



materials for the arts

## Scrap Paper – “All About Me” Collage

**Abigail Wray**

**Time Allotment:** 30 minutes

*This lesson is geared toward students in a grade 2/3 self-contained (12:1:1) classroom. These students have special needs that include, but may not be limited to: language processing, auditory processing, learning disabilities, articulation delays/disorders and selective mutism. Each student will be fully accommodated according to the mandates specified on his/her Individualized Education Program (IEP). It will be conducted out of the classroom over a series of consecutive sessions (30 minutes are allotted for each Speech and Language session).*

### **Long Term IEP Goals:**

In one academic year, Z.R. will respond to simple wh-questions, describe pictures/objects/actions/events using at least 4-5 words per utterance, given multi-sensory stimuli.

In one academic year, A.A. will sequence and relate information verbally in a logical manner when telling a story from visually presented stimuli with decreasing visual and auditory prompts from teacher/provider.

### **Common Core State Standards Targeted:**

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.1.a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-Literacy.SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.



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### **Presentation of Knowledge and Ideas:**

CCSS.ELA-Literacy.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-Literacy.SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Visual Arts Blueprint Benchmarks:**

- *Art Making:* Through an exploration of art materials and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.
- *Developing Art Literacy:* Students will 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, Observing and Interpreting the World:* Students connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world

### **Speech and Language Objectives:**

- A.A. will sequence and relate information verbally while presenting his story collage given verbal prompts and cues, as well as visual and tactile cues
- Z.R. will increase his utterance length, using at least 4-5 words per utterance when verbally presenting his story collage to provider and peers given visual, verbal and tactile support.

### **Visual Art Blueprint Objective:**

A.A. and Z.R. will both create “All About Me” story collages. They will then engage in a discussion by reflecting on the experience. A.A. and Z.R. will present their story collages in a “show & tell” style, including answering peer/provider questions about their work/story.

### **Materials:**



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- pictures obtained from recycled newspapers and magazines or printed from Google Images
- recycled decorative tissue paper
- glue/glue sticks
- construction paper
- cardboard squares (to serve as a sturdy base)
- scissors
- Visual checklist of procedure to be followed written on the dry erase board with supplemental pictures

### Literary Resources:

- “This is Me” by Richard Scarry
- “My Book About Me” by Dr. Seuss
- “Paul Needs Space” by Bernard Cohen, Geoff Kelly
- “Incredible Me!” by Kathi Appelt, G. Brian Karas

### Summary of Procedures (over the course of several sessions, if necessary):

- The speech/language provider will engage in a discussion with students, explaining that they will be making an “All About Me” collage, describing themselves and featuring some of about their favorite things. This activity will take place during the beginning of the school year as the provider is building rapport, interviewing students, building community amongst students, and collecting baseline speech and language data.
- The speech/language provider will ask students various questions to assist with generating ideas, e.g., “What is your favorite color?” “What is your favorite food?” “How old are you?”, “What is your favorite animal?”, “What is your favorite game?” and suggest other interests (both known and unknown, information obtained from initial student interview) (e.g., cars, cats, etc.)
- The speech and language provider will prompt the students to narrow their choices down to four topics/things they wish to highlight on their story collages. The cardboard squares/rectangles will be divided into equal portions for the student to feature each of the four topics.
- The students will be introduced to and given a model (i.e., the provider’s finished piece) and verbal directives as to how to complete the story collage construction process.
- Key vocabulary terms will be defined by the speech and language teacher throughout.
- Given students’ responses, the provider will print images from Google images, corresponding to their requests or provide newspaper/magazine pages featuring their



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interests. Students will cut out desired items (OT needs will be addressed, if necessary, i.e., adaptive scissors, thicker lines/boundaries to assist visual-perceptual needs)

- The speech teacher will review the steps, then ask the students to recall the steps in the appropriate sequence. The speech teacher will write the students’ correct responses on the board and affix visual cues next to each step so the students will have a visual checklist to refer to.
- The students will be given the supplies and will be guided through the procedure, decreasing cues as judged to be appropriate as they execute each step.
- The student will then engage in a discussion by reflecting on the experience. The student will also engage in a “show & tell” style discussion with the speech teacher and peers, sharing information about themselves represented on the “All About Me” collage, using tactile/visual/recall cues and asking various differentiated “wh”- discussion questions throughout, with increasing/decreasing complexity as the speech teacher judges to be appropriate.

### Intervention Techniques:

- Encourage strategies to increase auditory processing and conceptualization skills (e.g., requesting repetition/clarification, reauditorization, paraphrasing, etc.)
- Using prosodic features to draw attention to specific language structures
- Scaffolding instruction
- Questioning strategies
- Visual support
- Verbal cues, semantic cues and prompts
- Phonemic/recall cues
- Auditory closures
- Models of the correct/desired response when no response is given
- Providing a choice of two
- Provide semantically contingent feedback
- Comment on and provide reversed imitation, i.e., expansions, extensions and recast comments and gestures provided by the group
- Allowing for peer models when deemed appropriate
- Verbal praise for undivided attention and participation (answering questions, providing additional comments, asking questions, eye contact)
- Fading degree of support when judged to be appropriate.

### Outcomes:



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### Evaluation and recommendations:

#### **NYC Cultural Connections and Resources:**

Students will visit **The Brooklyn Children’s Museum** to experience a “Tales and Scales” storytelling session. During this time students will “meet” one of the Museum's live animals that has inspired folktales and myths from around the world. Students will participate in dynamic storytelling, and interact with objects and from their collection. Students may observe and compare materials used during the storytelling session with the materials they used to tell their personal stories.

#### **Online Resource:**

“My Stuff & Show My Stuff” and the “My Stuff Media Lab” which gives children in grades 2—6 the experience of creating their own original exhibits by arranging images and objects in a virtual gallery space, allowing them a powerful vehicle of expression and practical cutting-edge tools for communicating their creativity and using objects to tell stories. My students can create virtual “All About Me” pieces are submit them to the site.

**<http://www.brooklynkids.org/index.php/educational-research/my-stuff-show-your-stuff>**