

Integrated Curricular Unit PLANNING GUIDE

Please use this form as a thinking/discussion guide. We anticipate changes as you go along.



PLEASE COMPLETE THE PLANNING GUIDE ELECTRONICALLY AND SAVE AS A WORD DOCUMENT. IN ADDITION TO HARD COPY SUBMISSION, EMAIL A COPY OF THE ENTIRE DOCUMENT TO YOUR MENTOR. REFER TO GUIDELINES FOR SUBMITTAL DEADLINE DATES. (NO HANDWRITTEN PLANNING GUIDES WILL BE ACCEPTED)

Teacher (name/grade): Alexis Bolton /2nd Grade

Artist (name/discipline): Kelly Pfeiffer/Creative Writing

Connecting Topics: Literature/Language Theme 2:Nature Walk & Creative Writing
(*ex: American Revolution & Improvisation*)

Inquiry Question: What is Natural?

Subject Area: Writing

Planning dates: 7/30/09,7/31/09, 8/13/09 Number of Students: 20

Student Academic objective(s): (Teachers, please include subject area, state goals, standards and objectives)

2-4.1: Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

2-4.5 Revise the organization and development of content and the quality of voice in written works. (See Instructional Appendix: Composite Writing Matrix.)

2-5.3 Create written pieces (for example, rhymes, poems, and songs) to entertain others.

2-6.3: Create categories (for example, solids and liquids) to classify information.

2-5.3a: Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.

2-6.2: Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.

2-6.3: Create categories (for example, solids and liquids) to classify information.

Student Artistic objective(s): (*Artists, please identify an artistic skill/process that will help achieve the academic objectives. Refer to the SC Standards for your art form*)

2-4.1: Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

2-4.5 Revise the organization and development of content and the quality of voice in written works. (See Instructional Appendix: Composite Writing Matrix.)

2-5.4 Create written pieces (for example, rhymes, poems, and songs) to entertain others.

2-6.3: Create categories (for example, solids and liquids) to classify information.

2-5.3a: Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.

2-6.2: Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.

2-6.3: Create categories (for example, solids and liquids) to classify information.

Others:



Music: Improvise song and rhythm chants with words to accompany play activities.

Integrate music into creative writing, storytelling, poetry, dance theatre, visual arts and other disciplines.

Visual Art: Create artwork that expresses their personal experiences.

Identify specific artworks and styles as belonging to particular artists, cultures, periods and places.

Connections: *(Write a brief paragraph describing the connections you will explore between the art form and the content)*

Students will use their senses to explore nature in a variety of ways and respond with a variety of processes to produce both group and individual writing pieces. Students will brainstorm and write sensory descriptions of natural items, draw natural items, create group poems and write songs about natural items. Student will learn the basic elements of nature journaling. Students will explore the process of creating patterns in poetry as they create experiential group poems about natural items. Students will create artwork using natural items as the medium, which will be photographed. Students will write a response piece to a photograph of their own nature art creation.

Anticipated process & Learning experience: How will students explore these connections? How does integrating these standards with this art form create a richer learning experience for students? Why do students learn more by doing it this way?

Students will use hands-on pre-writing activities that engage the senses to observe nature outside and see, feel and smell natural items, both outside and inside the classroom. Students will “play” with pattern to experience how words can be arranged differently to produce different sounds, feelings and emphasis. Students will connect personally with the writing topic (nature) by going outdoors, focusing on details in actual nature items and creating an individual art piece that will be used as reflection for a writing activity. Students will learn and experience that writing can be used for a variety of purposes that are fun and entertaining such as found poems, written poems, song writing and reflection of personal artwork.

Art form/anticipated learning artifacts: (photos, recordings, reflections of the learning process)

- Personal Nature Journal for each student
- Nature Artifacts Box for each student (Shoebox covered in white paper that will be used for recording reflections on outside of box and storing natural items, nature journal, and other resources gathered during the unit.)
- Photograph of individual nature art for each student
- Photographs of activities

Unit activities ideas: Describe both artist and teacher activities:

Preliminary knowledge: Frontloading: How will you activate student curiosity, prior knowledge, memories and emotions so that students make strong connections and get the most learning during the unit?

