

Knowledge Research

Teacher Guide

Kindergarten

Art and the World Around Us

English

Kindergarten

Knowledge Research

Art and the World Around Us

Teacher Guide

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- Capitalization
- Punctuation

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- Sharing
- Compiling the Class Book

Introduction

ART AND THE WORLD AROUND US

This introduction includes the necessary background information to be used in teaching the unit *Art and the World Around Us*. The Teacher Guide for *Art and the World Around Us* contains fifteen daily lessons. Each lesson will require a total of sixty minutes.

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Image Cards and Posters found in Image Cards for *Art and the World Around Us*
- Activity Pages for *Art and the World Around Us*
- Digital Components for *Art and the World Around Us*

You will also need a classroom copy of each of the following trade books, which are available at physical and online bookstores.

- *The First Drawing* by Mordicai Gerstein
- *Van Gogh and the Sunflowers* by Laurence Anholt
- *My Name is Georgia* by Jeanette Winter
- *A Life Made by Hand* by Andrea D'Aquino
- *Rainbow Weaver* by Linda Elovitz Marshall
- *Luna Loves Art* by Joseph Coelho

WHY ART IS IMPORTANT

“Every child is an artist,” said Picasso, meaning that every child uses art to explore and understand the world around them. *Art and the World Around Us* honors that truth by introducing Kindergarten students to some of the ways in which artists have explored and understood the worlds around them, too.

This domain introduces students to artists from different time periods, countries, and cultures. Throughout the unit, students will learn about different kinds of art and how artists use the world around them as they make art. Students will connect this to what they have already learned about the earth, plants, and animals in the domains *Farms, Plants, and Taking Care of the Earth*. They will also connect this to what they have learned about sculptors in the *Presidents and American Symbols* domain. As they explore different artists and artistic traditions, students will develop their ideas about how humans are connected to each other and to the world around them.

As you read the texts in this unit, students may observe ways in which the characters or subjects are both similar to and different from students. This is a good opportunity to teach students awareness and sensitivity, building on the idea that all people share some things in common, even as they have things that make them unique. **This unit also offers an excellent opportunity to collaborate with your school’s art teacher, as many lessons have suggested activities to help students understand the kind of art they are studying.**

CORE CONTENT OBJECTIVES

The following Core Content Objectives are addressed in this domain:

- Use details to describe art.
- Identify three ways to create art.
- Identify characteristics of cave art.
- Sequence the steps of making pottery.
- Describe how artists can create work connected to the world around them.
- Describe what makes Kehinde Wiley’s portraits unique.
- Explain how the texture of a surface can affect artwork created on it.
- Explain what a sculpture is.
- Describe what makes James Turrell’s artwork about the sky unique.
- Explain what a museum is and what kinds of things you can see or do there.

CORE VOCABULARY FOR ART AND THE WORLD AROUND US

The following list contains all of the core vocabulary words in *Art and the World Around Us* in the forms in which they appear in the Read-Alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<p>Lesson 1 artist brushstroke canvas paint pigment pottery statue sculpt wire</p>	<p>Lesson 2 boulder extinct flicker lumber mammoth musky Paleolithic</p>	<p>Lesson 3 burnish fire kiln mound museum shape wash</p>
<p>Lesson 4 awaken pleased postman quick uniform</p>	<p>Lesson 5 bundle canyon plains statue still-life studio</p>	<p>Lesson 6 brilliant calligraphy character choreographer defy fascinating form</p>
<p>Lesson 7 beam dull gather textile</p>	<p>Lesson 8 background model portrait traditional</p>	<p>Lesson 9 artificial construct frame remote</p>
<p>Lesson 10 bronze massive pulse sketch thrash</p>		

WRITING

In this domain, students focus on research and inquiry using information from the texts in the Read-Alouds. They learn to follow a research plan, identify a question to guide their inquiry, research facts and information to help them answer the question, organize their information, and share what they have learned. In the early lessons, students use a KWL chart to collect information they know, wonder, and have learned about art. They use this chart to identify a question about art that they will research throughout the unit. They then conduct this research, organizing it and using it to create a page for a class book.

Throughout, they use vocabulary and details to describe key concepts in texts about art. They use writing and drawing to identify important characteristics of art, describe how various artists have been connected to nature and the world around them, and sequence events in the process of making art.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Organizing Information (Activity Page 2.1)
- Sequencing Events (Activity Page 3.1)
- Planning and Conducting Research (Activity Pages 4.1 and 5.1)
- Page for Class Book (Activity Page 14.1)

ART EXTENSIONS

In the following lessons, under the Advance Preparation in this Teacher Guide, you will find suggestions for implementing art extensions with your students:

- Lesson 2: Art Surfaces
- Lesson 3: Making Pottery
- Lesson 4: Painting Flowers
- Lesson 5: Still Life
- Lesson 6: Pipe Cleaner Sculptures
- Lesson 8: Portraits
- Lesson 9: Sky Frames
- Lesson 10: Virtual Museum Visit

1

ART AND THE WORLD AROUND US

Introducing Art

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss art and artists and share their own experiences.

[SL.K.1, SL.K.4]

Reading

Students will use details to describe art and artists based on the Read-Aloud.

[RI.K.1]

Language

Students will demonstrate an understanding of the Tier 2 word *artist*.

[L.K.5c]

Writing

Students will draw or write to identify three ways to create art.

[W.K.2]

FORMATIVE ASSESSMENTS**Activity Page 1.1**

Draw or Write Students will draw or write to identify three ways to create art.

