

Arts Integration* Choice Board:

Directions: Please use the following painting, *Fish in Bowl* by John A. Kurtz to engage your child in the following Arts Integration* activities. This choice board is meant to prompt conversations and activities that can lead to deep thinking and problem-solving. It is suggested that you allow your child to choose one activity a day or complete them as you see fit. Have fun getting creative and making connections with your child!



Art- Painting Color Scavenger Hunt:

Go on a scavenger hunt to find 10-15 objects in your home that contain the colors in this painting.

- Begin to categorize the items into piles of similar colors. (Allow students to examine each object to determine which pile it would fit in.)
- Observe each pile and discuss similarities and differences within the color categories.
- Create a title or label for each color category (that does not include the color name). Examples: "Watermelon" or "Breezy"

Optional: Use crayons to experiment with the different colors in the painting. Can you create new colors?

Math- Make Your Own Graph!:
Get your family involved!

- Ask 10 friends or family members which of the following colors from the painting is their favorite: blue, green, red, purple, orange, or yellow. (You may need to call some friends or family members.)
- Write down each friend or family member's favorite color.
- Create a graph using the template below to show how many family members like each color.

Blue										
Green										
Red										
Purple										
Orange										
Yellow										
	1	2	3	4	5	6	7	8	9	10

Poetry- Word Bowl: Play "Word Bowl" with this painting!

After you are finished observing and discussing the painting:

- List 6 words that explain or describe the mood of the painting on a piece of paper.
- Cut out the words.
- Put the words in a bowl
- Blindly draw out 3 of the words.
- Now, create a poem or new drawing that incorporates those three words.
- Share your poem or drawing with a family member.

Music/Reading- Tune into

Syllables: Create a song to represent the painting.

- Begin by creating a sentence that describes the painting.
- Practice singing your sentence to a familiar tune or song. (Example tunes or songs- "ABC's," "Itsy Bitsy Spider," "You Are My Sunshine", etc.)
- Perform your "music sentence" to your family. Clap as you sing each syllable.
- Count the syllables in your "music sentence" and share that number with the family.

A **syllable** is a part of a word that contains sounds (phonemes) of a word. A syllable is also called a 'beat'. It is easy to recognize syllables by clapping the 'beats' in words. **Examples:**

- "Fishbowl"- 2 syllables (fish/bowl)
- "Water"- 2 syllables (wa/ter)

Writing/Art- Comic Strip: Create a comic strip about the fish in the painting. Use the attached template and the following points as a guide.

- Give the fish a name.
- Create an adventure for the fish.
- In each box draw a picture and write a sentence about your adventure to describe your illustration.

Poetry- Acrostic: After observing and discussing the painting, create an acrostic poem to explain the painting. You may use the acrostic template attached that contains the word "fishbowl".

An Acrostic Example:

Begins with an egg.
Underneath the shell is a caterpillar.
Teeth to chew through and come out of the shell.
Trying to eat a lot of plants.
Each time it grows, it sheds its skin.
Reaches a spot on a plant to make a chrysalis.
Forms wings and antennae.
Leaves the chrysalis as a butterfly.
Young caterpillar is gone, now it is a butterfly!



**If you have sidewalk chalk, feel free to write this outside.

***Arts Integration-** is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.

There is more information available that shows how crucial arts integration is to creating well-rounded, well-prepared learners and leaders.

- 1. Working in the arts helps learners to develop creative problem-solving skills.**
- 2. Teaching through the arts can present difficult concepts visually, making them more easy to understand.**
- 3. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness.**
- 4. Visual arts teach learners about color, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work.**
- 5. Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork.**
- 6. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world.**
- 7. The arts provide challenges for learners at all levels.**
- 8. Art education connects students with their own culture as well as with the wider world.**

Blue																				
Green																				
Red																				
Purple																				
Orange																				
Yellow																				

1 2 3 4 5 6 7 8 9 10

Acrostic Poem for *Fish in Bowl*

F

I

S

H

B

O

W

L

Using the Acrostic Strategy

Adapted from Bertie Kingore in *Teaching Without Nonsense*

Parents/Guardians,




You can use acrostics at home to push your child’s thinking. Use an acrostic with a character’s name, a book title, a science concept, math vocabulary, etc. If your child is not familiar with acrostics, complete one together to build their confidence. These can easily be done on paper, typed in a Word document with an image behind them, or even outside with sidewalk chalk. Feel free to get creative.

Acrostics are an alternative learning task for students that are simple to prepare and encourage application, analysis, and synthesis. Acrostics promote conceptual thinking and can be used as an assessment tool to check for “accuracy, depth and complexity of information.” This strategy can be easily adapted for all levels of learners and utilized in all content areas. For younger students, start with just one word per letter, but for older students, use the ideas below to really make it a challenge. You may need to help brainstorm a list of words that begin with the letters of the alphabet, especially with the less frequently used letters. Challenge your child to use more complex words/wording.

How to use an Acrostic:

Each line of an acrostic is completed as a single word response, a list of several words or a phrase. To add complexity, each line can be written as a sentence, with a specific number of syllables or with certain lines rhyming. You might choose to specify a number of adjectives. To increase degree of difficulty, it can be completed as continuous text, which is then read like a paragraph. This requires students to think more extensively to plan the structure of information.

Types of Acrostics:

Acrostic	Telestich	Double Acrostic
		
<p>Simple, easy to implement Concept word as beginning letter</p>	<p>Concept word as last letter of each response</p>	<p>Repeats concept word; each response must begin and end with the letters in a concept word.</p>

Examples of Acrostics:

<p>Adaptable Creative Rigorous Open-ended Strategic Tricky Insightful Challenging</p>	<p>Can create a picture that is vibrant It is flexible Word choice makes the student insightful Can use word, phrase, or sentence Works with all subjects Create in partners or independent Finding the words is a safari A finished acrostic is an accomplishment Word placement is strategic Add complexity by making it into a paragraph</p>
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