Teachers will be using the launch of the theme nature to inspire curiosity and interest. Using the vocabulary schema, we will frontload that information for gathering words about a topic. We will meet outside on the first lesson and in several of the artist’s visits which will peak curiosity. During the first session, students will do a hands-on sorting activity, part of which includes each student receiving a paper bag with an item in it to be sorted. The concept of “not knowing what is in one’s bag” (either a natural or man made item) will peak curiosity.

Beginning: How will the unit start? What resources will be needed?

Students will sort items into “natural” and “man made” into hula hoops that create a Venn diagram. Students will explore a leaf with their 5 senses. Artists will lead the students in recording a brainstorm of sensory words. Students will put a leaf in their nature box. The class will create a simple group poem about leaves. Students will trace a leaf on the outside of their box, color the leaf tracing and write descriptive sensory words around the leaf. Teachers will create a nature table/area in classroom using natural items.

Middle: How will the unit proceed?

Students will nature journal outside by drawing 2 nature items and writing 2-3 sensory words about each item. Students will explore pattern in poetry to create group found poems about 2 different nature items. Students will learn a song about nature and explore ways to brainstorm and create new words/lyrics for the song both as a group and individually using nature items. Students will learn to start with a simple main idea as a sentence and write several drafts to add detail and sensory language to the sentence. As a group, students will write a creative non-fiction sentences and a creative fiction sentences about Andy Goldsworthy’s artwork and/or



similar nature art. Teachers will encourage students to use the nature table/area in the classroom for nature exploration and nature journaling.

End: How will the unit conclude?

Students will create an individual piece of artwork using nature items. This art piece will be photographed and students will write a writing piece using the photograph to reflect and notice detail: 1 creative non-fiction sentence and 1 creative fiction sentence. Students will view a slide show of photographs from the unit.

Personal/Social connections: How will you use the inquiry question to help students make personal connections with the content area? With the art form? How will you continue to explore these connections throughout the unit?

Students will have a direct personal experience with nature outdoors and then write about their personal observations using sensory words. Students will be asked to notice similarities between a leaf and their hand. Students will create an individual piece of nature art of their choice, which will be photographed. Students will write using a photograph of their own artwork as inspiration and for reflection purposes. Students will be recording information in a personal nature journal and personal nature box (shoebox covered in white paper).

Answering the inquiry question: How will you create experiences in each session that allow students to answer the inquiry question in deeper, more comprehensive ways? What aspects or sub questions of the inquiry question will you explore?

How can I use my senses to explore nature?

What details do I notice in nature?

What can I create from observing nature?

What are different ways I can write about nature?

How does word arrangement affect patterns in poetry?

What are different ways groups can write poems together?

In what way(s) will students answer the inquiry question? (*example: writing, creative dramatics, creative movement, music, visual art*)

Nature journaling, music, song writing, found poems, performance poems, nature art (visual), creative writing.

List making-brainstorming

How will you use this information to inform future session and progress of the unit?

Photographs of activities will often be used as review/reflection pieces to start a lesson. Nature art will be used to reflect on as a writing activity for the following session. Brainstormed lists will be used as detail information for future writing pieces. A song will be the basis for changing the lyrics/words to create a new song.

Unit Support (*Questions to consider/discuss*)

Artist: What can the teacher do to best help you with the unit? (*Preparation, behavior management, support during and after the unit, etc.*)

Artist will need to e-mail digital photographs to teachers in a timely manner.

Teachers will need to have digital photographs cued and ready to go before artist visits.

Teachers will stop the activity to handle any behavior issues.

Teachers will give feedback to artist about speed of lessons, progression of lesson and instructional strategies to make the lesson be as age appropriate and as valuable as possible.

Teacher: What will you do during the artist sessions? What will you do to prepare for the artist sessions and how will you continue to support the inquiry on non-artist days?

