Museum London Cross-Curricular Teacher Resource – Grade One

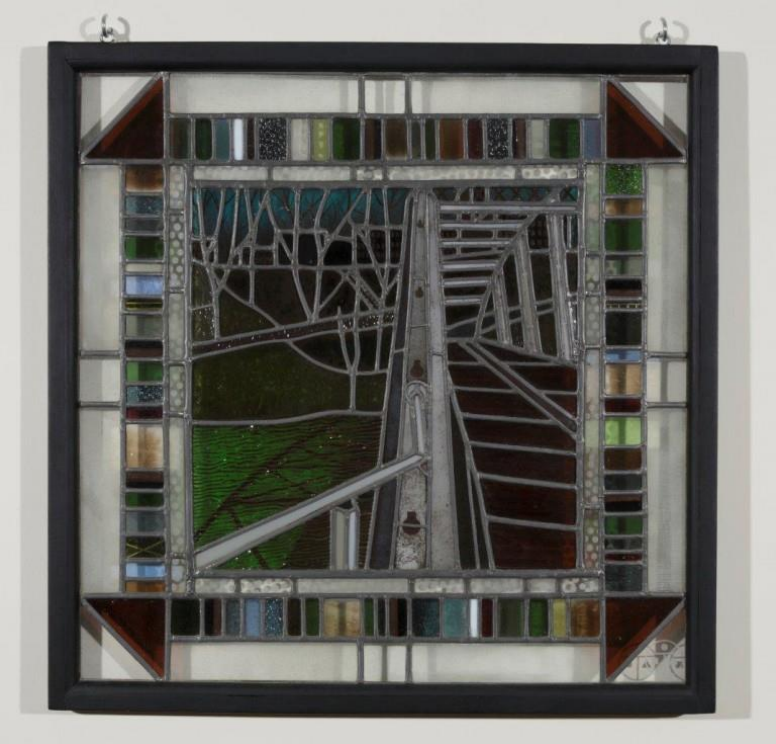

Image: Ted Goodden, *Blackfriar's Bridge*, 1983-1985, lead; clear and stained glass, Collection of Museum London, Gift of Dr. & Mrs. Lorne Taylor, London, Ontario, 1990

Blackfriars Bridge Cross-Curricular Lesson Plan Grade 1

Subject	Activity
ART **Elements** Line Shape Space Colour Texture Value **Principle** Contrast	Before starting ask students if they know what a view is. (*field of vision, scene within sight of the eye etc.*) Ask them to look at the stained-glass artwork and point out the edges of the window. Help them to notice that there is one window and 4 views within that window. Ask them: 1. Which view looks like trees? 2. Which view looks like a ladder? 3. Which view has shadows? 4. Which view looks like a bridge to walk through

D3.2 awareness of variety of artworks	Ask them, "*Why do you think that the artist put four views in one window?"* Review the elements and principles of design by asking them 1. Are most of the lines straight like math shapes or rounded like your shoulders? 2. Find 4 straight lines. Find 4 curved lines. 3. How does an artist choose the colours? 4. Which of these can you find: squares, rectangles, ovals, circles, triangles? 5. What part of the stained-glass picture looks closest to you? Which part looks farthest away? 6. Do you think it would feel smooth or rough? How can you tell? 7. What part of the art looks really dark? Really light? 8. Do you think that the trees are really tall or really short? What makes you think that?
Social Studies A 1.3 Compare events with others A 1.1 Roles change in different places B 1.3 Create a plan to help the environment B 3.1 identify built features in community C 1.1 make use of human services to meet needs	Help them to see that people see things differently. Perhaps place an object within an area. Ask different people to observe that object's detail (*someone from far away, someone from closeup, someone from a difficult angle*). Direct them to 1. Look in front of you and write down, or draw, one thing that you see. Just concentrate on one thing and do not say the word out loud. 2. Turn to one side. Write down, or draw, one thing that you see. 3. Turn to the other side. Write down, or draw, one thing that you see. 4. Look behind you. Write down, or draw, one thing that you see. Have them check with three other people (preferably from different locations in the room). Ask them, "*Are all your answers the same? Why or why not?"* Ask them, "If you could magically go inside this artwork where could you land that would let you help the environment?" (i.e*. If I landed at the bottom of a tree, I could feel the soil and see if the tree needed more water.*) Inform them that Ted Goodden was fascinated by bridges. Ask them, "*Why do people use bridges? Who builds bridges? What would happen if there was no bridge at that spot? Who built this bridge: humans or animals? What kind of animal can build bridges? What is the nearest bridge to here?*"

Literacy **Oral** 1.4 restate information **Reading:** 1.6connect personal experience; 1.7 identify main idea **Writing** 1.1 identify purpose; 1.2 generate ideas; 1.3 gather information 2.1 write short poem	Have them recall the 4 things they saw while looking around. Direct them to write their version of the following poem. There are lots of things that I can see. I see a _____ I see a _____ I see a _____ I see a _____ I like to look at all the things I see. Encourage them to make revisions.
Science Structures 1.2 objects wear out; 3.5 types of materials used; 3.6 nature vs human	Help them locate bridges in your physical area. Ask them, 1. Have you ever walked through a bridge? Which part is the strongest part of a bridge? Why do you think so? 2. What materials can you use to make bridges? 3. Do all bridges look the same? 4. Does a bridge ever break or get worn down? How do you fix it? Tell them about the repair of Blackfriars Bridge and the inconvenience it caused when it had to be repaired. Ask them "*What is glass stained art made from? How do the cut pieces of coloured glass hold together*?"
Math Numeracy - counting; estimating Geometry; identify two dimensional shapes	Have them recall mathematical shapes and what they look like. Ask them, 1. What shape is the painting? 2. Where are there other squares? 3. Where are there triangles? 4. There are lots of mini rectangles. Estimate how many rectangles there are on one side of the square. Count them. 5. Do you think that there are the same number of rectangles on each of the sides? How can you find the answer?
Art D1.1 create two-	Provide the students with a blank piece of paper (any size you desire but regular photocopy paper works well). Have them fold the paper in half one way, open it and fold it in half again. When opened there

