

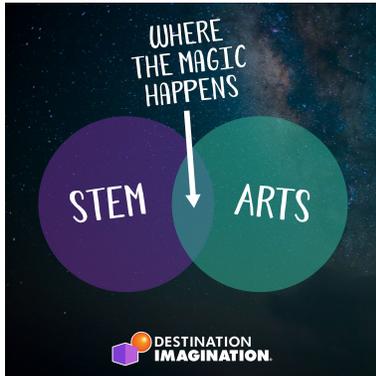
Arts Integrated STEM

Topic: Rising Star, Early Learning Challenge

Grade: 3rd grade

Time: 4 weeks with 1 hour per day

Slide Introduction:



Standards:

National Art Core Standards

Visual Arts

VA:Cr1.1.3a- Elaborate on an imaginative idea

VA:Cr1.2.3a -Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process

VA:Cr2.1.3a -Create personally satisfying artwork using a variety of artistic processes and materials.

VA:Cr2.3.3a -Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Media

(MA:Cr2.1.3) -Form, share, and test ideas, plans, and models to prepare for media arts productions

Theater

TH:Cr1.1.3-b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.

English Language Arts- Common Core Standards

CCSS.ELA-LITERACY.RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Science and Engineering- Next Generation Science Standards

3-5-ETS1-1 Engineering Design

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Technology ISTE Standards

3a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

7b

Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c

Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Justification:

Within my 3rd grade stretch curriculum students are beginning the challenge: Pop Up Rising Star Early Learning Challenge. Each year Destination Imagination (DI) provides a new set of long-term challenges that students complete. The company values the process and not the end product. Within the early learning challenge, the Team Manager (me the teacher) facilitates and helps to organize, give background and promotes

creativity as the students work-on their own-to accomplish the task. Students are given both requirements and choice. Although DI provides the STEAM integration within their challenge requirements, as a teacher of the young learners a lot of practice, failure and carefully planned scaffolding is required along the way. My lesson plan below outlines the pre-teaching and practice the students will need before taking on their team challenge. The first 3 Es (Engage, Explore, Explain) I will begin to build the skills, both performance and task, students will need in order to accomplish the challenge. The entire challenge is student lead, which will take part over a few week time frame. These weeks will be Elaborate/Extend piece of the lesson plan. The Evaluate will happen after the team is ready to present their challenge.

Ultimately in the challenge students will be required to:

- Create and present a new story that combines fiction and nonfiction characters and have a clear beginning, middle and end
- All team members must be included in the play as a character
- All team members should wear a costume
- Team will create a life-size pop up book that shows the setting and helps to tell the story
- Design and build a device that moves or does something to help tell the story
- Include at least 1 choice element for example (a written poem, a song you've written, piece of art, a dance, a music instrument)

As you can see the challenge involves integration of Art, Engineering, Language Arts, Science, Math and Technology.

Measurable Objectives

- Creates a story
- Distinguish between fiction and nonfiction
- create a pop-up book
- Designs a technical device
- Displays effective communication skills
- Applies decision-making skills
- Uses listening and speaking strategies for different purposes
- Gathers and evaluates information in order to accomplish task
- Critique and revise performance, pop-up book, technical device

Lesson Procedure

5E Lesson Plan	
<p>Engage- The purpose for the ENGAGE stage is to pique student interest and get them personally involved in the lesson, while pre-assessing prior understanding.</p>	<p>Adventure Instant Challenge Read Aloud (Design and create characters and a setting with legos. Tell a story about the adventures have together. Use the legos to help tell your story. Your story should have a beginning, a middle, and an end) Give students the materials:</p> <ul style="list-style-type: none"> ● Legos <p>All team members need to take turns to tell part of the story.</p> <p>After presentation ask questions for reflection:</p> <ul style="list-style-type: none"> ● How did your team decide what to build? ● How did you decide on the adventure your legos would take? ● How did you tea work together to plan the story?
<p>Explore- The purpose for the EXPLORE stage is to get students involved in the topic; providing them with a chance to build their own understanding.</p>	<p>Students will complete various challenges and activities that will provide small opportunities to explore the multiple elements that are required within the main challenge.</p> <ul style="list-style-type: none"> ● Make It Move ● A Story in a Bag ● Island Rescue ● A Day at the Zoo

	<ul style="list-style-type: none"> ● Costume Party ● Skyscraper ● Emotion Mask <p>Play Kids on Stage- charades Game</p>
<p>Explain- The purpose for the EXPLAIN stage is to provide students with an opportunity to communicate what they have learned so far and figure out what it means.</p>	<p>Review over what is required in the Rising Star Challenge with the group of students. Discuss any words that are unfamiliar. Focus on each task at a time. Have children put expectations in their own words. Provide children with a Book Dive into different books and online resources that help children understanding pop-up books, improvisation, and theater design. Together look at a calendar and create a timeline to outlines what needs to be accomplished. Review the rubric expectations for each part of the challenge process</p>
<p>Elaborate/Extend- The purpose for the EXTEND stage is to allow students to use their new knowledge and continue to explore its implications.</p>	<p>Using the defined plan and timeline, students will begin working on the first piece of the challenge. At the start of each class period we will discuss the goal we outline in the timeline, and the rubric to keep focused on the expectations. Students will end each class period reflecting on the process, critique their work and inform the teacher the materials, supplies or anything else they will need to continue their work the next day.</p>

<p>Evaluate- The purpose for the EVALUATION stage is for both students and teachers to determine how much learning and understanding has taken place.</p>	<p>At the end of the challenge, or at the end of each piece of the challenge, students will use the rubric to evaluate their product. Revisions and adaptations can be made based upon results. Once completed with challenge, students will post their challenge on our district Google Classroom for their district peers to evaluate using rubric.</p>
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Assessment/Rubrics

https://docs.google.com/document/d/1UTicPkGv2_E3TZyZoafytlSXxPw0UcHZwDN0WLJjN6U/edit?usp=sharing

Lesson Materials