Teacher will gather materials and introduce theme, terminology, and behavior expectations to prepare for your visit. Teachers will set up a “nature table” or “nature station” in the classroom to have natural items available to students for nature journaling and other nature reflection. On days that artist is not there, teacher will extend activities by doing them again independently, reading stories to develop schema, and responding to nature literature and poetry.



(Students hopefully will want to do activities such as nature journaling independently and adding details to their boxes) When artist is in the classroom: teacher will be participating with the class when able, recording on the chart or Pro board for the artist for future lessons, or documenting on a copy of the unit plans or with pictures, etc.

Assessment: indicators of learning: What formative assessment strategies will you use throughout the unit to inform your teaching?

Teacher Designed Rubric

Observation by teacher and artist that students are either not achieving, are achieving or exceeding expectations of objectives such as students draw 2 items and write 2-3 descriptive words/phrases for each, students write a song in their journal or on their box, students write a reflection piece about a photograph of their personal nature art. Photograph of each nature art indicates participation in nature art activity.

What summative assessment will you use at the end of your unit to assess overall student learning? If using a rubric(s), please provide an electronic copy.

Teacher Designed Rubric

Schedule of Artist Sessions – Please notify your MENTOR of any changes

Session Dates & Times <i>(indicate exact times you will be in classroom)</i>	Activity(s) SEE ATTACHED LESSON PLANS for SPECIFICS <i>(describe the activities designed for each session)</i>	Role of Teacher <i>See attached lesson plans</i>	Role of Artist <i>See attached lesson plans</i>	Reflection & Meaning Making <i>(writing, interview, visual, tableaux, discussion, etc.)</i>
<p>1 Date: Oct 6, 09 Time: 9:00 am</p>	<p>Exploring Nature/What is Natural? /Sorting Natural and Manmade Objects/ Getting to Know A Leaf through Our Senses:</p>			<p>place a sticker dot on the nature item that you'd like to know more about</p>
<p>2 Date: Oct 8, 09 Time: 9:00 am</p>	<p>Writing with Our Senses/ Leaves Look like _____, _____ Sound like _____, _____ Taste like _____, _____ Smell like _____, _____ Feel like _____, _____/ Leaf Tracing & Description</p>			<p>Group “found poem” using sensory words about leaves.</p>
<p>3 Date: Oct 12, 09 Time: 1:15 pm</p>	<p>Nature Journaling/4 Elements of nature journaling/Students draw 2 nature items and write 2-3 details about each.</p>			<p>Small group reflection: similarities & differences in student’s nature journaling</p>
<p>4 Date: Oct 13, 09 Time: 9:00 am</p>	<p>Poetry patterns/Found Performance Poem about rocks (in different patterns)/Explore pinecones/Found Performance Poems about pinecones (in different patterns)</p>			<p>Students write: Our pinecone pattern performance poem was _____. (Students fill in the blank.)</p>
<p>5 Date: Oct 20, 09 Time: 9:00 am</p>	<p>Writing a new verse to a song/Sing Turn the World Around/Learn motions to song/Students explore a stick with their senses and brainstorm sensory words, then sentences to create a new verse to the song.</p>			<p>Students trace their stick onto their box & write the new verse to the song on the box. Students tell 1 thing they learned today.</p>
<p>6 Date: Oct 22, 09 Time: 9:00 am</p>	<p>Written descriptions of nature photographs: View nature art created by Andy Goldsworthy/Group writing to build more detailed sentences through several drafts using creative non-fiction & fiction writing to look for imagery.</p>			<p>Reflection Questions: What are some nature items we can use to create nature art? What can we do to sentences to make them give more details?</p>
<p>7 Date: Oct 27, 09 Time: 9:00 am</p>	<p>Creating Nature Art: Look again at Goldsworthy’s art/Students point out patterns- guess process/Students create individual nature art/Artist photographs each student’s nature art/Students nature journal their art piece including detail words.</p>			<p>Literal human tableaux of one of Andy Goldsworthy’s artworks – take photograph.</p>
<p>8 Date: Oct 29, 09 Time: 9:00 am</p>	<p>Writing about Nature Art: Students get copy of photograph of their nature art/Artist leads students to write an individual creative writing piece about their artwork using 1 creative non-fiction sentence and 1 creative fiction sentence.</p>			<p>Students view a photographic slide show of unit to reflect on the entire unit.</p>

Process Documentation: How will you work together to document the process throughout the unit? What types of documentation are meaningful for this unit? Consider who will document during different activities. Artist and teachers will take photographs of results of some activities as well as students working. Students will write and draw in nature journals and on the outside of their shoebox. A slide show of photographs will be assembled by the artist.