[W.K.2]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Domain Introduction	Whole Group	10 min.	<input type="checkbox"/> KWL chart
Core Connections			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Image Cards 1A-1 through 1A-12 <input type="checkbox"/> Read Aloud: "What Does Art Show Us?"
Read-Aloud			
Comprehension Questions			
Word Work: <i>Artist</i>			
Application (20 min.)			
Image Review	Whole Group	20 min.	<input type="checkbox"/> Activity Page 1.1

ADVANCE PREPARATION

Core Connections

- Prepare a KWL (Know-Wonder-Learn) chart on chart paper. Alternatively, you may access a digital version in the digital components for this domain. Save the chart for use in future lessons.

	Know	Wonder	Learn
painting			
sculpting			
drawing			
pottery			
artists			

Writing

- Students will be drawing information they have learned about art. You may wish to provide markers, colored pencils, or other materials for students to use in drawing.

Universal Access

Writing

- Assemble artwork students have completed during the school year and use it to prompt their thinking about ways they have made art.

CORE VOCABULARY

artist, n. a person who makes things for people to look at for enjoyment

Example: An artist is a person who creates art.

brush stroke, n. lines of paint made with a brush

Example: An artist can use as many brushstrokes as she wants.

Variation(s): brushstrokes

canvas, n. a kind of cloth that holds a lot of heavy paint

Example: The art teacher showed us how to paint on a canvas.

paint, v. put color on something, usually with a brush

Example: Georgia O’Keeffe liked to paint flowers.

pigment, n. flakes of stone and other materials that mix with oil to form colors

Example: A painter picks up pigment with their brush.

pottery, n. objects an artist makes out of clay

Example: Some use clay to make pottery, like cups, bowls, or other objects.

statue, n. copies of things in stone or other hard materials

Example: A statue of a dinosaur that is ten feet tall appeared.

Variation(s): statues

sculpt, v. to make an object, such as a statue, using clay or other materials

Example: Asawa believed that sculpting was kind of like drawing in space.

Variation(s): sculpting

wire, n. a string-like material made of metal

Example: Ruth Asawa made sculptures using wire.

Vocabulary Chart for “Introducing Art”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	canvas pigment paint pottery statue sculpt brushstroke	artist wire	
Multiple Meaning			
Sayings and Phrases			

Lesson 1: Introducing Art

Introducing the Read-Aloud



Speaking and Listening: Students will discuss art and artists and share their own experiences. [SL.K.1, SL.K.4]

DOMAIN INTRODUCTION (5 MIN.)

- Ask students to think about their favorite place in nature. This could be a place they have visited or have seen on the Internet, television, in books, or in photos, such as the beach, mountains, a park, a beautiful sunset, or a field of flowers.
- Have students imagine that they were going to create a piece of artwork that shows their favorite place. What kind of artwork would they create?
- Tell students that over the next several days they will be listening to Read-Alouds about art.
- Explain that they will learn about different kinds of art and different artists.
- Tell students that they will learn how many artists create art that shows nature or the world around them.

CORE CONNECTIONS (5 MIN.)

- Ask students what they already know about art. You may prompt discussion with the following questions:
 - What tools or supplies do you use to create art?
 - What kinds of things could you see in a work of art?
 - Where could you see works of art? What do you know about this place?
 - Do you wonder anything else about art?



Check for Understanding

KWL Chart: Use a KWL chart to record student responses. Save the chart for use in future lessons.

Lesson 1: Introducing Art

Read-Aloud



Reading: Students will use details to describe art and artists based on the Read-Aloud. [RI.K.1]

Language: Students will demonstrate an understanding of the Tier 2 word *artist*. [L.K.5c]

PURPOSE FOR LISTENING

- Tell students that today they will begin to learn about several kinds of art and several artists.
- Tell them to listen carefully to learn about these artists and the special supplies or tools they use to create different kinds of artwork.

READ-ALoud (15 MIN.)

“What Does Art Show Us?”



Show Image 1A-1

If you lived in the desert, would you draw a fish? If you lived in the ocean, would you draw a tree? And if you lived in the city, would you draw a herd of elephants running wild?



Show Image 1A-2

You might draw these things! Many people imagine new things when drawing. But we also often make art about the things we experience around us.

Art is a very short word with a whole lot of meanings. You can use the word *art* to mean stories, or songs, or dances, or games. *What are some ways you've made art in the past?*



Show Image 1A-3

Making art is one way we learn about the world. We have all done this, even your family members and other adults you know. *[You may wish to tell students a little bit about art you used to make when you were their age.]*

Making art is a normal thing we do to help us understand the world.



Show Image 1A-4

How does art help us understand the world? Well, if you look at the world and draw something there, you might know a little more about it than you did before, right?

For example, imagine you draw a tree. You know more than you did before about how tall it is. You know more about the colors it is made of. You know more about what kind of leaves it has and about how its branches are arranged. And the more times you draw the same tree, the more you learn about these things.

Plus, art helps make the world a little more beautiful. And that's always good. *What's something you find beautiful?*



Show Image 1A-5

And here is another thing about art: when we look at art and think about it, we learn a little bit about what the artist experienced in making it. When we draw a tree, we are teaching someone else what we know about the tree. When we draw our families, it is like we are introducing them to someone.

Even when you draw something made up out of your imagination, you teach people a little more about what you imagine. That can sometimes be the most important thing to share with people.



Show Image 1A-6

As we grow up, we find lots of other exciting ways to learn about the world and to help the people we find there. But some people think the best way to be helpful is to keep making art about the world around them. They want to really understand the things they see, and they want to show them to us in beautiful ways so that we can see them, too.