dimensional art that expresses personal feelings and ideas 1.2 understand composition to create artwork on topic. 1.3 use elements to create personal understanding: 1.4 use variety of materials D2.1 express feelings and ideas about art 2.3 explain how elements and principles are used to communicate meaning	should be four blocks (rectangles). Instruct them to place the page in a landscape position then have them number each block 1 – 4. Remind them to keep the numbers tiny and in the same location. When drawing remind them to keep their drawings large enough to colour when completed. Ask them to choose the colouring medium and decide which medium would be the best to use and explain why. 1. In rectangle number one instruct them to draw a picture of themselves at school. 2. In rectangle number two instruct them to draw a picture of themselves at home. 3. In rectangle number three instruct them to draw a picture of themselves at their favourite store or park. 4. In the last rectangle have them draw a picture of them visiting someone.
	To have them have their art better resemble a window like Ted Goodden's work, instruct them to draw a box along the outside edges of their paper. They could even add another box to create a 'proper' frame and colour to make it resemble stained glass blocks. Use wax crayons, pencil crayons, markers, gel pens, or chalk pastels to colour their art. Ask them for similarities and differences between their work and Ted Goodden's work. How could they make their frame, look more like stained art?
Social Studies A1.1 roles change in situations; A3.4 practise respectful behaviours; A3.5 treat people and the environment with respect	Inform them that they have just created a personal piece of art. It is all about them. Ask them, "*Do you act the same in each place? Why do you act differently? In which place, or places, are you the most respectful*?"
Science Energy: 1.1 purpose of energy; 1.2 purpose of objects; 3.3	Instruct the students to stand up and do 7 jumping jacks. Ask them to sit down quietly for the same amount of time. Ask them which action required more energy? Ask them: 1. In which location do you use the most physical energy?

food source for energy	2. How do you get more energy when you are tired? 3. What kinds of items, or machines, use energy at home, and what kind of energy do they use? 4. How can people use less energy at home?
Indigenous	Instruct them that the number 4 is often part of Indigenous culture. It means the four directions: East, South, West, North. Ask them to point out four things. Have them look at the stained-glass artwork again. Ask them, "How many times is 4 used in the artwork?"

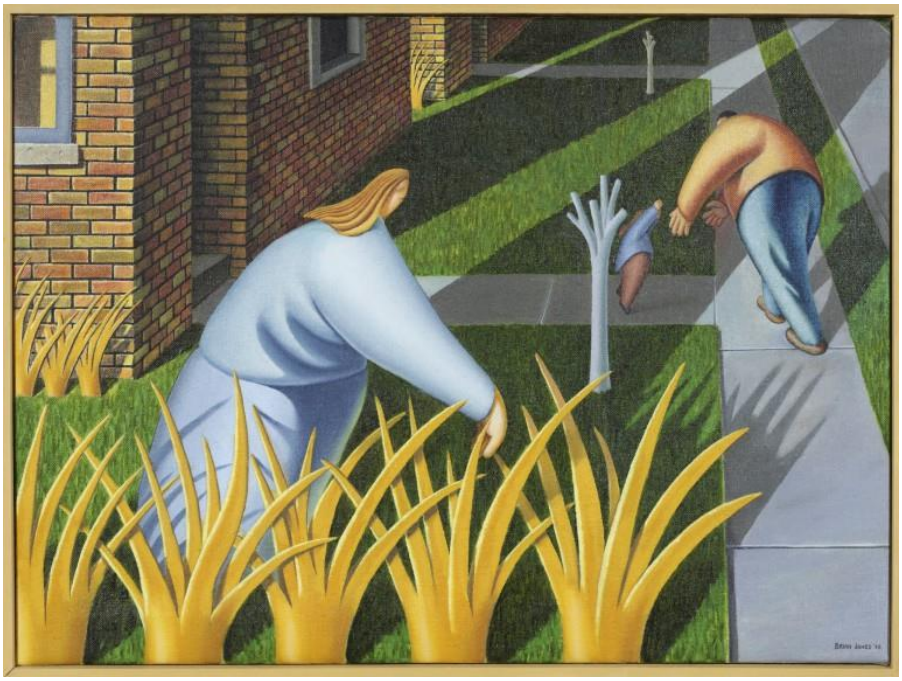

Image: Brian Jones, *Yard Scene # 1*, 1978, oil on canvas, Collection of Museum London, Gift of Richard and Beryl Ivey, London, Ontario, 1989

YARD SCENE # 1 Cross-Curricular Lesson Plan Grade 1

Subject	Activity
About the Art	At first Brian Jones liked to make his paintings look like real people and real things. Then he changed his painting style.

Elements Line Shape Space Colour Texture Value **Principle** Contrast D3.2 awareness of variety of artworks	Before starting draw stick figures on the board. Make one with normal size head, body, arms, and legs. Draw different versions with exaggerated features. Ask students to discuss which ones look like real people (or animals) and explain why the others do not resemble reality. Then ask 1. Look at the people in this painting. Look at their shapes and sizes of their bodies, arms, legs, and heads What makes them look real? What makes them look not real? 2. Look at the building in this painting. Does it have straight lines or curvy lines? 3. Look at the trees in this painting. Do you think the bark would be prickly and bumpy or smooth and slippery? What makes you think that? 4. Why are there shadows? What makes the shadows? Do the shadows make the painting darker or lighter? 5. Look at the yellow plants. Are they solid blocks of colour or do they have lots of different shades and tints of the same colour? Do they have patterns or no patterns? 6. Why is it okay to mix things that look real and things that do not look real in the same picture? 7. Why is one person really big and one person really small? Which one is closest to you and which one is farthest from you?
Social Studies A1.1 responsibilities change in different situation A3.5 treat people and the environment with respect B.12 identify how service workers meet the needs of people	Have the children look at the plants in the painting. Ask them, 1. If a gardener was walking in the plants what would he be thinking? 2. If a cat was walking in the plants what would it be thinking? 3. If you were walking in the plants what would you be thinking? 4. If an elder (First Nation person) was walking in the forest in Canada, when only the First People of Canada lived here, what would he be thinking? How would the forest, and gardens, have looked different from how they look now?
Science Life Systems: 1.1 personal action to maintain healthy environment;	Have the children look at the plants (including the trees) in the painting. Ask them, 1. How can humans help plants and trees? How can plants and trees help humans?

