



Scrap Paper – Story Collage

As a Hearing Education Services (HES) Provider, or “Hearing Teacher,” I provide services to students with various degrees of hearing loss. I work to support my students academically via auditory training activities, to teach them about their own hearing loss and how to advocate for themselves and their needs, and to equip them with strategies and skills that will help them achieve the best access in the classroom, and in the world at large so that they may be functioning, contributing members of society.

This lesson is geared toward an individual student in a 3rd grade Integrated Co-teaching (ICT) classroom. It will be conducted out of the classroom in a 30-minute time frame, the amount of time allotted for an HES session. It is expected that more time may be needed to complete the project included in this lesson, and the student’s individual needs will be addressed as needed in future sessions.

Standards Addressed:

Common Core: Grade 3:

Speaking & Listening:

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

- **CCSS.ELA-Literacy.SL.3.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language:

CCSS.ELA-Literacy.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas



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and information clearly.

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- **CCSS.ELA-LITERACY.W.3.2.B** Develop the topic with facts, definitions, and details.

NYS Learning Standards for the Arts:

Standard 1: Creating, Performing and Participating in the Arts:

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources:

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Blueprint for Teaching and Learning in Visual Arts:

Art Making: Grade 5 Benchmark: Students begin sequential unit projects; extend knowledge of art media and compositional and design elements; choose new ways of using familiar tools and materials; and deepen imaginative capacities, observational and expressive skills.

Developing Art Literacy: Grade 5 Benchmark: Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

Making Connections Through Visual Arts: Grade 5 Benchmark: Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

Danielson’s Teacher Competency:

Domain 1: Planning and Preparation:

1a: Demonstrating Knowledge of Content and Pedagogy

Domain 3: Instruction:

3a: Communicating with Students



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3c: Engaging Students in Learning

3d: Using Assessment in Instruction

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HES IEP Goal Addressed:

- (HES) Within one year, *Student* will consistently implement learned self-advocating behaviors and compensatory strategies related to her hearing loss. These behaviors and strategies include, but are not limited to: attending to the speaker, requesting repetition and/or clarification as needed, independently electing to seat herself for optimal auditory and visual access, and monitor the functionality of her hearing aids and FM unit. (4 out of 5 reports in the affirmative)

Learning Objectives:

- Student will create a story collage on China with materials provided and researched.
- Student will demonstrate knowledge of learned material by writing text connected to her chosen China-related images.
- Student will demonstrate understanding of the process of creating a story collage by retelling/repeating the steps in appropriate sequence and sharing this knowledge with her peers.

Learning Plan:

Resources/Materials:

- Poster board (oak tag paper, discarded record covers, or posters)
- Images related to China photocopied from books, printed from the internet, cut from magazines (e.g., *National Geographic*)
- Scissors
- Glue
- Index cards
- Teacher's completed story collage on a different topic as a reference tool
- K-W-L chart



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- Books:
 - Chinese Culture for Kids* by: Anna-Sieglinde Moser;
 - Count Your Way Through China* by: Jim Haskins;
 - China: The Culture* by: Bobbie Kalman
 - China* (from the “A True Book” series) by: Ann Heinrichs
 - Colors of China* by: Shannon Zemlicka
- Electronic resources: Google image searches of China and related culture;
 - <http://kids.nationalgeographic.com/explore/countries/china/>;
 - <http://artsycraftsymom.com/simple-paper-collage-ideas-for-kids/>
- *Cultural Connections to NYC Community*:
 - * a class trip to the Museum of Chinese in America’s exhibition: *Water to Paper, Paint to Sky: The Art of Tyrus Wong* (March 26, 2015 – September 13, 2015)
<http://www.mocanyc.org/exhibitions/upcoming>
 - * a class trip to the Metropolitan Museum of Art’s exhibition: *The Art of the Chinese Album* (September 6, 2014 – March 29, 2015) or to view the Met’s general collection of Asian Art

Procedure: This lesson incorporates the 3rd grade study of China in the Social Studies/ELA World Cultures curriculum. The classroom teachers in the ICT setting will have introduced the student and her class to the study of China. This lesson will incorporate a culminating project on the China unit of study. The student will be introduced to the technique of story collage whereby she can create a composite picture of images of China or paste images side by side to create a “story” of her knowledge of China. To aid in the student’s understanding of a story collage, she may view websites vetted by the teacher to provide visual support. The teacher will also have a completed story collage available on a different topic for the student as a reference. The student will refer to previously created K-W-L chart (i.e., What I Know, What I Want to Know, What I Learned) to access prior knowledge of China and its related culture. The student will be expected to engage in active listening and conversational turn-taking with the teacher as she reviews the information included in the K-W-L chart. The student will then be instructed to



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peruse through images of China culled from magazines and books on the topic to include in her story collage. If the student would like to include a specific image in her story collage, she may perform a Google image search of the topic with the teacher's guidance. Once the student has decided on which images to include in her story collage, she will then write text to inform the reader/listener about these particular aspects of Chinese culture (e.g., Chinese dragons and folklore related to it; Confucius and his teachings). Once her writing has been edited and revised, she will publish her text on index cards. The student will then be ready to paste the images to the front of the poster board and the index cards with text descriptions on the back. Once the project has been completed, the student will detail the sequential steps taken to create the project and present the story collage to her teachers and her class. She may also teach her class how to make story collages of their own if they so choose.