We call people who decide to do that job **artists**. An artist is a person who creates art. Some artists have special training or go to school to learn ways to make art. Other artists just start creating!



Show Image 1A-7

We have been talking about drawing. *What do you use when you draw something?* But there are also other kinds of art. For the next few weeks, we will talk mostly about artists who **paint** and **sculpt**. To paint, you put color on something such as a piece of paper. Usually painters use a brush, but sometimes they use

other things, such as their hands. *Have you ever finger-painted?* Artists who sculpt use clay or other materials to make something. *Have you ever sculpted something from modeling clay?*



Show Image 1A-8

This is a painting by an artist named Georgia O'Keeffe. O'Keeffe lived in the Southwest United States, in the state of New Mexico, for many years. She saw flowers and beautiful landscapes there. Sometimes she even saw cow skulls. These are all things she liked to paint. When an artist paints, they use colored pigment, or little flakes

of stone and other materials that mix with oil to form colors. A painter picks up pigment with their brush, which they use to put the pigment onto a surface.



Show Image 1A-9

Here is a photograph of Georgia O'Keeffe.

When people asked O'Keeffe why she painted flowers the way she did, she said she painted them the way she saw them. That way, anyone who looked at her paintings would see the flowers in her imagination.



Show Image 1A-10

Here is another artist named Ruth Asawa. Asawa was a sculptor. A painter like Georgia O'Keeffe works on a flat surface. She can cover her **canvas**, a kind of cloth that holds a lot of heavy paint, with as many lines of paint, or **brushstrokes**, as she wants. But the lines do not go up, out of the canvas. A sculptor is

different. She creates lines that can go anywhere!

Ruth Asawa sculpted using **wire**, a material that's like string, but made of metal. *Pipe cleaners have a wire inside them. Some coat hangers are also made of wire.* Most drawings are flat, but most sculptures are not. Asawa believed that sculpting was kind of like drawing in space, and she tried to change the world around her with her sculptures. What do we mean by that? Imagine that suddenly, in the room where you are listening to this, a statue of a dinosaur that's ten feet tall appeared. *How would you feel about our classroom if that statue appeared here?* Ruth Asawa realized that she could change the way a room felt by the way she designed her sculptures. Just like Georgia O'Keeffe, she looked at the world around her and used it in her art—just in a different way.

Not all sculptors work in wire, of course. Some make **statues**, or copies of things in stone or other hard materials. Some use clay to make things like **pottery**, or cups, bowls, and other objects that you can use just as well as you can look at them. These artists try to change the things in a room.

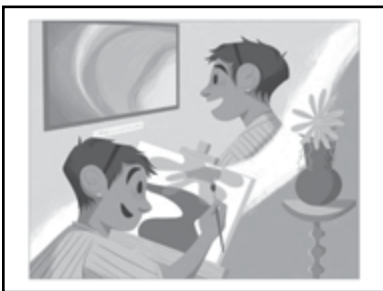


Show Image 1A-11

Other artists try to change the room itself. Here's an artist named James Turrell. He builds rooms called Skyspaces. These rooms have an opening in the ceiling so that you can see the sky from inside. When you are in one of his Skyspaces, you may feel like strange things are happening with the sun and moon. Turrell

uses light to help viewers think about how they see the sky and to help them look at it in different ways. *What questions would you ask James Turrell about building Skyspaces?*

Turrell loves the sky in the desert, and he uses his Skyspaces to show people something he saw in it, just like Ruth Asawa wanted to use her sculptures to show people something she saw in space, and Georgia O'Keeffe wanted to show people something she saw in her imagination.



Show Image 1A-12

In this unit, we will meet all of these people, and we will learn more about what they show us with their work. And in the process, you might just discover some new ways of looking at the world where you live, too.



Check for Understanding

Recall: What is an artist? (*someone who makes art*)

Support

Allow students to look at the image cards to gather information to answer the questions.

Challenge

Ask students to name materials that artists may get from their surroundings.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students simple yes/no questions about art and encourage them to ask their own questions about art.

Transitioning/Expanding

Encourage students to build on what the previous student said about art, and to ask their own questions.

Bridging

Encourage students to say something more about what the previous student said about art, and to ask their own questions.

Support

Review vocabulary terms from the lesson and prompt students to recall how they explain how artists make art.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What are some kinds of art that people make? (*paintings, sculptures, pottery, drawings, Skyspaces*)
2. **Literal.** How do artists get ideas for their work? (*Answers may vary, but students could note that some artists get ideas from things they see around them. Others get ideas from their imagination.*)
3. **Inferential.** How have artists used their environment to make art? (*Answers may vary, but students should identify ways the artists in the text have connected their work to nature. For example, Georgia O'Keeffe painted flowers, and James Turrell framed the sky.*)
4. **Inferential.** What are some tools artists use to make art? (*Answers may vary, but students should draw information from the text, including how artists use brushes, paint, pigment, clay, wire, and so forth.*)
5. **Evaluative.** Which artist or kind of art are you most excited to learn more about? Give a reason for your answer. (*Answers may vary but should include support from the Read-Aloud.*)

WORD WORK: ARTIST (5 MIN.)

1. In the Read-Aloud, you heard "Some artists have special training or go to school to learn ways to make art."
2. Say the word *artist* with me.
3. An artist is a person who makes things for people to look at for enjoyment.
4. Artists can have special training, or they can just start creating. Artists can work with many different materials. Some common materials artists use include paint, canvas, charcoal, or other materials.
5. Describe a place where you might find work by an artist. Use the word *artist* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "Work by an artist is likely to be in a place where . . ."]
6. What's the word we've been talking about?