1.2 changes due to loss of living things; 2.4 needs of plants; 3.2 identify plant parts; 3.6 plants provide for other living things	2. What would happen to the vegetation if there were no humans around? What would happen to humans if there were no plants and trees around? 3. Look at the trees. Look at the house. Can real trees be as tall as a house? When are houses taller than trees? When are trees taller than houses? Look at the plants. When do plants grow all in a row like that? 4. What parts of the plants and trees can you see? What parts can you not see? What do the different parts of plants and trees do; what are their jobs?
	Describe the weather in the painting. Is it rainy? Sunny? Hot? Cold? How do you know?
Math Numeracy - counting adding Geometry; identify two dimensional shapes	1. Find some triangles (or shapes that could be triangles, like the trees). 2. Find some rectangles. 3. Find some squares. 4. How many plants, including trees, are there? 5. How many windows? 6. Add all the people, all the windows, all the plants.
Art D1.1 create two-dimensional art that expresses personal feelings and ideas 1.2 understand composition to create artwork on topic; 1.3 use elements to create personal understanding; 1.4 use variety of materials D2.1 express feelings and ideas about art 2.3 explain how elements and principles are used to communicate meaning	Before you start discuss line. Show various lines in geometric form: zigzag with sharp points, straight, boxed spiral, short, long. Show various lines in organic form: zigzag with rounded points, curved, rounded spiral, short, long. 1. Look at the painting. Find some round curvy lines. These are organic lines. 2. Find some straight or pointy lines. These are geometric lines. 3. Find some short lines. Find some long lines.
	Have students fold a piece of paper in half so that you have two tall, skinny halves.
	On one side of the folded paper have the students draw a very tall, fluffy tree that would be seen when walking in a park. Encourage them to use slightly rounded lines to make tree trunk look slightly bumpy in spots. Have them make and leaves and the top of the tree fluffy. Have them add long curvy roots.
	Instruct them to create a geometric tree in the second half of their paper. They are to only use math shapes like squares, rectangles, and triangles. Encourage them to use all three shapes.

	Encourage them to colour the 'real' tree to be as realistic as possible but to have free reign of colours with the geometric tree.
	Instruct them to look at both trees and decide which one they liked the best and why?
Literacy **Oral** 1.5 connect personal experience **Reading:** 1. Understand by retelling; 1.8 express personal thoughts **Writing** 1.1 identify purpose; 1.2 generate ideas; 2.1 write short poem	Ask the students, "*Does everyone around you think the same way?*" Encourage them to find someone who thinks that the realistic tree is the best and someone who likes the geometric tree best. Remind the students to ask them why? Explain how to write the following poem. I drew a strange tree I used triangles for _____ I used squares for _____ I used rectangles for _____ I think my tree is _____
Indigenous	1. Four is a good Indigenous Number. 2. It means the four directions: East, South, West, North. 3. How many times is 4 used in the painting? 4. How many times is 4 used in this lesson plan?

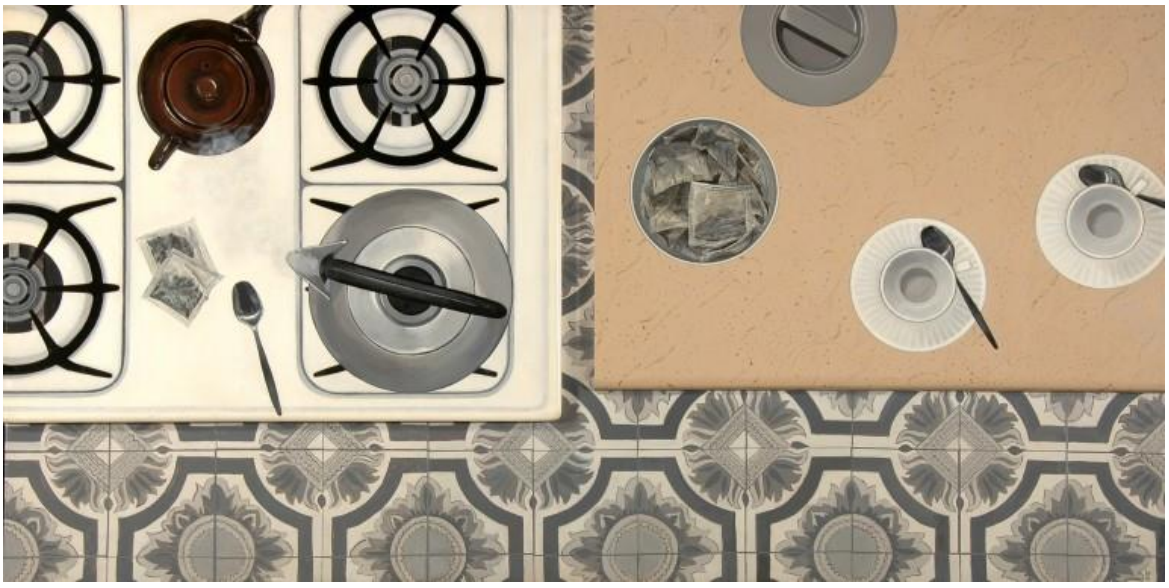

Image: Bernice Vincent, *Tea Ceremony*, 1978, acrylic on board, Collection of Museum London, Gift of the artist, 2006

TEA CEREMONY Cross-Curricular Lesson Plan Grade 1

Subject	Activity
About the Art **Elements** Line Shape Space Colour Texture Value **Principle** Contrast D3.2 awareness of variety of artworks	The artist liked to make her paintings look real but in a different way, and from a different point of view. Sometimes she would even add tiny, dried flowers, thistles, stems, and seeds.
	Ask students to identify the following which can be found in the painting: a cup and saucer, a spoon a kettle, a tea pot, a piece of pie, a stove, a table, a floor, tea bags. Are the cups empty or full? Ask them, "*Where would people be standing to see a stove and table like this?"* Have them identify geometric lines and organic lines. Have them identify value (light and dark colours; large/ small. Ask them, 1. Why do these objects look real, just different? 2. Are the objects close together or is there lots of space between them? Is it a tidy space or a messy space? Encourage them to discuss texture. Ask them 1. How would the tea bags feel if they were new? If they were used? 2. How can you tell if the tea bags have been used or not? 3. How would the top of the stove feel? The teapot? The kettle? How do you know this? 4. Do you think the floor is smooth or bumpy?
Social Studies A1.1 relationship change in different places and times; B1.2 services in the community B3.1 Identify buildings in the community **Indigenous**	In Ireland people say, "Let's have tea," three times. Once around 11 in the morning with scones (tea biscuit) and biscuits (cookies); once in the middle afternoon with sweets; and once again at supper time with a full meal. 1. What does it mean in Canada when people say, "Let's have tea."? 2. What places around here provide Canadians with their tea? 3. First People of Canada would make tea a very, very long time ago? What do you think they used to make their tea?

<table>
<tr><td rowspan="3">Science
Living things: 3.6 living things provide for other living things

Structures: 3.1 objects made from more than one material
3.4describe materials used for objects;
Describe function/ purpose of object
3.5 identify different materials</td><td>Provide the students with 10 Lego pieces (or building blocks) each. Encourage them to build one simple structure. Instruct the students to place the structure on a table and bend down to look at it at eye level.
Ask them, “What shapes do you see?” Ask them to create a matching design in the air with their finger.

