

1. Lesson Title:

How My Family Says Hello

2. Objectives:

Academic Objective(s):

- Students will identify various ways, both verbally and non-verbally, in which families say hello
- Students will verbally explain how their family members say hello to one another

Artistic Objective(s):

- Students will use photography to demonstrate the way their family says hello
 - Students will draw a visual image of the “hello” greeting that is captured in a photograph
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3. Standards:

Academic Standards:

- TEKS ELAR: 110.4(b)(3)(B) Use context within and beyond a sentence to determine the meaning of unfamiliar words
- TEKS ELAR: 110.4(b)(6)(D) Create mental images to deepen understanding
- TEKS ELAR: 110.4(b)(6)(E) Make connections to personal experiences, ideas in other texts, and society

Arts Standards:

- National Core Arts Standards (Visual Arts):
 - VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem

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4. Vocabulary Table:

Arts Vocabulary	Content Vocabulary (English Language Arts and Reading)
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Photograph	Observation
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Photography	Brainstorm
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Image	Explanation
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Modeling	Visual representation
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Creation	
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5. Materials/Resources Needed:

General Materials:

- Two or three Polaroid one-shot cameras with enough film for each student to have one picture
- If Polaroid cameras are not available, then the ability to download images from a phone to a computer and print with a color printer
- White cardstock paper
- Colored pencils
- Washi tape

Specialized Arts Materials:

- Stock photos from the internet printed in color and on cardstock of the different ways people say hello around the world
 - Words printed on card stock in various colors and fonts of the different ways people say hello around the world (bonjour, hola, ciao, ola, hallo, konnichi wa, guten tag, etc.)
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6. Lesson Introduction (5–10 minutes):

Begin the lesson with a short video demonstrating various fun ways to say hello. Several videos are accessible online (Go Noodle, etc.) that are age- and school-appropriate. After the video, ask the students, **“Do any of you know ways to say hello in languages other than English? Turn to your shoulder partner and see if you can identify two ways to say hello in other languages.”** Provide the students one to two minutes to complete the shoulder-talk. Then, have them report out their examples to the entire class.

7. Guided Practice (15–20 minutes):

Step 1: Observing Visual Images

Group the students into teams of four. Each quad of students will break up again later in the lesson to become teams of two. For this first portion of the lesson, pass around the images of people using different non-verbal greetings (fist bumps, high-fives, hugging, waving, etc.) and the images with the translations of the various ways to say hello in languages other than English (bonjour, hola, ciao, ola, hallo, konnichi wa, guten tag). Ask each small group to look at the images and make observations.

Step 2: Making Connections

When all the students, in each of the small groups, have looked at all the images, have them briefly analyze the photographs. Have them respond to guided questions that you provide, written on the board, such as, **“Have you seen anyone greet someone like how they are in the photographs?”** and **“Have you ever heard someone say hello in the languages on the cards before?”** After the students have analyzed the photographs and images, explain that the next step they will be brainstorming the way their family members say hello.

Step 3: Brainstorming Artistic Representation

Have the students break up their small group (their quad) into two pairs. Each pair will brainstorm together the ways their family members say hello. During this stage, each student should write in their individual notebook the ideas they have.

Step 4: Creating Photographs

Once the students have clearly identified how their family members say hello, they will use the camera to take a Polaroid of the student modeling that action (fist bumping, high-fiving, arms outstretched to represent hugging, etc.). If they want to have their partner in the photograph (for example, having two students demonstrate the hug), then one of the other members of their small group will need to take the picture. After all photographs are taken, pass out one sheet of white card stock to each student.

8. Independent Practice (15–20 minutes):

Students will:

- Tape the photograph to the corner of their desk using the washi tape.
- Then outline their hand on the white card stock they were provided, making their “family hello” motion on the paper based on the photograph they took.
- Color the hand using the colored pencils provided. Then, they will tape the photograph to the hand-drawn image.
- They will also write a two-sentence explanation of their “family hello” on the back of the card stock.

As the students work, remind them that they use both written explanations and visual representations to explain their family greeting.

9. Closing (5–10 minutes):

Facilitate a class reflection and sharing circle. Ask:

“What are the different ways you learned to say hello today?”

“What was one of the new languages we learned about today?”

Display the photographs and the hand-drawn visual representations on the bulletin board in the classroom or outside in the hallway.

Optionally, ask students to write a short caption that explains:

- Which of their family members uses the greeting they modeled in the photograph
- Their favorite new way to say the word hello (either from learning a new language translation or learning a new non-verbal visual way)

10. Assessment:

Academic Assessment:

- Students' ability to express themselves through visual representations.
- Students' ability to make connections between visual representations and their written explanations.

Artistic Assessment:

- Rubric assessing:
 - Ability to model an idea in a 3-dimensional form
 - Proper use of photography equipment
 - Ability to produce a clear and understandable visual representation (both in the photographic form and in the hand-drawn form)

11. Differentiation Strategies:

- Take the photographs for any students who have difficulty holding and manipulating a Polaroid camera.
 - Provide pre-drawn examples for students who have difficulty tracing and drawing.
 - Allow students to explain their photographs verbally instead of writing sentences on the back of the paper.
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12. Reflection (Post-Lesson):

- Were students able to connect how their family says hello to how other families say hello?
 - What types of greetings did the students choose as their representation? How many students had similar greetings?
 - What connections did the students make between the sound of hello in various languages?
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Notes:

Extensions:

- Have students research additional ways to say hello in other languages and report back to the class the following day.
- Invite students to do the same activity at home with their family members using photographs and hand-drawn images.
- Ask students to interview their family members to determine if there are other ways the family says hello.

Age Range:

Grades 2-5

Risk Level: Low – the materials used in this lesson are materials they will be accustomed to using in their daily lives (cameras and colored pencils with paper)

Community Cultural Wealth Objectives:

Aligned with **CULTIVAR** guiding principles by:

- Tapping into **familial capital** through the identification and acknowledgement of family traditions and expressions
- Celebrating **linguistic capital** by having students use the language that their family members use to say hello, but also understanding the ways in which families in other communities around the world say hello