How will you use this documentation to enhance student reflection and learning?

Several photographs (noted in lesson plans) will be used as review and reflection elements in future lessons. Students will write and draw in nature journals and on the outside of their shoebox. Students will view the slide show of the unit at the unit conclusion.

Vocabulary: What vocabulary will be introduced? Include vocabulary for content area, art form and any other new vocabulary introduced in this unit.

Nature Journaling, pattern, senses, see, smell, feel, taste, hear, found poem, natural, nature art, schema, performance poem, tableaux

Materials: What materials or supplies will you need for this unit? (Please include details on page 3)

Brown paper bags (20) - \$3.00, photo processing for digital photos (60 photos) - \$20.00, book - “Echoes for the Eye: Poems to Celebrate Patterns in Nature” by Barbar Juster Esbensen - \$20.00, Index cards - \$6.00, Bag of feathers - \$10.00, Bag of Shells - \$10.00

Teacher Learning:

What will the teacher learn during this unit that will add tools to his/her teaching toolbox? Be specific. (ex: specific activity, element of art form, printed resources, introduction to a piece of art, how to access and encourage student creativity)

A simple **performance poetry technique** (circle with words on 8 x 11” papers on floor: can be used with a short actual poem as well)

Nature Journaling: gathering information by drawing and writing detail words on plain, unlined paper with freedom to choose placement of drawings and words and freedom to write in curves or at angles.

Song writing using a music template: How to engage students to write their own songs by starting with a simple, fun song and taking students through the process to change the lyrics.

Found Nature Art: Arranging found items in nature to create a pattern or picture and photographing the work.

Writing Response to Personal Artwork: Students can reflect on their own visual artistic creations to create a writing piece with personal connection.

How will you work together to ensure that teacher comfort and confidence in these skills are growing throughout the unit?

E-mail correspondence after each artist visit to make other aware of any concerns or successes.



What is Natural?	Artist's Role	Teacher's Role
<p><u>Lesson 1: Exploring Nature/What is Natural?</u> Meet artist outside: [5 min/5 min] Explore the question: “Where are we?” “Have you been here before?” “How is this different from your classroom?” Warm Up: [5 min/10 min]</p> <p>Sorting Natural and Manmade Objects: [20 min/30 min] Lay hula hoops on the ground as a Venn Diagram Large group sorting (pull items out of a bag, have the class guess whether the item is “natural” or man made”; use a plastic bug or plastic butterfly as something that is “man made”) Pair Sorting (pair students, give each student a paper bag stapled shut, students open their bag, discuss with your partner whether each item is “found in nature” or “man made” and place it in the appropriate hoop on the ground “So let’s see what we’ve sorted. Does everyone agree with what we’ve sorted? (Discussion, if needed to talk about reasons that people might put an item in a different hoop or in the middle of the Venn Diagram for “both”)</p> <p>Find a Leaf: [5 min/35 min] Each student stands up, finds a leaf and sits back down at their place in the circle.</p> <p>Getting to Know A Leaf through Our Senses: [15 min/50 min] Choose Leaf (each student) Use 5 senses to investigate the leaf more closely and describe it with sensory words. Artist records on flip chart by in visual categories by senses. (We will use the list in the next session to write a simple group poem.)</p> <p>Reflection: [10 min/60 min] Give each student a sticker dot. Form a circle around the hula-hoop Venn diagram. Tell students to look at the items in the hoop labeled “natural”. Tell them, “As you look at the natural items, choose one that you’d like to know more about. Slowly and carefully walk over to the hoop and place a sticker dot on the nature item that you’d like to know more about.</p> <p><i>*Take photo of Venn Diagram with sticker dots on it at end of session. (E-mail photo to respective teachers and ask that they have it ready to show on the Smart Board at the next lesson.)</i></p> <p><i>*Write “smell” words on individual 8” X 11” sheets of paper with wide marker</i></p> <p>Carry Leaf back to Classroom and put in shoebox covered in white paper.</p>	<p>Bring camera, flip chart, markers, 2 hula hoops, 2 8 ½ x 11 paper with “Natural” and “Man made” printed on them and paper bags (\$) filled with items to sort (1 per student). Lead majority of lesson.</p>	<p>Gather shoe boxes (1 per student) and cover in white butcher block paper.</p> <p>Bring class to artist outside</p> <p>Keep flip chart pages to use in future lessons.</p> <p>Purchase & bring blank, unlined index cards</p> <p>Purchase feathers.</p> <p>Set up nature table in classroom.</p> <p>Purchase book - “Echoes for the Eye: Poems to Celebrate Patterns in Nature” by Barbar Juster Esbensen</p>
<p><u>Lesson 2: Writing with Our Senses (Sensibility Poem)</u> (Artist in Classroom) Prep: <i>Tape smell word sheets (from lesson 1) around the room on the wall in various places.</i></p>	<p>Artist brings a big leaf, sticky notes &</p>	<p>Teacher cues Venn Diagram photo on Promethia</p>

