**Lesson Title:** My Family and Me  
**Subject Area(s):** ESOL Newcomers  
**Grade Level:** 1-5  
**Author:** Popsy Kanagaratnam  
**County:** Montgomery County, MD

<table>
<thead>
<tr>
<th>Maryland Standards, Indicators, Objectives</th>
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<tbody>
<tr>
<td><strong>MSDE Visual Arts Standards:</strong></td>
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<td><strong>Standard 1.0 Perceiving and responding:</strong></td>
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<td>Aesthetic education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through the arts.</td>
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<tr>
<th>Fine Arts Indicator(s):</th>
<th>Content Indicator(s):</th>
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<tr>
<td>1.1a. Analyze ways that the elements of art are used to represent visual and tactile texture and movement in artworks.</td>
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<td>1.2b. Create and describe artworks that communicate mood and point of view.</td>
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<td>1.31.3b. Select and use principles of design such as patterns, contrast, and repetition, give meaning to visual compositions.</td>
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<td>1.3 b. Answer questions that require a one-or-two word and/or non-verbal response.</td>
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<td>1.3 a/ Demonstrate aural comprehension of content presented with simplified language and visual support by responding non-verbally or by identifying main ideas.</td>
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<th>Fine Arts Objective(s):</th>
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<td>Select and use a variety of materials to create an expressive portrait collage.</td>
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<tr>
<td>Present personal information regarding family, siblings, favorite foods, etc. orally and in writing</td>
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Objective(s) (Connecting the content areas)

Students will create a portrait collage incorporating words and phrases relating personal information about themselves and their families.

Description of Lesson/Activities

Procedure:

1. Students will have already learned the vocabulary necessary to introduce each other to the group.
2. Introduce vocabulary so students will be able to ask and answer questions about their families ~ family structure, relationships, siblings, ages.
3. Practice asking and answering questions about their families.
4. Using a graphic organizer, students will organize information about themselves and their families.
5. Look at a variety of photographs, images of paintings, and collages showing lineage and also people surrounded by objects showing their likes or their professions.
6. Look for and point out shapes in the photographs and images ~ circles, triangles, straight lines using photographs from the Baltimore Museum of Art.
7. Discuss: the difference between a portrait and a self-portrait.
8. Discuss: reasons that someone would create a portrait collage.
9. Show students how to create a poster, using an idea, sketching it out, and using space ~ whether the main figure is in the center or in a straight line makes a difference.
10. Discuss the colors used in Tibetan Buddhism and what they symbolize.
    Blue = sky/peace; white = air/wind; red = fire; green = water; yellow = earth.
11. Plan a draft for a collage of the student, their favorite toys or foods, and their families using a grid.
12. Students will develop a sketch.
13. Students will work independently on their collages.
14. Students will present their collages to the group.
15. Students will write a reflection on their work.

Materials for Teacher

Graphic organizers
Vocabulary lists (Word by Word; Oxford Picture Dictionary)
Teacher example of a collage showing personal information
Art works showing lineage or people surrounded by objects that identify them
Large envelopes for students to store their materials
Magazines from which the teacher can cut out shapes.
Photographs of images from the Baltimore Museum of Art.
Scissors
Glue

Materials for Students

Art:
Sketch paper
Pencils
Black fine tip markers
Background paper
Mixed media materials for collage
Scissors
Glue

Assessment Strategies:

Students will be assessed on speaking using a 4, 3, 2, 1 scale (ESOL).
Students will be expected to tell the group about their families; country of origin; favorite foods, toys, books, using a 4, 3, 2, 1 scale. (ESOL)
Students will plan and create a collage portrait reflecting their view of family. (balance, detail, use of shapes, description) – (Visual Arts)
Students will write a reflection on their collage in which they will describe their families. (4, 3, 2, 1) (ESOL/Language Arts).