Instruct the students to place the Lego structure on the floor. Have them look down at the Lego structure so they are directly looking at the top of the structure. Have the students draw that shape in the air with their finger.

Ask the students, “How are the two shapes different now that the way you are looking at them has changed; now that you have a different point of view?”</td></tr>
<tr><td>Ask the students, “How is tea made? Why do people drink tea? Should tea be hot, or should it be cold? What kinds of tea are there? What do people put in tea? What would be the best kind of tea to drink?”</td></tr>
<tr><td>Ask students to describe their stoves and tables that they use in their own homes. Then ask them,
1. What materials are used to make the stove? How does a stove work? Who makes stoves?
2. What materials are used to make a table? What do people use tables for? Who makes tables?
3. What materials are used to make floors? Why do people use floors? Who makes floors?
4. When Indigenous people go camping it is the same as you and I going camping. What could we use as a stove? What could we use as a table?</td></tr>
<tr><td>Math
Numeracy - counting;
Geometry; identify two dimensional shapes; describe similarities between objects and shapes</td><td>Assist the students in discovering patterns and the shapes that can be found within that design. Have them distinguish between number patterns and design patterns.

Show them that the stove top can be a group of 4. Ask them if there are any other groups of four or groups of three (cup, saucer, spoon).

Encourage them to find circles.</td></tr>
</table>

<table>
<tr><td rowspan="2">Art
D1.1 create three-dimensional art that expresses personal feelings and ideas
1.2 understand composition to create artwork on topic;
1.3 use elements to create personal understanding; 1.4 use variety of materials

D2.1 express feelings and ideas about art
2.3 explain how elements and principles are used to communicate meaning</td><td colspan="2">Ask the following questions to allow a creativity happen.
1. Where would be the best place to have ‘tea’? Does this mean drink real tea or ‘have a picnic,”?
2. Who would be at the picnic?
3. What activities would happen at the picnic?
4. What is there to eat at the picnic?
5. Would people eat on a blanket, on a picnic table, on a tree house floor, in a car, or somewhere else?
6. Would people be sitting down, standing up, or laying down?
7. Are there any bugs or animals near the picnic?</td></tr>
<tr><td colspan="2">If it is nice outside use pebbles, stones, twigs to create a picnic scene. Suggest that maybe the little stones can be people, maybe they can be food. Maybe the grass can be the blanket. Think how that picnic would look like if you were a bird.

If everyone is inside suggest that the students use Lego blocks, or buttons, or pencils, or torn pieces of paper to create a picnic scene. Have them think how that picnic would look like if they were flying in a helicopter.</td></tr>
<tr><td>Literacy Oral
1.5 connect personal experience
Reading: 1.6 connect by personal experiences; 1.8 express personal thoughts
Writing 1.1 identify purpose; 1.2 generate ideas; 2.1 write short poem 2.3 use familiar words</td><td colspan="2">Pre-teaching this lesson have the sample acrostic poem visible. Walk the students through the process.

1. Think of one food or drink that would be at the picnic.
2. Put the letters of the word one on top of the other.
3. Think of something that starts with that letter.
4. Look at the example of an acrostic poem and use that for guidance.</td></tr>
<tr><td>EXAMPLE:</td><td>I like Tea Time
S is for salmon
A is for apple
L is for lettuce
A is for avocado
D is for danish
Yummy, yummy for my tummy
Tea Time</td><td>I like Tea Time
___ is for _____
___ is for _____
___ is for _____
___ is for _____
___ is for _____
Yummy, yummy for my tummy
Tea time</td></tr>
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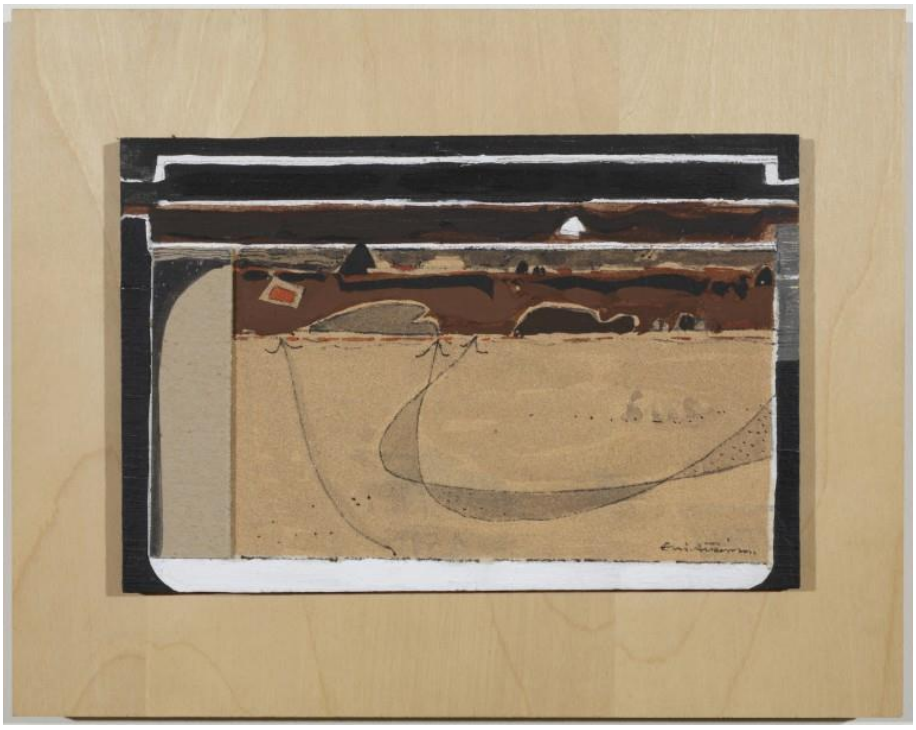


Image: Eric Atkinson, *Huron Series 4 & 5*, 1994, acrylic and graphite with sandpaper, Collection of Museum London, Gift of the Estate of Ethel May Horn, 2007

HURON SERIES 4 & 5 Cross-Curricular Lesson Plan Grade 1

Subject	Activity
About the Art **Elements** Line Shape Space Colour Value **Principle** Contrast D3.2 awareness of variety of artworks	Eric Atkinson liked paying attention to the water, weather, and the light around Lake Huron. Sometimes he liked to use sandpaper and sand in his paintings.
	Discuss the elements and principles of design by asking the students to: 1. Look really closely at this painting. Are there any trees or buildings? Are they close up or far away? How can you tell? 2. Use your whole arm to follow the path of the 'ribbon' across the bottom of the page. How does this make you feel? Is this an organic line or a geometric line? 3. Where else are there organic lines? 4. Are the shapes in the background organic shapes or geometric shapes (like in math)? 5. Where does the 'ribbon' start? 6. Where does it end? How can you tell? 7. How does the artist use space? Where are things close together and where are they far apart? 8. What colours does he use? Are these primary colours?

