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Integrated learning solutions

Lesson Title: Rhyming Animals
Grade Band: K-1
Content Focus: Visual Art and ELA



LEARNING DESCRIPTION

Students will learn about rhyming families by creating “cut-outs” of animals inspired by the artist, Henri Matisse, combined with a rhyming word.

LEARNING TARGETS

Essential Questions	“I Can” Statements
<ul style="list-style-type: none">How can I create a rhyme using Matisse-inspired cut-outs?	<ul style="list-style-type: none">I can create rhymes using Matisse-inspired cut-outs.



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>ELAGSEKSL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Grade 1 ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Kindergarten & Grade 1 VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>VAK&1.CR.2 Create works of art based on selected themes.</p> <p>VAK&1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p> <p>VAK&1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.</p> <p>VAK&1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten: K.I.1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.</p> <p>K.RL.2.1 Recognize and produce rhyming words</p> <p>K.C.MC.1.1 Explore and create meaning through play, conversation, drama, and storytelling.</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Anchor Standard 3: I can improve and complete artistic work using elements and principles.</p>



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K.C.MC.3.2 Use appropriate props, images, or illustrations to support verbal communication.

Grade 1:

1.I.1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.

1.RL.9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.

1.C.MC.1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.

1.C.MC.3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.

Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none">● <u>Rhyme</u> - Words that have the same middle sound.	<ul style="list-style-type: none">● <u>Geometric shape</u> - One of the seven elements of art; a two-dimensional object such as a square, triangle, or circle.● <u>Cut-outs/collage</u> - An image created using a combination of pieces of paper or images.

MATERIALS

- Construction paper
- Glue sticks
- A variety of geometric shapes such as circles, squares, rectangles, and triangles

INSTRUCTIONAL DESIGN

Opening/Activating Strategy
<ul style="list-style-type: none">● Show students an image of Henri Matisse’s, <i>The Horse, the Rider, and the Clown</i>. Ask students to find things that they recognize in this image (colors, shapes, etc.).● Tell students that they will be learning about how the artist, Henri Matisse, created this artwork using paper and scissors.



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- Explain to students that there are different kinds of shapes in art: geometric, organic, and free-form. Show students the different [types of shapes](#).
- Ask students to practice creating geometric shapes using their hands or arms.
- Ask students to identify the types of shapes in Matisse's, *The Horse, the Rider, and the Clown*.

Work Session

- Explain that the artist, Henri Matisse, created images by cutting out pieces of paper and putting them together to make images.
- Show students several examples of Matisse's cut-outs.
- Show students Matisse's, *The Snail*, as an example. Ask students if they can see the snail in the image.
- Tell students that they will be creating cut-outs like Matisse that combine an animal with a rhyming word.
- Go over a family of words that rhyme with an animal such as a cat, dog, frog, etc.
- Show students how to use geometric shapes to create an animal.
- Ask students to combine the animal with a word that it rhymes with to create a cut-out like Matisse.

Closing/Reflection

- Ask students to write the two words that they showed in their artwork (i.e. cat and hat) in a complete sentence with correct grammar, such as "The cat wears a hat."
- Students will conduct a gallery walk to see each other's artwork and see the different words that their animal rhymes with.

ASSESSMENTS

Formative

- Student discussion of rhyming families
- Student identification of a word that rhymes with the given animal

Summative

- Student "cut-outs" of animal and word that it rhymes with - student artwork should demonstrate that students understand that some words have the same median sounds.

DIFFERENTIATION

Acceleration: Students should come up with their own animal and a word that it rhymes with instead of the provided animal and words that it rhymes with to create their artwork.

Remediation: Provide students with the animal and the word that it rhymes with; after students have created this artwork, ask them to identify another word that rhymes with the animal and the word it rhymes with. Ask students to add this word to their artwork.



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ADDITIONAL RESOURCES

[Rhyming Animals presentation](#)

[Types of Shapes handout](#)

Optional supporting text: *Henri's Scissors* by Jeanette Winter

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

Ideas contributed by: Katy Betts

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