

Emily Valenza

Unit Title:

Lesson Title:

Grade Level: 1

Number of Students: 15

UNIT RATIONALE

LESSON RATIONALE

Students will hear a story about Chinese kites, and create their own kites using imagery that is important to them. Students will discuss the purposes of making kites in other cultures, and how we will use the kites we make. Will our kites be functional or decorative?

GOALS AND STANDARDS

NA-VA.K-4.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES: Students use different media, techniques, and processes to communicate ideas, experiences, and stories

NA-VA.K-4.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS: Students select and use subject matter, symbols, and ideas to communicate meaning

NA-VA.K-4.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES: Students identify specific works of art as belonging to particular cultures, times, and places

LEARNER OUTCOMES

Students will listen and participate in the book reading session

Students will plan a kite design on a worksheet, using symbol, pattern and color.

Students will create their kites using their plan as a guide, and with at least 3 types of media to decorate.

MATERIALS NEEDED FOR LESSON

A. TEACHER MATERIALS

Kites book to read to students

Kite planning sheet

Example kite to demonstrate with

Fishing line and hooks to hang/display kites

B. STUDENT MATERIALS

Kite planning sheet

Pencils and crayons for designing kites

Paint, glue, ribbon, markers, glitter, cut paper, feathers etc

C. MATERIALS FOR SPECIAL NEEDS STUDENTS

n/a

LESSON PROCEDURES

A. STARTING THE LESSON

Begin by reading Kites; Magic Wishes That Fly Up to the Sky by Demi, and discuss the kinds of kites shown in the pictures, and the reasons for making and flying kites in China.

B. BEHAVIORAL EXPECTATIONS

Students will listen to the story, give feedback, and follow the directions when planning and creating their own kites.

Students will share materials as they work to create their kites.

C. ORGANIZER

Students will work from a drawn plan for their kites, done the week before the main activity day.

D. LESSON SEQUENCE

TIME	TEACHER ACTION	STUDENT ACTION
20 minutes	Read story to the class, showing examples of Chinese kites and their meanings. Introduce the activity portion of the class where the students will plan a design for their kites, referring to Chinese symbols and symbolic animals.	Students will listen to the story, answering questions when prompted.
20 minutes	Circulate and help students design their kites, discuss the success of designs.	Students will plan their kite design on a small kite template, using full color, with an emphasis on using meaningful symbols.
5 minutes	Cleanup classroom with students	Clean up supplies and make sure names are written on design sheets.
Day 2	Pass out students' designs and kite shaped templates, demonstrating how the shape can be changed using tissue paper, sticks, paper and other mixed media. Help secure some objects with hot-glue gun.	Students will transfer their designs from their worksheet to a large pre-cut paper kite template, which they may add wings, antennae etc to. Students will use at least 3 types of media to complete their kites.

a. CLOSURE OF THE LESSON

Students will hang their kites together and discuss the differences and similarities among the class kites, and with the Chinese kites we read about in the storybook.

b. TRANSITION TO NEXT LESSON

Students will discuss ancient crafts, and learn about the art of papermaking in Japan.

II. ASSESSMENT OF STUDENT LEARNING

Students will listen and participate actively in the book reading session

Students will have planned a kite design on a worksheet, using symbol, pattern and color and have their designs approved by the teacher.

Students will create their kites using their plan as a guide, and with at least 3 types of media to decorate.

III. EVALUATION OF LESSON AND LEARNING ACTIVITIES

Students will evaluate their own success upon the final hanging of all the kites and discussion of the class display.

IV. REFERENCES

Demi. Kites; Magic Wishes That Fly Up to the Sky. New York: Crown Publishers Inc., 1999.

V. NOTES/ IDEAS FOR SUBSEQUENT LESSONS

Papermaking

Scroll painting or Lantern making using handmade paper