	9. Where are the light spots and where are the dark spots? Why does he use them that way?
Social Studies A3.5 treat people and environment with respect. B1.1 use of natural features B1.3 develop a plan to react responsibly with nature B2.5 draw conclusions about interactions btw people and nature B3.3 describe location of places in community	It is important that we take care and respect beaches. The Coronavirus showed everyone what over crowding can do and the importance of space. Some beaches, parks etc. opted to draw circles to help people distance themselves. Beaches are a great place of relaxation but also an area prone to spreading diseases. Ask the students: 1. Have you ever been to the beach? Why do people go to a beach? 2. What happens when too many people go to the beach? 3. When the Coronavirus was here the beaches were closed. If they are open again how can we treat beaches with more respect and also keep ourselves safe? 4. Where are the beaches that are closest to London, Ontario or closest to your place?
Art / Math D1.1 create three-dimensional art that expresses personal feelings and ideas 1.2 understand composition to create artwork on topic; 1.3 use elements to create personal understanding; 1.4 use variety of materials D2.1 express feelings and ideas about art 2.3 explain how elements and principles are used to communicate meaning **Numeracy** -order of whole numbers **Geometry;** describe relative locations of objects	Materials needed are 3 pieces of coloured paper (each *about* 20cm by 28cm, and all the same size); some glue; and a drawing crayon. Have the students choose any 3 different colours of paper. Construction paper would work well. Do not tell them what the papers are for so that they do not all try to choose only realistic colours. Have them choose one of the papers. That will be the colour farthest away. Discuss whether they wish to choose the lightest colour or the darkest colour. Lay the paper on the table landscape style. That sheet of paper is the sky. It doesn't have to be the real colour of a sky. Explain that for the second paper they will tear a 4 cm strip off that will be put aside. It will be the large part of the paper that will be used. This paper is the land. It doesn't have to be the real colour of land. Lay that second paper on top of the first paper making sure the bottom edges are even. Explain that for the third paper they will tear a 10 cm strip off that will be set aside. Lay that third paper on top of the other two papers making sure the bottom edges are even. This is the water. It doesn't have to be the real colour of water. There should be three visible layers which can now be LIGHTLY glued together MAKE SURE BOTTOM EDGES ARE SOMEWHAT EVEN and set aside to dry before doing the science part.

Science Energy 3.1 energy makes things happen 3.2 the sun provides light and warmth Earth Systems 1.1 impact of seasonal changes on humans1.2 season impact environment **Art /** D1.1 create three-dimensional art that expresses personal feelings and ideas 1.2 understand composition to create artwork on topic; 1.3 use elements to create personal understanding; 1.4 use variety of materials D2.1 express feelings and ideas about art 2.3 explain how elements and principles are used to communicate meaning	After the paper has dried encourage the students to add geographical results caused by energy in the environment. They can use a marker or pastel chalk to add the features or they can share their discarded strips of torn paper to add the features. Instruct them to create the drawing and then ask them questions to determine why those geographical impacts happened. 1. Draw some waves on your water (the largest visible piece of paper). What makes bigger waves; Lots of wind or just a little bit of wind? What has more energy to use; Lots of wind or just a little bit of wind? What kind of waves will you use in your art? 2. The wind pushes the lake water against the shoreline (the land). In your painting does the wind have lots of energy to make a big river or does the wind only have a little bit of energy to make a small river? Add that river to your art piece. 3. If the wind pushes hard all the time at a mountain, after many years the mountain gets tired and has a rounded top. Add a mountain to your artwork. Is the mountain young with a sharp peak or is it old and tired looking from all the wind and rain beating it? 4. Add some trees swaying in the wind. Is the wind fierce with lots of energy or is the wind gentle with just a little bit of energy? 5. Add some light and warmth from the sun. Where would the sunlight shine the brightest on your paper? 6. How would walking in the lake, on a hot summer day feel? What makes the water hot? 7. What happens to the beach during the winter?
Indigenous	1. Four is a good Indigenous Number. 2. It means the four directions: East, South, West, North. 3. Your artwork is like a mini map of a place. Put E for east on your map, S for south, W for west, and N for North. 4. It is always great to have the four directions on a map.

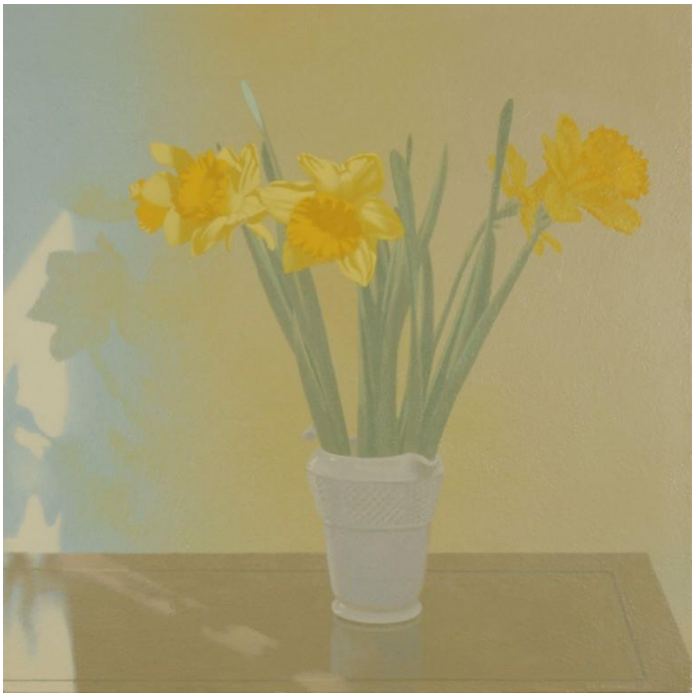
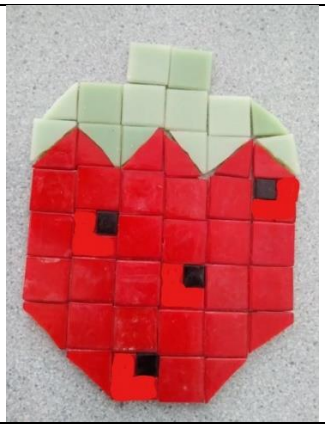
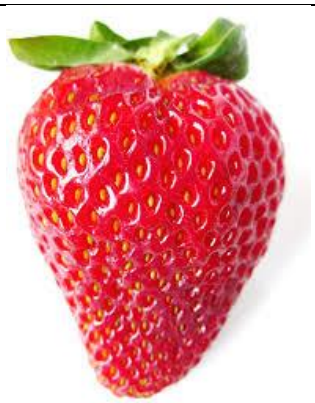