Use a Sharing activity for follow-up. Look around the classroom. What kinds of things do artists make? Be sure to begin your responses with "An artist makes things like..." Try to answer in complete sentences.

Lesson 1: Introducing Art

Application



Writing: Students will draw or write to identify three ways to create art.
[W.K.2]

IMAGE REVIEW (20 MIN.)

Show images 1A-1 through 1A-12

- Have students talk about what they see in each picture and what they have learned that is associated with the picture.
- As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.
- Distribute Activity Page 1.1 and ask students to draw three items that show how people make art. Encourage them to include interesting facts and details they learned from the Read-Aloud. Tell students that a fact is something known to be true.



Check for Understanding

Turn and Talk: Have students share one idea they put on their Activity Page with a peer.

End of Lesson

Challenge

Ask students to label their work.

Activity Page 1.1



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students yes/no questions about the images and encourage them to ask their own questions about the images.

Transitioning/Expanding

Provide students with a simple sentence frame (e.g., "The picture of that artwork reminds me that some artists make art by..."), and encourage students to ask their own questions about art.

Bridging

Encourage students to use key details in complete sentences (e.g., "The picture of that painting reminds me that some artists use brushes and canvas."), and to ask their own questions about art.

2

ART AND THE WORLD AROUND US

Cave Art

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe different kinds of artwork.

[SL.K.1]

Reading

Students will answer questions about the Read-Aloud text, *The First Drawing*.

[RL.K.1]

Language

Students will demonstrate an understanding of the Tier 2 word *boulder*.

[L.K.4]

Writing

Students will create and caption drawings to understand information about cave art.

[W.K.2]

FORMATIVE ASSESSMENT

Activity Page 2.1

Students will draw or write to identify characteristics of cave art.

[W.K.2]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Image 1A-4 <input type="checkbox"/> world map
Essential Background Information			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Trade Book: <i>The First Drawing</i> by Mordicai Gerstein <input type="checkbox"/> Poster 1M: Lumber (Image Cards)
Read-Aloud			
Comprehension Questions			
Word Work: <i>Boulder</i>			
Application (20 min.)			
Multiple Meaning Word Activity	Whole Group	20 min.	<input type="checkbox"/> Poster 1M: Lumber (Image Cards) <input type="checkbox"/> Activity Page 2.1
Characteristics of Cave Art			

ADVANCE PREPARATION

Speaking and Listening

- Prepare to display a world map and image 1A-4 from the previous lesson.

Reading

- Prepare to display Poster 1M: Lumber.
- Prepare to read aloud the trade book *The First Drawing*, by Mordicai Gerstein. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Imagine...” and number each page in order after that.

Writing

- Prepare to display Poster 1M: Lumber.

Universal Access

- If weather and school policy permit, take students outside to look for images in clouds, as the main character of *The First Drawing* does. Alternatively, you may let them look out the window. Ask students to look at the shape of a cloud, then determine if it looks like an object or figure. Remind students that they may see different things from their classmates.
- Use the following extension activity to help students understand the difference between drawing on a smooth surface and an uneven surface, such as the wall of a cave. Give each student two sheets of paper. Have students draw an object or figure on one sheet of paper. Then ask students to crumple the other sheet into a ball, then reopen it. Tell them to open it up, but not to smooth out all the wrinkles. Ask students to look at the bumps on that page and see if they look like anything. Have students draw on the wrinkled paper, then compare the experience of creating each drawing.
- Gather different books about or images of cave art to pass around the class. The school or local library may be a good resource. You may also wish to consult the website of the Bradshaw Foundation, which has an extensive digital collection of images of the Chauvet Cave, the cave described in this Read-Aloud.

CORE VOCABULARY

boulder, n. a very big rock

Example: Geologists study boulders and other things that make up the earth.

Variation(s): boulders

extinct, adj. not alive or in existence any more; completely gone

Example: Because only 400 North American right whales remain, scientists worry they might become extinct.

Variations: none

flicker, v. to glow off and on; twinkle

Example: The candles flicker on Celia's birthday cake.

Variation(s): flickering

lumber, v. to walk or move slowly or heavily; a movement usually made by something very large

Example: I love watching the elephants lumber around their yard at the zoo.

Variation(s): lumbers

mammoth, n. a large, hairy elephant with long curved tusks that lived long ago and no longer exists

Example: President Thomas Jefferson asked explorers to look for woolly mammoths as they traveled across the United States.

Variation(s): none

musky, adj. smelling like a scent produced by some animals

Example: The zookeeper was used to the musky smell in the fox's den, but visitors did not always like it.

Variation(s): none

Paleolithic, adj. from a time during the Stone Age, thousands of years ago

Example: Mammoths are from the Paleolithic time.

Variation(s): Palaeolithic

Vocabulary Chart for "Cave Art"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	extinct mammoth Paleolithic	boulder flicker musky	
Multiple Meaning		lumber	
Sayings and Phrases			

Lesson 2: Cave Art

Introducing the Read-Aloud



Speaking and Listening: Students will describe different kinds of artwork.
[SL.K.1]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Show image 1A-4

- Ask students to identify what kind of artwork the image on the right shows.
(drawing)



Check for Understanding

Recall: What other kinds of artwork have you learned about in this domain? (*sculpture, painting*)

- What are some tools or materials people use to make art?
- What kinds of things can artists show in their artwork?

ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Tell students that today they are going to hear a Read-Aloud about some of the earliest artists on Earth. These artists created drawings found in a cave in France.
- Display a world map and help students locate France on it. The setting for today's Read-Aloud is in the southeast of France.
- Explain that while today's Read-Aloud is based on a specific cave, the Chauvet (/shoe*vae/) Cave, humans created artwork in caves or on rocks in many parts of the world. For example, visitors to Big Bend National Park in Texas can see a special kind of art called pictographs. Thousands of years ago, Native Americans created these pictographs, which are images on rocks.

Support

If students struggle to recall the kinds of artwork discussed in the previous lesson, review images from the Lesson 1 Read-Aloud to support their recall and discussion.

Challenge

Ask students to name an artist who practices one of these kinds of artwork.

- The Chauvet Cave was decorated by **Paleolithic** people. These people were hunter-gatherers who lived thousands of years ago in a time called the Stone Age. Today, people who study the Paleolithic people believe that they used caves for many different reasons, including to take shelter from the weather and to gather together to pray.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students simple yes/no questions (e.g. “Did humans first create art in caves and on rocks?”), and encourage students to ask their own questions.

Transitioning/Expanding

Encourage students to build on what the previous student has said about art, and to ask their own questions.

Bridging

Challenge students to say something more about art than what the previous student has said, and to ask their own questions.

Lesson 2: Cave Art

Read-Aloud



Reading: Students will answer questions about the Read-Aloud text, *The First Drawing*. [RL.K.1]

Language: Students will demonstrate an understanding of the Tier 2 word *boulder*. [L.K.4]

PURPOSE FOR LISTENING

- Explain that cave walls are usually not like the walls of a house or classroom. Because they are made of rock and minerals and they are shaped by things in the environment, they are usually not smooth or even. Ask students what might happen if they tried to draw on an uneven or lumpy piece of paper. (*Answers may vary, but students should understand that the uneven surface would change the drawing.*)
- Tell students that as they listen to the Read-Aloud, they should pay attention to discover ways that the cave's surface changed or affected the artwork.

READ-ALoud (15 MIN.)

- Read aloud the trade book *The First Drawing* by Mordicai Gerstein. As you read, incorporate the following information and guided reading supports.
 - p. 2: Does the cloud in the illustration remind you of anything? What do you see in that cloud's shape? (*Answers may vary, but some students may see an animal's face in the cloud's right side.*)
 - p. 4: A woolly rhinoceros is an **extinct** animal. That means that it is a kind of animal that once lived, but it does not survive today. The woolly rhinoceros had two horns, one in front of the other. Where is the woolly rhinoceros on this page? (*It appears on the far right of the illustration.*)
 - p. 5: A woolly **mammoth** is another kind of prehistoric mammal that no longer exists. It is related to Asian elephants that still exist today.
 - p. 7: When something **flickers**, that means it looks like it goes on and off. As the firelight's shadows flicker on the wall, the boy thinks it looks like shapes on the wall are moving.
 - p. 11: A **boulder** is a very large rock. The big rocks next to the boy are boulders. The smaller stones he and his father are collecting are not boulders.
 - p. 13: Something that smells **musky** smells like an animal. Some kinds of animals can release musk, which they can use to communicate with other animals. Some animals use musk to draw other animals closer. Different animals, like some turtles, use musk to tell other animals to stay away!
 - p. 15: How are the boy and the mammoth alike? (*Answers may vary but could include that they live in the same area or that they are both mammals.*)
 - p. 17: When something **lumbers**, it is walking or moving very slowly. Things that lumber are often very big, like a mammoth or an elephant.
- What thoughts do you have about what the first drawing was?

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What happens when the boy tries to show his family members animals in the clouds, stones, or cave walls? (*His parents do not see the animal shapes.*)
2. **Inferential.** Do the boy's family members think it is good he sees these animals at the start of the story? What in the story helps you know this? (*Answers may vary, but students should recognize that at the start of the story, the family does not think it is good that the boy sees these things. Evidence includes that they yell at him and tell him to sleep when he tries to show them animals in the cave.*)
3. **Inferential.** Does the boy's father believe that he saw a mammoth while collecting stones? What part of the story helps you know this? (*Answers may vary, but students should recognize that the father does not seem to believe the boy. Evidence includes that he sighs, puts his hand up to his face, and asks what "to do with" the boy.*)
4. **Inferential.** How do the family members feel when they first see the mammoth the boy draws in the cave? What part of the story helps you know this? (*They are frightened. We know this because the father draws out his spear, which is a weapon. The young people cling to their parents, which children do when scared.*)
5. **Inferential.** At the end of the story, all the boy's family members are able to see the things he sees. Are they happy about this? What part of the story helps you know this? (*The family seems happy about this, because they also learn to draw.*)



Check for Understanding

How did the bumpy wall of the cave help the boy make his drawings? How is a drawing on a flat piece of paper different from a drawing on a bumpy wall? (*Answers may vary, but the text mentions that the bumpy wall helps create shapes and movement. Just like the boy saw shapes in the clouds or the stones, he can use the bumps in the wall to make animal shapes. Because most animals are not flat, the wall's bumps can help the drawings seem more lifelike.*)

Support

If students struggle to identify evidence about the family's feelings, direct them to look at the illustrations. Ask them to describe what the family members are doing and what mood or feeling would likely cause that behavior.

Challenge

Ask students to describe other behaviors the family members could have practiced to show their feelings about the mammoth.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask simple yes/no questions (e.g., “How does the family act after they start to see shapes?”), and encourage students to ask their own questions about the family.