<p>Review: [10 min/10 min] Show photo from Venn Diagram on Promethian board. Questions: -Last time what did we learn about? -And what did we do with sticker dots? (I want you to remember how we voted with sticker dots because we're going to do some more voting with sticker dots today.) -What nature items did this class want to know the most about? (We will learn about some of these items both with your teacher and when I come to visit, but before we do that, we're going to go back to how we got to know our leaf.)</p> <p>Warm-Up: [5 min/15 min] Students get their leaf out of their box. We got to know our leaves well last time. Let's say "hi" to our leaf again. "Hi leaf!" Hold your leaf in one hand and hold your palm next to your leaf. Look at your leaf and your palm. Do you see anything similar about your hand and your leaf? (lines, veins, curves, etc.) Now rub your leaf and rub your hand. Do you feel anything similar about your hand and your leaf? (soft, lines)</p> <p>Leaves Writing: [20 min/35 min] Now let's turn our sensory words in to a piece of writing. Large group compose a writing piece about "leaves" using sensory words from previous activity. <u>Read visual words.</u> Have each student place a sticker dot beside their favorite visual word. <u>Read sound words.</u> Have each student vote for their favorite word by clapping once after artist reads each word. Artist tallies the number of claps for each word. <u>Read taste words.</u> Have each student stand up to vote for their favorite word after the artist reads each word. Artist tallies the number of people standing for each word. <u>Read smell words.</u> Have each student vote for their favorite word by standing underneath the word on the wall. <u>Read feel words.</u> Have students come up in 2 or 3 small groups and point to their favorite word. Artist tallies with marks beside the words. Artist asks class to tell which two words in each category got the most votes and fills in the blanks with the two words that got the most votes.</p> <p>Leaves Look like _____, _____ Sound like _____, _____ Taste like _____, _____ Smell like _____, _____ Feel like _____, _____</p> <p>Choral Reading of Poem: Class reads the poem aloud.</p> <p>Leaf Tracing Art/Simple Journaling: [15 min/45 min] Model how to hold the leaf still and trace around it. Each student traces his/her leaf on the shoebox and adds details such as vein lines and colors leaf with colored pencils. Students choose their two or three</p>	<p>sticker dots & papers with smell words written on them from the previous lesson.</p>	<p>n Board.</p>
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<p>favorite words from our sensory lists and writes in either inside the leaf, or next to the leaf.</p> <p>Leaf Tracing Reflection/Found Poem: [15 min/60 min] Students stack or place the shoeboxes all together so that the leaf tracings are all facing outward. Students bring a pencil and sit in a semi circle around the stacked boxes. Ask students to think of one word to describe leaves and write in on a sticky note. Students put their sticky note in front of them. Pass a big leaf around the circle. Artist says “leaves” first, and each person says their word when they are holding the leaf. Artist explains that this is another way to make a poem. Students stand up in order that they were sitting in the semi circle and place their sticky notes on the flip chart.</p> <p>*Take photo of stacked shoeboxes & a photo of the sticky notes at the end of the lesson. (E-mail photo to respective teachers and ask that they have it ready to show on the Smart Board during lesson 4.)</p> <p>Standards: 2-6.2: Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information. 2-6.3: Create categories (for example, solids and liquids) to classify information. <u>2-5.3a: Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.</u></p>		
<p><u>Lesson 3: Exploring Nature Journaling & Paying Attention to Detail</u> (Meet outside) Review: [5 min/5 min] (a) <u>Brainstorm a list of things that are natural or are in nature. Write items on the flip chart.</u></p> <p>Warm-up: [10 min/15 min] (b) <u>Artist & Teacher Model how to sculpt a partner into something from the list. Sculpture & Clay Partners – Sculpt your partner into something you would find in nature.</u></p> <p>4 Common Details of Nature Journaling: [10 min/25 min] date, time, temperature & weather: how to show weather with symbols/images/pictures. Students will draw pictures to represent different types of weather.</p> <p>Nature Journaling: [20 min/45 min] (c) <u>Record date, time, temperature & weather; choose at least 2 items to draw using a pencil; Write 2 sensory details about each item. Students can either write 2 words or 2 phrases. Students can add color to their page using colored pencils.</u></p> <p>Reflection: [15 min/60 min] We Do: Similar & Different: artist leads students to compare & contrast 2 nature journal pages. They Do: Sharing Circles - Students sit on ground small groups of 3 or 4. Students lay their nature journal page down so that everyone can see all of the pages. Students take turns telling 1 thing they see that is similar between 2 of the pages and 1 thing that is different.</p>	<p>Bring artist’s nature journal, Flip chart, portable easel, markers & thermometer</p>	<p>Have students bring nature journals and pencils & colored pencils.</p>