Image: Jack Chambers, *Daffodils*, 1976, oil on canvas, Collection of Museum London, Gift of Mrs. Elizabeth Moore, London, 2011

DAFFODILS Cross-Curricular Lesson Plan Grade 1

Subject	Activity
About the Art **Elements** Line Shape Space Colour Texture Value **Principle** Contrast D3.2 awareness of variety of artworks	Jack Chambers liked to take photos. He would draw grid squares over the photograph. He would copy the picture by looking at one little square on the photograph and draw it in the same bigger square on his big painting. Jack Chambers liked to paint everyday things like flowers, plants, and toys. When he was older, he wanted to have his paintings look very real. Discuss the elements and principles of art by asking the following questions. 1. What are used more in this picture, organic lines, or geometric lines? Give proof. 2. Which colour is a primary colour? 3. What colours are mixed together to get green? Is it a soft, light green or a bright, dark green? 4. Where is the darkest spot in the painting? Where is the lightest? Why is that spotlight?

	5. How do you think the white container feels when you hold it in your hands? Why do you think that? 6. If these flowers are in a house do you think this is a tidy house or a messy house? Why do you think that? 7. When do you think he picked his flowers? Why?
Social Studies A3.1 roles and responsibilities in the community B1.2 service related occupations B3.1 identify features in the community	Lead the students into discovering the role of gardeners, forest rangers, groundskeepers etc. Lead the students to discover how we can take care of parks and gardens (Protect the wildlife. Remember, plants and animals are protected, so leave them undisturbed; Respect Indigenous culture; Historic sites; Be careful with fire; Leave no rubbish; Use toilets if provided; Leave pets at home; Protect creeks and lakes etc.). Ask the students, 1. Who takes care of flowers and parks? How do they keep the parks healthy? 2. When is it wrong to cut flowers and trees? Is it ever okay to cut flowers and trees? 3. Where do flowers and trees grow? 4. Have you been to a park? Where is it? Do flowers grow there? What would happen if we put a big bed of flowers in that park or a big hurricane came and destroyed all the flowers and trees?
Science Life Systems 2.4 investigate characteristics of plants 3.2 identify characteristics of plants Earth 1.2 seasonal changes Structures 3.7 describe structures for intended functions	Show drawings indicating the parts of a flower. Ask students to point out various flower parts and their uses. Then ask, 1. How would you recognize a daffodil? 2. In this painting the daffodils are in a vase. What parts of the flower are missing? Why do cut flowers need to be in a container of some kind and what should be in the container? 3. What do flowers need in order to grow tall and healthy? 4. What season is the best season for growing flowers outside? 5. What would happen to the flowers if there was no water in the vase? 6. Look at the wall behind the flowers. Which part of the wall is darker? Lighter? Describe the shadows. How do shadows get made? 7. What would need to be built in order to grow flowers in the winter?
Indigenous / Science Life Systems 2.4 investigate characteristics of plants	Many Indigenous people love flowers and plants just like Jack Chambers did. One of the plants they like the most is the strawberry. 1. What do strawberries need to grow round and juicy?

3.2 identify characteristics of plants 3.3 identify location and function of organs in human body	2. Some Indigenous people call the strawberry a heart berry. Why do you think they call it that? 3. People have a heart inside their bodies. Why is our heart an important part of our bodies? 4. What do people need to grow healthy?
Math **Numeracy** - counting; use concrete materials to match whole numbers **Geometry;** describe relative locations of objects	Grid paper is paper with little squares that are even. They can help to draw pictures. 1. A piece of paper with the biggest squares are needed. 1cm grid paper is good. 2. The strawberry is 6 squares wide and 8 squares long. 3. Look at the mosaic picture before drawing. 4. Notice where there are full squares (red and green). Notice where there are triangles. Notice where little tiny squares are black for the seeds.
Art D1.1 create two-dimensional art that expresses personal feelings and ideas 1.2 understand composition to create artwork on topic; 1.3 use elements to create personal	 

understanding; 1.4 use variety of materials D2.1 express feelings and ideas about art 2.3 explain how elements and principles are used to communicate meaning	Have these pictures visible in a large format. Have a student come up and trace the contour shape. As it is traced count the tiles and note where the bend occurs. Let the students know that the easiest way to draw the strawberry is to start on an outside square. Have them all choose the same outside square on the mosaic picture. Draw, in the air, the same way that the line goes around the strawberry. Have them repeat this action on a grid paper until they have completed the contour shape. Encourage them to count the mosaic squares and put the black seeds in the right spot as well as the leaves. Ask them what makes the strawberry look juicy in the real picture? Have them use the picture to help them colour the drawing to look like a real strawberry, just like Jack Chambers did. Notice where the dark part is and where the strawberry looks lighter. Notice the real strawberry has little dents (pits).
Math **Numeracy** - counting; use concrete materials to match whole numbers Adding numbers to 10	1. How many daffodils are in the vase? 2. If you had 3 daffodils in your vase and your friend had 5 daffodils in their vase, how many flowers are there altogether?
	1. Strawberries grow in patches. You need 9 strawberries to make a smoothie. You only have 2 strawberries. 2. Use some counters (buttons, beads, blocks) to show how many more strawberries need to be picked.
Literacy **Writing** 1.1 identify purpose; 1.2 generate ideas; 2.1 write short poem 2.3 use familiar words	Explain how words rhyme. Encourage students to 1. Think of 4 words that rhyme with Jack. 2. Think of 4 words that rhyme with daffodil. 3. Think of 4 words that rhyme with straw. 4. Think of 4 words that rhyme with berry.

