

What's The Story? Connecting Art and Literacy Grade 1: Action in Art

Classroom Activities

Subject: Fine Arts, Visual Arts

Standard: [TAES1.3 Acting](#) by developing, communicating, and sustaining roles within a variety of situations and environments.

- a. Makes vocal choices in assuming roles
- b. Makes movement choices in assuming roles
- c. Uses body and voice to communicate ideas, emotions, and character actions

Materials: computer with access to the internet and/or selected images from the Booth Western Art Museum

Activity: Act It Out

- Teacher shows students a work of art from the Booth collection.
- Students carefully study the piece and decide which character they would like to be.
- Students explain why they chose that character.
- Teacher assigns roles.
- Students who are assigned a role form a tableau of the picture without speaking.
- Students change position, and facial expression to express a certain emotion.
- Students stay in place, but speak when given a signal by the teacher.
- The activity may be repeated with other students using the same or different works of art until all students have participated.

Subject: Math

Standard: [MGSE1.MD.2](#) Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Materials: pattern for cowboy hat, multiple copies of construction paper cowboy hats, a belt(3 – 4 feet), and a lasso or rope (5 – 6 feet).

Activity: Measure like a Cowboy

- The student will stretch out the belt on a table or the floor.
- He/she will place the cowboy hats end to end on top of the belt.
- He/she will determine how many cowboy hats were needed to measure the belt.
- Student will repeat the activity using the lasso or rope instead of the belt.

- Student will determine which is longer, the belt or the lasso or rope, by counting the number of cowboy hats needed to measure each item.

The cowboy hat is the length unit.

Standard: [MGSE1.MD.2](#) Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)

Materials: masking tape, duct tape or similar material, life-size picture of horse (optional), 14 – 16 construction paper hands; pattern of hand

Activity: Measuring Horses the Cowboy Way

- The teacher will use tape or similar material to show the height of a horse from the bottom of its hoof to the withers, 60 to 64 inches. This may be placed on the floor or on a wall. A life-size picture of a horse is another option.
- Using the construction paper hands, the student will place one hand side-ways, palm-side down on the tape); then place the other hand down sideways just above the first hand so that the hands barely touch.
- He/she will continue placing hands until they reach the top of the horse’s shoulder (withers).
- It is helpful to have a partner who will count each time a hand is placed on the horse.
- Student will record the height of the horse in hands in the appropriate location.

Note: Horses are still measured in hands with a hand considered to be 4 inches.

Subject: Science

Standard: [S1L1](#). Students will investigate the characteristics and basic needs of plants and animals.

- a. Identify the basic needs of an animal.
 1. Air
 2. Water
 3. Food
 4. Shelter

Materials: copy of painting with cows from Booth collection (TBD)

Activity: Use art to motivate discussion of an animal’s basic needs.

- Teacher shows students a copy of (painting of a cow)

- Students will silently look at the picture for one minute.
- Teacher: What do you see in this picture?
 - Don't give information.
 - Listen to and/or list responses.
 - Paraphrase back to students. "I heard you say....."
- Teacher: What do you see that makes you say that?
 - Students respond by giving evidence to support statements.
 - Teacher paraphrases responses again.
- Teacher: What else can we find in this picture?
 - Students respond.
 - Leader paraphrases again.
- Teacher: Use answers to make connections with a cow's basic needs: air, water, food shelter.