

CCSS	Lesson Plan/ Project in General Classroom	Lesson Plan/ Project in Arts Classroom	Arts Standard Alignment
ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	Scholars plant a seed, create observational daily drawings with labels accompanied by descriptive writing or presenting observations to class.	After review of parts of a plant (as taught in gen. classroom) scholars plant a "magical seed." Scholars imagine what their seed will grow into and create labeled drawings from their imaginations. Can be presented to partners or class.	NVA: 1, 2, 3, 6
ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Scholars describe through writing piece what their magical plant can do.	Scholars use their detailed drawings to create a sculpture of their plant utilizing line, shape and form.	
ELA-Literacy.W.K.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely events, tell about the events in the order in which they occurred, and provide reaction to what happened.	Scholars write a story in which their magical plant plays a role.	Scholars illustrate a scene from their story.	
ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Scholars rewrite a section of a text from a different point of view.	Scholars create pictures depicting different points of view utilizing art concepts of perspective.	NVA: 1, 2, 3, 6
Math.Content.4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Scholars determine lines of symmetry in basic geometric shapes and figures.	Scholars create Amate paper cut-outs (Mexican craft) in which an imaginary creature is created along a line of symmetry.	NVA: 1, 2, 3, 4, 6
Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Scholars use images to represent addition and subtraction.	Scholars use the note values as objects to represent addition and subtraction. Scholars clap the note values as objects to represent addition and subtraction.	NMS: 5, 8
Math.Content.1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = \_ - 3$ , $6 + 6 = \_$ .	Scholars use equations with a symbol for the unknown number to represent the problem.	Scholars use equations with a note value symbol for the unknown number to represent the problem (EX: $\_ + 2 = 6$ / in the blank would be a whole note).	
ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Scholars use different games to practice their high frequency words (a.k.a. popcorn words)	Scholars find all of the high frequency words in song lyrics they are learning.	NMS: 1, 8
ELA-Literacy.RF.K.2a Recognize and produce rhyming words.	K: Use a song from music class to help scholars recognize the rhyming words.	K: Scholars recognize the rhyming words in the song.	