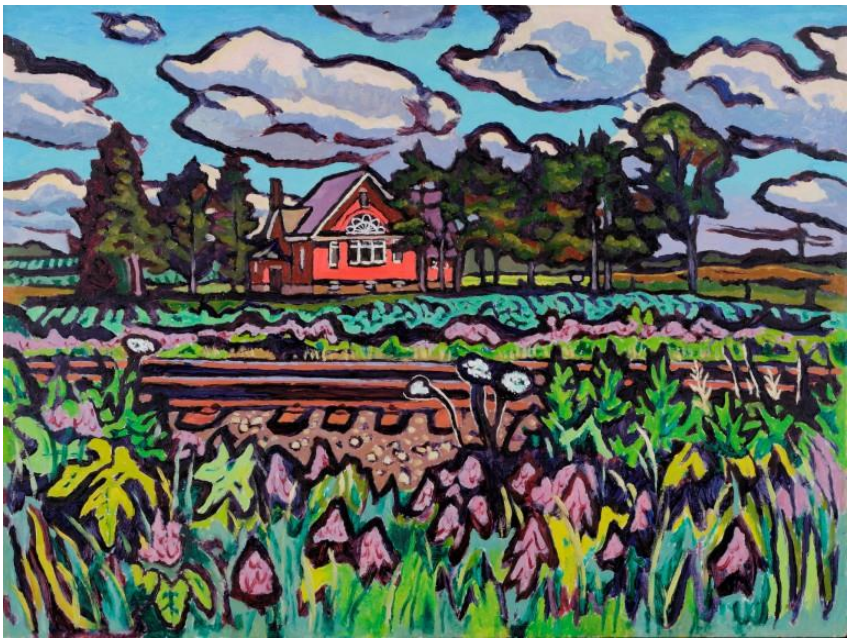
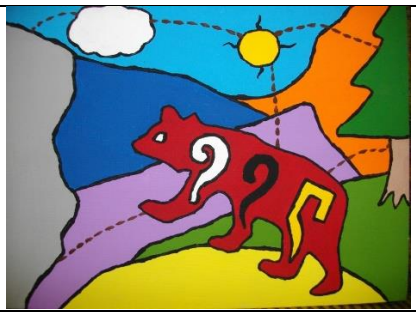


Image: Clark McDougall, *St. James Church*, 1963, acrylic, Collection of Museum London, Gift of Mrs. Marion McDougall, St. Thomas, Ontario, 1988

ST. JAMES CHURCH Cross-Curricular Lesson Plan Grade 1

Subject	Activity
About the Art **Elements** Line Shape Space Colour Texture Value **Principle** Contrast 3.2 awareness of variety of artworks	Like Jack Chambers, Clark McDougall liked to take photographs. He loved to take pictures of things he saw around St. Thomas. After he printed the photos, he would study them over and over again. He would draw little pictures of the photos. Sometimes he would draw things a little bit differently each time. When he felt that he was ready he would paint the big picture.
	Use the following suggestions to guide the students through the elements and principles of design. 1. Look at all the bright, bold colours in the painting. 2. List 4 different colours that he used. 3. Find 4 different shades or tints of the same colour. 4. What colour is used to outline everything? 5. Where are the organic lines? Where are the geometric lines? How could you turn the organic lines into geometric shapes? 6. How does he use light and dark to make the clouds and trees look soft and fluffy? 7. Does he like to use lots of empty space or does he like to fill up the space with things? Give proof of your answer.

	8. Show where colour is mixed and give an example of where he uses pure colour. 9. How can you tell which objects are closer and which ones are farther?
Social Studies A1.2 significant events change lives A1.4 people's actions affect others B1.1 how people use community buildings B1.2 identify service occupations B3.1 identify building roles B3.3 describe locations	Encourage the students to understand the role of churches and the clergy as well as administration staff, the groundskeepers, custodians, and anyone else connected to churches. Do this by asking them, 1. Who do you think goes to that church? Why are churches built? What is the closest church to you? Who takes care of churches? Who is the leader in a church? 2. When the churches were closed during the Coronavirus what did people do? 3. Do you think anyone lives near the church in the painting? 4. If you were walking from the flowers to the church how long would it take you? 5. Who would get there fastest? A) You? B) A big dog? C) An adult? D) Grandma? 6. Who would get there the slowest? E) An ant? F) A bunny rabbit? G) A turtle? H) A snail?
Science Earth 1.1 seasonal changes in environment; 1.2 seasonal impact on society; 3.4 describe 4 seasons; 3.5 living things change in seasons Life Systems 1.1 identify personal action to help environment; 1.2 loss of living things	Instruct the students to look at the painting and find different things that would be found in nature. Ask them, 1. What kind of energy would make the field and trees move? 2. What season is it and how do you know? 3. How would this scene look in each of the 4 seasons? 4. How would it feel to walk in this field in each of the 4 seasons? Which season would feel the best? 5. What animals do you think would be living in this field? 6. What if the next spring none of plants (flowers, grass, trees etc.) grew again, ever. What would happen to the land? How would it affect the people living there? 7. What can people, and you, do to make sure that that never happens?

Indigenous / Literacy Oral 1.5 connect personal experience **Reading:** 1.6 connect by personal experiences; 1.8 express personal thoughts	Some Indigenous people use similar ideas when they paint in the Woodland Cree Style.	
	Encourage the students to discover which of the following are the same as Clark McDougall's painting? 1. Woodland Cree paint scenes of nature. 2. Woodland Cree like to outline in black. 3. Woodland Cree like to use bright, bold colours. 4. Woodland Cree use solid chunks of colour with no shading or details.	
Math **Numeracy** - counting; **Geometry;** identify two dimensional shapes; identify similarities band differences between objects and shapes; describe relative locations of objects	Encourage the students to look at the painting and see how the trees, ad flowers sometimes look like triangles? Ask them 1. What math shape is the railroad? 2. What math shapes are used to create the church? 3. Where else can you find triangles? Squares? Rectangles? And circles? 4. Which shapes are beside other shapes? On top of; below, in front of, behind, inside, outside, between, over, or under other shapes?	
Art D1.1 create three-dimensional art that expresses personal feelings and ideas 1.2 understand composition to create artwork on topic; 1.3 use elements to create personal understanding; 1.4 use variety of materials D2.1 express feelings and ideas about art	Before teaching gain access to sets of traceable triangles, squares, circles, and rectangles, and any other math shapes previously taught. Remind the students of the contour shapes found in Clark McDougall's painting. Encourage students to replicate his version in their own geometric version. Provide the students with a large sheet of manila construction paper on which they are instructed to 1. Make a drawing of nature. 2. Only math shapes, like triangles, squares, rectangles, and circles, can be used. *(Choose the shapes you want to include.)* *3.* It could be the same as Clark McDougall's painting (flowers, trees, railroad, church, and clouds) or it could be an animal and its habitat. (*Decide if you want to give them a choice.)*	

<table>
<tr><td>2.3 explain how elements and principles are used to communicate meaning</td><td colspan="2">When finished have them paint it with bright, bold, solid, pure colours (no mixing or blending of colours so that it resembles the Woodland Cree style of painting). Set the paintings aside to dry and then have them outline everything with a black marker.