<p>*Take photos of students nature journaling & of journal pages laid side by side during reflection. (E-mail photo to respective teachers and ask that they have it ready to show on the Promethian Board at the lesson 4.)</p> <p>Standards: <i>2-6.2: Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.</i> <i>2-4.1: Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</i> <i>2-5.3: Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.</i></p>		
<p>Lesson 4: Poetry Patterns (Artist in Classroom) Review: [5 min/5 min] Show photos of students nature journaling. Ask students to recall some things we did during the nature journaling session. Show photos of lesson 3. Ask students to recall some things we did during the nature journaling session. Show photos of lesson 2 (stacked boxes and sticky notes). Tell students that today we are going to do some more writing about nature.</p> <p>Warm Up: [5 min/10 min] Choral reading of leaf poem created in lesson 2. Ask students what patterns they see or hear in the poem.</p> <p>Rock Schema: [5 min/15 min] Show students a piece of flip chart paper with “ROCK” written in the center and descriptive words written all over the paper. Tell students that the class is going to use these words to create different poem about rocks. Each poem will have a different pattern. (“rock” on several sheets of paper and “smooth”, “jagged”, “white”, “black”, “heavy”, “hard”, etc. on different sheets of paper.</p> <p>Creating a Group Poem about Rocks: [10 min/25 min] <u>Group Rock Poem 1 (pattern 1):</u> Students stand in a circle. Artist lays a “rock” paper in front of every other student and a schema word in front of every other student. The class creates a poem by reading their papers in order (flowing around the circle). <u>Group Rock Poem 2 (pattern 2):</u> Artist lays a “rock” paper in front of every 4th student. The other students have schema words in front of them. The class creates a poem by reading their papers in order (flowing around the circle). <u>Group Rock Poem 3 (pattern 3 with motions):</u> Artist lays a ‘rock” paper in front of every 7th student. The other students have schema words in front of them. Each student creates a motion to go with their schema word or “rock” word. The class creates a poem by reading their papers in order (flowing around the circle).</p> <p>Brainstorming Sensory words with Pinecones: [15 min/40 min]</p>	<p>Artist brings flip chart paper with Rock schema words written on it and 8 x 11” pieces of paper with rock schema words written on it. Also brings 5 8 x 11” pieces of paper with “pinecones” written on them.</p>	<p>Write group brainstormed words on white sheets of paper for pinecone poem.</p>

Give each student a pinecone. Lead students to explore the pinecone with their senses and brainstorm sensory words. Teachers write sensory words on 8” x 11” pieces of paper.