Transitioning/Expanding

Provide students with a specific sentence frame (e.g., “The family thinks it _____ better because...”), and encourage students to ask their own questions about the family.

Bridging

Encourage students to use content-related words in complete sentences (e.g. “The family seems happy, because they all start drawing mammoths and other animals in the flickering light.”), and encourage students to ask their own questions about the family.

6. **Evaluative.** *Think-Pair-Share:* Does the family think it is better to see the shapes in the clouds and the caves or not to see them? Why? (*Once the family learns to see the shapes, they seem to think it is better to see them, because they all practice drawing.*)
- If time permits, you may wish to use the following questions to facilitate a discussion around health and wellness topics.
 - In this story, the boy saw things that other people could not see. How was that both good and bad for him? (*Answers may vary, but students may note that it was good because it made the boy special and helped him create drawing. It was bad because his family did not understand, and that may have made him feel alone or frustrated.*)
 - Think about a time when others have not understood something you are trying to tell them or show them. How did that make you feel? (*Answers may vary, but students will likely report feeling bad, frustrated, sad, or similar emotions.*)
 - Think about a time when you were the one who does not understand. How did that make you feel? (*Answers may vary, but students will likely report feeling annoyed, frustrated, not smart, or similar emotions.*)
 - Most of the time, a misunderstanding is hard for everyone. In this story, the boy tries a different way to help people understand him. What are things we can do when we are part of a misunderstanding? (*Answers may vary, but students could suggest trying to communicate in a new way, as the boy does. The person who does not understand can also ask questions, such as “Can you explain that again?” “Can you use different words to explain that?” or “Can you show me?”*)

WORD WORK: BOULDER (5 MIN.)

1. In the Read-Aloud, you heard “You wander off around a hill of huge boulders.”
2. Say the word *boulder* with me.
3. A boulder is a very large rock.
4. Boulders can be bigger than people. But according to geologists, people who study rocks and other parts of the earth, a boulder must be at least 10.1 inches across. For comparison, the long side of a piece of notebook paper is 11 inches, which is about the size of a small boulder.
5. Describe a place where you might see a boulder. Use the word *boulder* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “A boulder is likely to be in a place where...”]

6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. If any of the things I name are as big as a boulder, say "That is boulder-sized." If they are not as big as a boulder, say "That is not boulder-sized."

- a pebble (*That is not boulder-sized.*)
- a school bus (*That is boulder-sized.*)
- a piece of gravel (*That is not boulder-sized.*)
- a mammoth (*That is boulder-sized.*)

Image Card Poster 1M



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Reframe questions as simple yes/no questions (e.g., "Does the word *lumber* mean the kind of wood you use to build things?").

Transitioning/Expanding

Provide students with a specific sentence frame (e.g., "The word *lumber* means. . .").

Bridging

Encourage students to use key details in complete sentences (e.g., "This picture of lumber makes me think of wood that will be used to build a house.").

Lesson 2: Cave Art

Application



Writing: Students will create and caption drawings to understand information about cave art. [W.K.2]

MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

Display Poster 1M: Lumber

- Remind students that in the Read-Aloud they heard, "And like a mountain walking, it turns and slowly lumbers away."
- Ask students to hold up one or two fingers to indicate which image on the poster shows the meaning of the word being discussed.
- Ask students which picture shows this meaning of the word *lumber*, in which a large creature moves slowly. (One)
- Explain that *lumber* also means other things. Lumber can also mean the kind of wood you use to build things like houses.
- Ask students which picture shows this type of lumber. (Two)
- Have students turn to their neighbor and discuss meanings for *lumber*, quizzing each other on these different meanings.
- Tell students to use complete sentences. For example, they could say, "I've seen lumber at the local hardware store." Their neighbor should respond, "That's two."



Support

If students struggle to identify characteristics of cave art, help them review parts of the trade book, particularly the parts when the boy starts drawing for his family.

Challenge

Ask students to write a word or phrase below the circles to describe each characteristic depicted.



Writing

Writing

Entering/Emerging

Provide a list of characteristics for students to illustrate.

Transitioning/Expanding

Have students work in pairs to discuss characteristics they could illustrate.

Bridging

Encourage students to generate their own list of characteristics, then select three to illustrate.

CHARACTERISTICS OF CAVE ART (15 MIN.)