Encourage them to show their friends and family see if the others can guess what they drew.</td></tr>
<tr><td>Literacy
Writing 1.1 identify purpose; 1.2 generate ideas; 2.1 write short poem 2.3 use familiar words 2.7 make simple revisions</td><td colspan="2">Pre-teaching this lesson have the example poem visible. Discuss the poem then have the students use their gathered information to write their own version of a colour poem.
1. Choose a colour.
2. Think of 3 things that are that colour.
3. Think of the sound of something of that colour.
4. Think of something that is that colour and you remember how it feels.</td></tr>
<tr><td>Example:</td><td>Blue
Blue is water, the sky, my veins
Blue sounds like my bouncy ball
Blue feels like my soft blanket
Blue is wonderful
_____</td><td>_____ is _____,
_____, _____
_____ sounds like _____
_____ feels like _____
_____ is wonderful</td></tr>
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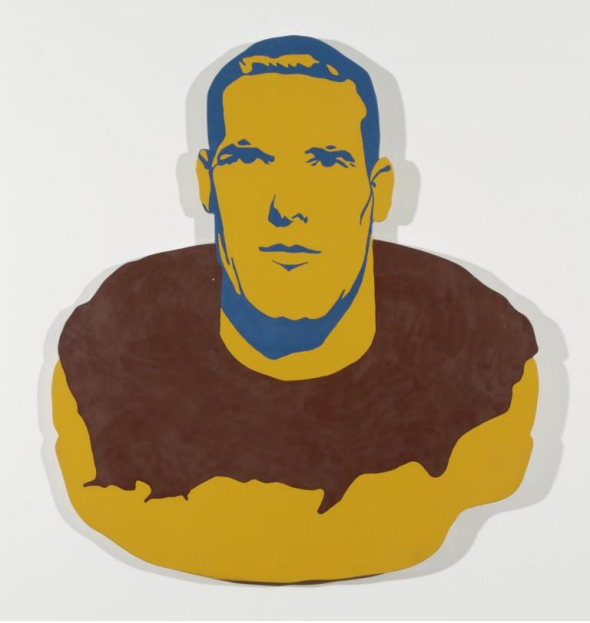

Image: Bob Bozak, *Tim Horton, and Donut*, 1974, enamel, Collection of Museum London, Gift of Ms. Dawn Johnston, London, Ontario, 1993

TIM HORTON AND DONUT Cross-Curricular Lesson Plan Grade 1

Subject	Activity
About the Art **Elements** Line Shape Space Colour Texture Value **Principle** Contrast D3.2 awareness of variety of artworks	Ask the students 1. In this painting the artist painted two things. What are they and which one did you see first? 2. Why do you think the artist, Bob Bozak, painted the top of the donut brown? 3. What colour did the artist use for the hair and part of the neck? Why not use real colours? Why is the colour so dark? 4. What is the dark grey that surrounds the man and the donut? What do you need to make a shadow? 5. Why is the background empty? Is that a good use of space or should he have filled in the space with something? 6. Does he like to use organic lines or geometric lines? How do you know? 7. Is the donut smooth or rough? How did he use his paint to show you that? 8. Did he use mixed colours or pure colours?
Social Studies A1.2 significant events change roles B1.2 identify service occupations B3.3 describe locations	Research Tim Horton the hockey player. He helped the Toronto Maple Loafs win the Stanley Cup four times. Tim Horton is also the man that the restaurant is named after. There are Tim Horton coffee shops all over Canada. Ask the students, 1. Who do you want to know about: Tim Horton the hockey player or Tim Horton the donut guy? Why? 2. Who works at a Tim Hortons? How do they help people? How do they get the food they serve at Tim Hortons? 3. Where is the closest Tim Horton's to your place? 4. Where do you play hockey? Who works there? What do they do? (*remember to include cafeteria people, custodians, coaches, etc.*) 5. During the Coronavirus Time Hortons was able to stay open. Why? How did the worker's responsibilities change?
Science Lie Systems 2.4 characteristics of living and non-living things Structures	Show a box of Timbits. Show a couple that are really old and stale. Place them beside fresh Timbits. Display a cookbook and some pretend food or pictures of flour etc. Ask the students, 1. What ingredients do you need to make donuts? 2. When are donuts soft? 3. When are donuts hard?

3.1 objects are made of one or more ingredients 3.5 what materials make objects	4. When are donuts sticky? 5. Why are donuts not healthy? 6. Do donuts need the same things as flowers do to get big? What is the difference? 7. What machines are used to make donuts? What kind of energy is used to make those machines work? What materials are used to build those machines?
Math **Data:** collecting and organizing data; placing data in a chart **Numeracy:** adding whole numbers to 20	1. Mark a chart with 4 columns. 2. At the top of the columns put these titles: a) Chocolate chip b) Sprinkles c) Plain d) Jelly 3. Put your name in the column of the donut you like the best. 4. Ask 6 other people to put their names under the donut they like best. 5. Which donut is the most popular? 6. Which donut is the least popular? I want to buy a dozen (12) donuts. I already chose 2 jelly, 3 chocolate chip, and 4 sprinkles. How many plain donuts can I get?
Art D1.1 create three-dimensional art that expresses personal feelings and ideas 1.2 understand composition to create artwork on topic; 1.3 use elements to create personal understanding; 1.4 use variety of materials D2.1 express feelings and ideas about art 2.3 explain how elements and principles are used to communicate meaning	Before teaching get a box of Cheerios, Fruit Loops or other similar items that are round like donuts. Glue, pastel chalk, and manilla construction paper will also be needed. Provide each student with 7 cheerios (mention that Indigenous teachings show that 7 is the number of directions that there are (east, west, south, north, everything above, everything below, and your inside spirit). Instruct them to use space wisely and plant (glue) 7 donut seeds at the bottom of the page. Leave space so they can add the roots. Encourage them to create a stem climb up from each donut seed and then add some leaves to each stem. Direct them that at the top of each stem they should draw something that is healthier to eat than a donut. (One idea could be some fruit.) When completed have them discuss their healthier snack options.

Literacy **Oral** 1.4 understanding by retelling **Reading:** 1.6 connect by personal experiences; 1.8 express personal thoughts **Writing** 1.1 identify purpose; 1.2 generate ideas; 1.3 gather information; 1.5 identify and order main idea; 2.1 write short poem 2.3 use familiar words 2.7 make simple revisions	If you could decorate the strangest donut ever what would you use to put on top of the donut? Think of 4 things. They could be really silly things or they could be really delicious things.
	My Donut First I would put _____ Then I would put_____ Next I would put _____ The last thing that I would do is put _____ At last I could eat my donut. Yummy!