MARIA ORTIZ

ELA & LIFE SKILLS

9th-12th Grade | Special Education, ELA & Mixed Media
**ELA & Life Skills Art Integrated Lesson Plan**

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**BIG IDEA:**
The purpose of this project is to teach students which communities they belong to by creating a collage. The idea of inclusion will be demonstrated by teaching them about their communities and how they are a part of them. Students will also learn how to express themselves in a way that shines light on their true selves rather than their disabilities.

For viewers, the message is a collaboration of Inclusion and Spread The Word To End The Word. The collage demonstrates that those with disabilities are active participants in society and belong there. It also relays the message that those with disabilities view themselves as ordinary people who are smart, happy, fast rather than seen as disabled, handicap, R-word, or dumb.

**Art Integration:**
- Photography
- Expressing students’ identity
- Creating a collage

**Lesson Objective:** At the end of this lesson, students will be able to identify what 3 communities they belong to.

**Standard (# & text)/IEP Alignment:**
EE.SL.11-12.1 Engage in collaborative discussions.

**Communication Skill:**
Sentence Frame: Students will be given a sentence frame in order to communicate and express their comprehension.

**Prior Learning:**
Students will need to know their different locations such as school, classroom, and city. They will also need to know the difference between being nice and being mean.

**Lesson Materials/Equipment/Tools:**
4-day PowerPoint, student whiteboards with dry erase markers, I am sentence strips. Pencils, big writing pad and markers, Poster paper, markers, camera, pictures, colored construction paper, student chrome books, tape, glue, scissors.

**Assessment:**
After completing the project, students will be asked to list the 3 communities. Picture support prompts will be given.

**The Lesson**

**Day 1:**
- Introduce the idea of Community. With the PowerPoint, give the definition and examples.
- Explain the three communities: city, school, and classroom
- Engage students in discussion. *Ask them what they think community is. Ask what images they see on the PowerPoint.*
- Next, discuss *nice things you could say about someone.* Make a list on whiteboard.
- Them, go through each student one-by-one and *allow the class to come up with one nice thing they could say about the student.*
After, give students the sentence strip for them to fill out. Encourage students to look at the whiteboard, find their name, and write their description.

Have students tape their strips to the project board with the slide “This is who we are”

Day 2:

- Revisit PowerPoint slides and the I am strips.
- Now discuss mean things we could say about someone.
- Make a list on whiteboard.
- Next, discuss the learning activity. Talk about taking pictures, how to use it, and the purpose of taking the pictures.
- Mention – Students will be taking photos of their friends, classrooms, favorite teachers, and school staff that are important within the school community.
- Break off into groups and photograph their school and classroom community.
- While in groups, discuss the importance of asking for consent when taking pictures of people. Model how to properly ask someone for a photo. “Excuse me, may I take a photo of you?”

Day 3:

- Revisit PowerPoint slides and discuss the 3 communities.
- Have a discussion about what students did the day before and what they saw when taking pictures.
- Have students get chrome books and go to their google classroom
- Students will complete the “I am” assignment.
- Hand back the students sentence strips.
- Students will type up their sentence and send to me
- Once finished, have students begin to color the title of the poster collage.
- While students are coloring, print out the student’s sentences
- After the title has been colored, students will sit back down in their seats.
- Students will be given their sentence strips to cut out.
- Model – how to glue first.
- They will glue the picture of themselves and their sentence onto a colored construction paper.
- After doing this, clean up
- Each student will share out what their sentence says. Provide support if needed.

Day 4:

- Remind students that they are creating a poster/collage about their communities.
- Next, start putting the poster together.
- Model how to cut the tape and how to tape the picture to the poster.
- Keep students moving and provide supports if needed!
- Once all the photos are up, bring students to their desk.
- Each student will be given a word. They will write their words out with markers.
- After, have students place their words on the poster.
- Bring students back together and discuss inclusion in the community and school.
- Discuss the importance of using nice words
- Remind students they are a part of the community

Link to PowerPoint: https://panthers-my.sharepoint.com/:p:/g/personal/mlortiz_uwm_edu/EaImoXPDGmdLspY0SqdkC0gB97bAGqwTGl-7kmStwsDyw?e=y2dbZx
Here is a photo of the collage - **THIS IS WHO WE ARE**