- Review the Read-Aloud with students, using the following questions to prompt discussion:
 - When did Paleolithic people live? (*thousands of years ago*)
 - Where did Paleolithic people make art? (*in caves*)
 - What are some characteristics, or things that are special about, this kind of art? (*Answers may vary but should include support from the Read-Aloud, such as that the shapes of the cave would help make the drawings look more realistic or that it was made with sticks from the fire.*)
- Distribute Activity Page 2.1 and ask students to draw three items that help explain cave art.
- Tell students to think carefully about the characteristics of cave art and to draw one characteristic in each circle.
- Circulate as students work, prompting them with questions and helping them add details to their drawings.

~~~~~ End of Lesson ~~~~~



## 3

## ART AND THE WORLD AROUND US

# Native American Pottery

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will ask and answer questions about Native Americans and pottery.

[SL.K.1]

**Reading**

Students will ask and answer questions about the Read-Aloud.

[RI.K.1, RI.K.10]

**Language**

Students will demonstrate an understanding of the Tier 2 word *mound*.

[L.K.4]

Students will identify a new meaning for the familiar word *shape*.

[L.K.4a]

**Writing**

Students will use the text and images from the Read-Aloud to sequence the steps of making pottery.

[RI.K.7, RI.K.2]

**FORMATIVE ASSESSMENTS****Activity Page 3.1**

Students will sequence the steps of making pottery.

[RI.K.7, RI.K.2]

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                                           |
|---------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------|
| <b>Introducing the Read-Aloud (10 min.)</b> |             |         |                                                                                                                     |
| What Have We Already Learned?               | Whole Group | 10 min. | <input type="checkbox"/> KWL chart (Digital Components)                                                             |
| Essential Background Information            |             |         |                                                                                                                     |
| <b>Read-Aloud (30 min.)</b>                 |             |         |                                                                                                                     |
| Purpose for Listening                       | Whole Group | 30 min. | <input type="checkbox"/> "Pottery from the Caddo Nation"<br><input type="checkbox"/> Image Cards 3A-1 through 3A-14 |
| Read-Aloud                                  |             |         |                                                                                                                     |
| Comprehension Questions                     |             |         |                                                                                                                     |
| Word Work: <i>Mound</i>                     |             |         |                                                                                                                     |
| <b>Application (20 min.)</b>                |             |         |                                                                                                                     |
| Multiple Meaning Word Activity              | Whole Group | 20 min. | <input type="checkbox"/> Poster 2M: Shape (Image Cards)<br><input type="checkbox"/> Activity Page 3.1               |
| Sequencing the Steps in Making Pottery      |             |         |                                                                                                                     |

## ADVANCE PREPARATION

### Reading

- Prepare to display the KWL chart introduced in Lesson 1.

### Universal Access

#### Reading

- Distribute or display Image Cards from *Domain 6: Native Americans: Tradition, Heritage, and the Land* for students to consult as they review essential background information.
- Gather different books about or images of indigeneous pottery to pass around the class. The school or local library may be a good resource. You may also wish to consult the websites of the National Museum of the American Indian or the Sam Noble Museum, which have digital exhibits of indigenous pottery.
- Use the following extension activity to help students understand making pottery. Distribute modeling clay to each student, along with various tools they may safely use to shape or decorate their clay. Suggested tools include sticks, unfolded paper clips, smooth stones, or similar objects. Guide students in shaping their clay and decorating it. Allow students to display their work and discuss how their process was like and unlike the process members of the Caddo Nation use to create pottery.

### Note to Teacher

It is important to note that the content in the Read-Aloud that tells how the United States government made the Caddo move from their homes may be a sensitive topic for some students who have faced housing insecurity.

## CORE VOCABULARY

**burnish, v.** to rub and make shiny

Example: Another kind of decoration is called **burnishing**.

Variation(s): burnishes, burnishing

**fire, v.** to heat pottery to a high temperature

Example: Firing means heating the pottery until it is very, very hot.

Variation(s): firing

**kiln, n.** an oven made for heating pottery

Example: A kiln is a special kind of oven made to fire pottery.

**mound, n.** a hill made of earth

Example: Caddos are known for building **mounds**.

Variation(s): mounds

**museum, n.** a place that collects and displays special things, such as works of art

Example: Redcorn has exhibited, or shown, her pottery in many museums.

Variation(s): museums

**shape, v.** to form

Example: The potter has to **shape** the object.

Variation(s): shaped

**wash, n.** thin, watery liquid

Example: Sometimes when Caddos burnished their work, they also covered it with a **wash**.

Vocabulary Chart for “Pottery from the Caddo Nation”

| Type                | Tier 3<br>Domain-Specific Words           | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------|-------------------------------------------|----------------------------------|---------------------------------|
| Vocabulary          | burnish<br>fire<br>kiln<br>museum<br>wash | mound                            |                                 |
| Multiple Meaning    | shape                                     |                                  |                                 |
| Sayings and Phrases |                                           |                                  |                                 |



**Lesson 3: Native American Pottery**

# Introducing the Read-Aloud



**Speaking and Listening:** Students will ask and answer questions about Native Americans and pottery. [SL.K.1]

**WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Remind students that in this domain, they have been learning about different kinds of art.
- Remind students that one kind of art is an object, such as a bowl or vase, made out of clay. Ask students what this kind of art is called. (*pottery*)
- Display the KWL chart for students. Allow student volunteers to ask questions they have about pottery before the reading. Add students' questions to the W column of the displayed KWL chart.