Creating a Pattern Poem about Pinecones: [10 min/50 min]

Group Pinecone Poem 1 (oral only): Artist lays a “pinecone” paper in front of every 4th student. The other students have schema words in front of them.

Group Pinecone Poem 2 (oral only): Artist lays a “pinecone” paper in front of every 7th student. The other students have schema words in front of them.

Group Pinecone Poem 2 (pattern with motions): Artist lays a “pinecone” paper in front of every 7th student. The other students have schema words in front of them. Each student creates a motion to go with their schema word or “pinecone” word. The class creates a poem by reading their papers in order (flowing around the circle).

Reflection: [10 min/60 min]

Students trace the outline of their pinecone on their shoebox and write. Next to the tracing, students write: Our pinecone pattern poems were _____. Students fill in the blank.

2-4.1 Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.

2-4.5 Revise the organization and development of content and the quality of voice in written works. (See Instructional Appendix: Composite Writing Matrix.)

Lesson 5: Writing a Song

(Artist in classroom)

Warm up: [10 min/10 min]

Nature song with motions: Turn the World Around by Harry Belafonte.

We come from the fire,

Living in the fire,

Go back to the fire,

Turn the world around.

We come from the water,

Living in the water,

Go back to the water,

Turn the world around.

We come from the mountain,

Living on the mountain,

Go back to the mountain,

Turn the world around.

Woo Ho SO IS LIFE

Abbbbbb HA SO IS LIFE

Show video [5 min/15 min] of Harry Belafonte and the Muppets singing “We come from the mountain”.

I do: I bring a sample on a flip chart paper of schema words that go with stick. (Stick is written in the middle and around it are written description words, such as rough, smooth, grey, bumpy, brown, bark covered, long, short, big, small, Y shaped, crooked, straight, woody, snaps, crackles.) I tell a sentence I could write about a stick using 1 or more of the words on my list. I ask students to tell a sentence they could write about a stick using 1 or more of the words on my list.

We Do: The class writes a schema list about leaves using the leaves we gathered and traced and from the group writing in Lesson 1)

They Do: Have different “nature stations” set up with different sets of nature items. Groups stay at one table for 5 - 7 minutes and then rotate to the next table. While groups are at the table, they write the item on 1 side of the index card and write detail words/sensory words either around the main word or on the back of the index card.

Stations:

1: Rocks

2: Pinecones

3: Bark

4: Pea pods

5: Nuts/Acorns

Song Writing:

I Do: I write a new verse to the song “Turn the World Around” using “stick” as my topic.

Bring sticks..

Bring song words written on flip chart paper.

Cue video of Harry Belafonte on the muppets singing “Turn the World Around”

“I am rough and bumpy.
I smell very woodsy
I crack in the fire
I am a stick.”

We Do: The class explores several different verses to the song “Turn the World Around” using “leaves” as the topic.

They Do: Each child writes a new verse to the song “Turn the World Around” using either rocks, pinecones, bark, pea pods or nuts/acorns as the topic.

Write Song on Box: Each student writes the words to his/her song around the top edge of the box or anywhere else on the box.
Students store scheme cards in box (or in another place designated by teacher.)

Reflection: Students trace their stick onto their box & write the new verse to the song on the box.
Students tell 1 thing they learned today.

If extra time: Students create motions for their song.

Standards:

- 2-6.2: Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.
- 2-4.1: Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
- 2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.
- 2-5.4 Create written pieces (for example, rhymes, poems, and songs) to entertain others.
- 2-6.3: Create categories (for example, solids and liquids) to classify information.

Lesson 6: Adding Detail to Sentences/Writing about Imagery in Art

(Artist in Classroom)

Show Andy Goldsworthy's nature art & artist's nature art.

