may struggle with communication as they formulate an explanation of the story they want to tell in their artwork. Student's physical and learning needs will be addressed in order to ensure all will be able to participate equally in the lesson. Fidget toys will be available to students who require physical stimulation during the looking and talking portion of the lesson. Students who require help with ideation will be able to reference the art viewed during the lesson as well as additional art from the lesson's last introduced artist. Table tents displaying visuals that describe step-by-step instructions of the lesson will be available for students to refer to.