Katie Offerman
2nd Grade

Art, Reading, Science Integration Lesson
Fairy Tale's and Weather

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Time Needed: Approximately 12 days

5E Lesson Plan	
Materials:	1:1 computers Paper Pencils Examples of Fairy Tales Rubric Story Nory Pixton Comic Strip Tool Subscription
Justification:	Students will rewrite a known fairy tail by imposing a weather phenomena and showing its effects on the story through Pixton comic strip tool. They have already used the Pixton comic strip tool once, so their focus can be on artistic aesthetics like background and character appearance to help convey the meaning of the story.
Lesson Objectives:	Students will apply their knowledge of weather and its affects on people by imposing an appropriate weather phenomena on a known fairy tail, rewriting it to show the weather affects on the story, and then put it into a cartoon using Pixton comic strip tool. This lesson demonstrates the integration of science, language arts, and art to create a final media arts cartoon to showcase the changed story. The use of STEAM allows students to show their understanding of story plot lines and change them based on the affects of weather and then put the final story into the media arts Pixton Comics.
Notes:	This lesson is intended to be completed after the completion of a weather unit on the affects of weather on people, plants, and animals, and after the literary study of fairy tails. I used this lesson after writing it. Below is a link as an example of a student's work. She did Little Red Riding Hood. In her story, the wolf runs to grannie's house to warn them of a storm and helps them climb a tree to safety. https://Pixton.com/ic:0aemdb0g This is a link to the writing another student did for Little Red Riding Hood. She also had a storm in her story, but it only changed how the character prepared for her journey. She has not gotten to the drawings yet. She chose to use Google Slides to present her story because she felt Pixton Comics did not have enough characters to visually show what she was envisioning. https://docs.google.com/presentation/d/1h0bIN9P9cjwqkd9QWc93i_bscQwxx-th8LtSwnRFTAY/edit?usp=sharing

Standards: **National Art Core Standards:** **Colorado Standards/Common Core Standards:**	● Anchor Standard 2: Organize and develop artistic ideas and work. 2nd (MALCr2.1.2) Choose ideas to create plan and model for media arts productions. ● Art 2nd grade: 1. Observe and Learn to Comprehend- Artists make choices that communicate ideas in works of art. ● Art 2nd grade: 2. Envision and Critique to Reflect- Visual arts use various literacies to convey intended meaning. ● Reading, Writing, and Communicating: Standard 3.1 Writing and Composition-Exploring the writing process helps to plan and draft a variety of literary genres ● Reading, Writing, and Communicating: Standard 3.2 Writing and CompositionExploring the writing process helps to plan and draft a variety of simple informational texts ● Reading, Writing, and Communicating: Standard 3.3 Writing and CompositionAppropriate spelling, capitalization, grammar, and punctuation are used and applied when writing ● Reading, Writing, and Communicating: Standard: 2.3 Writing and Composition 1. Exploring the writing process helps to plan and draft a variety of literary genres.
Engagement:	Day 1: Read a well known fairy tail to the class. Ask the students to retell the story in their own words. Ask, What events in the story shaped how the story turned out? Ask them if the story would have changed if a different character would have been added to the story. Allow them to come up with scenarios that may have changed the story based on the imposition of a character. Ask them if they think changing weather may change how the story goes. Tell them that over the next week or so they will be choosing a known fairy tale, imposing their knowledge of how weather affects people into the story in the form of a weather phenomena, and rewriting the story based on what that characters might do because of the weather.
Exploration:	Day 2: Allow students time to read multiple short fairy tales, [Story Nory](#) has them in written and audio versions for all learners, and discuss in partnerships the season the fairy tale takes place, what weather might occur during

	that season, and what actions people might take to deal with the weather. Ask yourself, what fairy tale might I want to rewrite. Why would that be a good fairy tale to imposes _____ weather phenomena. Choose the fairy tale you would like to rewrite.
Explanation-	Day 3, 4, 5, and 6: Print the stories for each student. Student begin to take apart the story and choose the point in which they will insert the weather phenomena and decide how it will change the story. You may wish to have them set up a time line of events and change the events based on the weather to help them organize their thoughts. Ask questions like: What weather phonema did you choose and why? How does the insertion of the weather phenomena affect your characters? Why did your character react like that? Does the weather phenomena change the entier story, or just a piece of the story? Why? What other types of weather phenomena might be appropriate for this story? Why? Are there any types of weather phenomena that would not be appropriate for your story? Are any additional characters added because of the weather? Etc.
Elaboration-	Days 7, 8, 9, 10, 11, & 12 Now that students have a completed story, have them pair down the story into the most important parts for their comic strip. Ask them: What did you take out of the story? Why? Is there still extraneous information in your story? Have students label paragraphs, or sentences in their story for the comic strip tiles. They can then log onto Pixton comic strip tool and choose either a storyboard or graphic novel layout. Students begin to choose backgrounds that are appropriate for their story and add text and characters. You may have to show them how to input backgrounds and clip art so they can get the aesthetics to look the way they invision the story. Have students check for spelling and grammar. Allow students to share their original story and the comic they created. Have students respond explaining how the story changed based on the weather and how the comic strips aesthetics helped convey the changes.
Embedded Evaluation: **Formal Evaluation-**	Embedded Evaluation: As students work, check in with them daily on their progress and ass the questions embedded in the lesson plan to help direct their work and inform you on possible misconceptions or misunderstandings. Formal Evaluation: Using the rubric, evaluate the students work.

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