Show & read detailed sentences in response to nature art.

Writing Detailed Sentences Process: Artist leads students in process of writing creative non-fiction sentences. Start with a simple sentence and building a bigger sentence by writing several drafts, each with more detail about one of Andy Goldsworthy's nature art photographs.

Writing Detailed Sentences Using Imagery: Artist leads students in process to writing creative fiction sentences using imagery about Andy Goldsworthy's nature art. Start with a simple image idea (based on a piece of artwork) and build a more detailed descriptive sentence. This is done as a group and will be done later in Lesson 8 as individuals.

Andy Goldsworthy: "Balanced Rocks"

Creative Nonfiction (example):

Draft 1: Rocks stacked on top of each other.

Draft 2: Square rocks and one circle rock stacked on top of each other.

Draft 3: Eight square rocks and one circle rock stacked on top of each other.

Draft 4: Four square rocks and one circle rock and four square rocks balanced on top of each other.

Creative Fiction (example):

A brown, geometric birthday cake.

(things) (action: what you did)

(a sentence that includes an object that the art resembles, a shape and a sensory word)

Four square rocks and one circle rock and four square rocks balance on top of each other.

A rugged geometric birthday cake.

Andy Goldsworthy: "Japanese Maple"

Creative Nonfiction (example):

Draft 1: leaves poked together in a line

Draft 2: Maple leaves poked together in a line.

Draft 3: Dozens of maple leaves poked together in a line.

Draft 5: Dozens of maple leaves poked together in a curvy line.

Creative Fiction (example):

A curvy orange string winds around rocks.

OR

A long snake slithers around white mountains.

Dozens of maple leaves poked together in a curvy line.

A long snake slithers around white mountains.

Creating a Group Piece of Nature Art: Students use natural looking feathers to create a group piece of nature art.

Group Writes a Detailed Sentence about Group Nature Art.

Group Writes a Detailed Sentence Using Imagery about Group Nature Art.

Sketching Nature Art: (if time) Students sketch the group nature art onto their box and write the 2 group sentences beside it.

Reflection Questions:

What are some nature items we can use to create nature art?

Bring Book of Andy Goldsworthy's nature art.

Have feathers ready in the classroom: at least 1 per student.

<p>What can we do to sentences to make them give more details?</p> <p>Standards: <i>2-6.2: Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.</i> <i>2-4.1: Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</i> <i>2-5.5 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.</i></p>		
<p>Lesson 7: Creating Nature Art (Meet outside) Learning about Andrew Goldsworthy and nature art: Students look at selected photos of Andrew Goldsworthy’s nature art. Students answer questions such as <i>-“How do you think Andrew Goldsworthy created this?”</i> <i>-“What do you think he had to do to get the items to stay this way?”</i> Identifying patterns in Andrew Goldsworthy’s creations: As a group, students look back at photos and identify patterns in his artwork. Creating Nature Art: Students create very simple art using items from nature. (Students create a line or shape using pattern or free form style.) Reflection: Literal human tableaux of one of Andy Goldsworthy’s artworks – <i>*take photograph.</i></p>	<p>Bring camera, step ladder & book about Andy Goldsworthy. Shoot photos of student’s nature art & shoot group photo of literal tableaux.</p>	<p>Create a piece of nature art.</p>
<p>Lesson 8: Writing about Nature Art (Artist in classroom) I do: Show and read a writing piece I created about one of my own nature art creations. They do: Students create a writing piece about their nature artwork using the process they learned in Lesson 6. Reflection: Students watch a slide show of the unit & answer questions: What is natural? How can I use my senses to explore nature? What details do I notice in nature? What can I create from observing nature? What are different ways groups can write poems together? What are different ways I can write about nature?</p> <p><i>2-6.2: Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.</i> <i>2-4.1: Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</i> <i>Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.</i></p>	<p>Prepare slide show of unit & e-mail to teachers to show on the Pro board. Print photos of each student’s nature art & bring to lesson.</p>	<p>Write about nature art. Cue slide show on Pro board.</p>