

Seasons

First Grade ELA & Visual Arts

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Visual Arts

Drawing, Line, 3D, Shapes,

Form, Texture, Color, Space, Balance

MSCCR STANDARDS

RI.1.1

RI.1.6

RI.1.7

SL.1.1

SL.1.5

MSCCR CREATIVE ARTS STANDARDS

VA: Cr1.1.1 Generate and conceptualize artistic ideas and work. a. Engage collaboratively in exploration and imaginative play with materials.

VA: Cr1.2.1 Generate and conceptualize artistic ideas and work. a. Use observation and investigation in preparation for making a work of art.

VA: Cr2.1.1 Organize and develop artistic ideas and work. a. Explore uses of materials and tools to create works of art or design.

VA: Cr2.2.1 Organize and develop artistic ideas and work. a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

DURATION

45 minutes

OBJECTIVES

The lesson explores the connections between visual arts and language arts, and how both are used to creatively tell stories.

Students will read the book Leaves by David Ezra Stein.

They will be introduced to the seasons and how the author provides information in the text through the illustrations.

The students will create their own display of how trees and leaves change throughout the seasons.

Students will:

1. Ask and answer questions about key details in the book Leaves by David Ezra Stein.
2. Create a display of how the trees and leaves change throughout the seasons.
3. Work collaboratively in groups.
4. Use crayon rubbing to create the look of dimension in their display.

MATERIALS NEEDED

Scissors, construction paper, crayons, glue sticks

VOCABULARY

Crayon rubbing, dimension, seasons, texture

LESSON SEQUENCE

The teacher will read the book Leaves by David Ezra Stein. Discuss with the students and list each season and how a deciduous tree changes throughout the seasons, as well as why. Be sure to explain, with a model if possible, how the Earth's light changes as the planet revolves around the Sun. Tie this to how the trees change. Relate this information back to the book and how animals learn about their environment. Use the windows in your classroom to check on an example throughout the year. The students could also go outside to observe some trees and leaves throughout the year.

When the students grasp the idea of changes that deciduous trees go through, divide them up into groups of 4 to demonstrate their true understanding. Have the students decide which student will do each season.

1. Once the students are divided up into groups and have decided who is doing which season, give the students a background color; preferably all the same color. Be sure to give the Spring and Fall children a piece with 1” cut off a vertical edge. (This is necessary if you are going to create a free-standing display.)
2. Demonstrate with the children how to make a crayon rubbing in order to create dimension. Have samples of tree bark and leaves for the students to see and feel as they are creating their rubbings. The first one they will want to do is to create the texture of the tree bark. An easy way is to lay a few pieces of paper on a stack, slightly askew; rub a brown crayon on the brown paper and the result will be lines somewhat random, going vertically on the paper. Cut each piece in strips of varying thickness and instruct each child to have one thick, one medium, and one thin strip.
3. Beginning with the thick strip, show them that they can cut it in half (so the cut is horizontal) and glue one half at the bottom of their paper; this is the tree trunk. They can cut the other thick half in half vertically and now glue them coming out of the base of the tree to look like the letter “y.” Demonstrate how they can repeat this, creating more “y’s” that get smaller as they get higher on the tree.
4. At this point, the winter child is basically done, so you could assign that group to make a display sign for their group’s season or to help the other children make leaf rubbings. Encourage the other students to choose appropriate colors for them all to make rubbings of leaves on construction paper. For example the spring person could make one on yellow; the summer one on green and the fall one on brown. They can also choose several colors of crayons to make the rubbings, adding extra interest and depth.
5. When the children are ready to glue their leaves on, demonstrate how to hold the leaves as still as possible for best results. Then direct the students to complete their collage. The spring tree would have the leaves rolled up like buds. The summer one basically at and full. The fall one may be crinkled and many on the ground.
6. Display the art created. To make a free-standing display, lay the spring and summer picture back to back and glue the common vertical sides together. When dry, hold the spring tree out of the way and place the fall picture back to back with the summer one and glue their common vertical side. Even though 2 of these trees have dimensional leaves, they will fold basically at for storage. To complete the display, glue the common edges of the winter tree to each of the available edge of the fall and spring ones already glued.

EXTENDED LEARNING ACTIVITIES

Create one large tree as a felt board. Have children make changes each week throughout the year to match a tree outside the classroom window. Make crayon rubbings with other materials besides leaves. Use idea of many connect letter “y’s” to create a tree using different materials such as crayons, markers, or paints. Students could be taken outside to do crayon rubbings as the engagement part of the lesson.

SOURCES

<https://www.crayola.com/lesson-plans/learning-leaves-lesson-plan/>



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