- Explain that in this lesson, students will learn much more about pottery. They will learn about how one group of people, the members of the Caddo Nation, made pottery.
- Tell students that they will have opportunities to ask other questions about the text during and after the reading.

**ESSENTIAL BACKGROUND INFORMATION (5 MIN.)**

- Tell students that the Caddo are Native Americans who were here before the United States even existed.
- Ask students what they already know about Native Americans. You may prompt discussion with the following questions:
  - What are some Native American tribes? (*Answers may vary, but students may recall studying the Lakota Sioux, Wampanoag, and Lenape in Domain 6: Native Americans.*)

- What are some items that Native American tribes used? (*Answers may vary, but students may recall studying the water jars crafted by the Zuni Pueblo or other items used by various tribes, including looms, quills, and ornaments.*)
- What do we know about Native Americans today? (*Answers may vary, but students should recall that Native Americans have lived on the North American continent for thousands of years. Many Native Americans still practice traditional customs that are important to their cultures.*)
- What do you wonder about Native American pottery? (*Answers may vary.*)



### Check for Understanding

**KWL Chart:** Use the KWL chart to record student responses. Save the chart for future use.



## Speaking and Listening

### Exchanging Information and Ideas

#### Entering/Emerging

Ask students yes/no questions about Native Americans (e.g. “Did some Native Americans use looms and quills?”), and encourage students to ask their own questions..

#### Transitioning/Expanding

Provide students specific sentence frames to ask and answer questions about Native Americans (e.g., “Some objects used by Native Americans are...”).

#### Bridging

Challenge students to ask and answer questions in complete sentences (e.g., “Native Americans used quills and looms.”).

### Lesson 3: Native American Pottery

# Read-Aloud



**Reading:** Students will ask and answer questions about the Read-Aloud.

[RI.K.1, RI.K.10]

**Language:** Students will demonstrate an understanding of the Tier 2 word *mound*.

[L.K.4]

## PURPOSE FOR LISTENING

- Tell students that today they will learn about pottery from the Caddo Nation.
- Tell them to listen carefully to learn about the different steps artists take to make pottery.

## “Pottery from the Caddo Nation”



### Show Image 3A-1

Long ago, indigenous people moved across what we now call the United States. *The United States of America became a country about 250 years ago. Before it became a country, it was not called the United States. Some indigenous people called it Turtle Island.* One group of people, the Caddos, are Native Americans who

moved into what is now Texas around 1,200 years ago. The Caddo settled by rivers such as the Brazos River, which runs all the way from the Gulf of Mexico up to the northern part of the state.

People who study the Caddos have found several interesting things about them. One is that the Caddos are known for building **mounds**, or hills made of earth. They probably used the mounds for several different purposes. For example, they may have used them to see things a long way away or to practice their beliefs. Another interesting thing about the Caddos is their pottery. *What does pottery mean? (Pottery is an object made of clay. It can be a bowl, a cup, or another kind of object.)* While people in many parts of the world make pottery, Caddo pottery is **unique**. This means it is unlike other kinds of pottery. *Pause to allow students to ask questions about the text.*

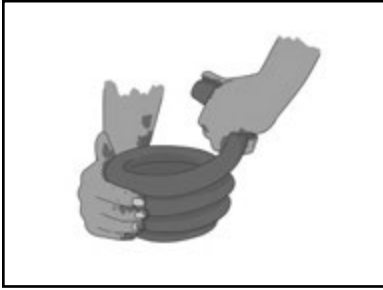


### Show Image 3A-2

Pottery is a kind of art made from clay. You may have used modeling clay before. If you have, you know that it is easy to change into different shapes. Pottery is made out of a special kind of clay. This clay comes from the earth and gets hard when it is someplace hot, like an oven or sunlight. Indigenous people

such as the Caddo got clay from the land around them and used it to make objects they needed or wanted. They would mix the clay with other materials to help make it stronger.

The Caddos have existed for a long time. Different groups of Caddos made different kinds of pottery. Sometimes they made special objects for important times. Caddos often made things like bottles, pots, bowls, and other items useful for cooking and eating. We will learn about some of them today.



### Show Image 3A-3

There are a few steps to making pottery. First, the potter, or the person making the pottery, has to **shape** the object. That means they form the clay into the shape they want the pottery to take. You can shape clay in many different ways. *Have you ever made something from clay? What did you use to do it?* One way to

shape clay is to use your hands. They can roll, flatten, or smooth clay. Your fingers can pinch clay to make designs in it. You can also use your fingernails to draw designs in the clay.



### Show Image 3A-4

Many potters also use special tools to help shape their pottery. They often use a surface, such as a table or flat rock, as they shape their clay. Ancient potters, though, did not always have this kind of surface, so they may have held the clay in one hand and shaped it with the other hand. Some Caddos living today

believe that long ago Caddos may have shaped their pottery with tools like gourds. *A gourd is a kind of vegetable, like a squash or pumpkin.* Perhaps they used a dried piece of gourd to scrape parts of the object. This could help carve out the inside of a bowl. *Pause to allow students to ask questions about the text.*

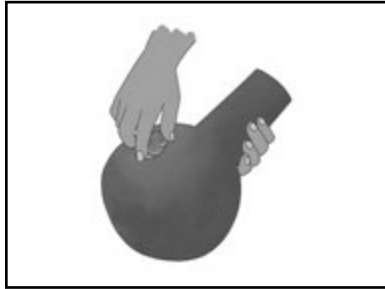
Some indigenous people used other tools from nature. For example, they could use shells to add designs to the clay. They could also use wood or antlers to shape or add decoration to their clay. Today, potters often use a tool called a wheel. The potter puts clay on the wheel, which spins around and around. The potter uses their hands to shape the clay as it spins. *What thoughts do you have about a potter's wheel?*



### Show Image 3A-5

After the object is shaped, you can decorate it. This is the second step in making pottery. The Caddos only decorated some of their pottery. These were objects used for special times or events. One way of decorating pottery is using tools to draw lines into clay. These lines often had a pattern. Some Caddos were known for

using a design called a scroll, which uses curly lines. They also made other decorations. For example, one Caddo jar has triangle decorations on it. Inside the triangles are lots of small lines. *What kind of design would you use to decorate pottery?*



### Show Image 3A-6

Another kind of decoration is called **burnishing**. When a potter burnishes clay, they rub it with a stone to make it shiny. Sometimes when Caddos burnished their work, they also covered it with a **wash**. When we wash ourselves, we are trying to get clean. But when potters use a wash, it means they

coat the object with a different clay that has a lot of water in it. As the potter burnishes the pot, the watery clay gives the object color.



### Show Image 3A-7

We have talked about two steps for making pottery. But there is one more: **firing**. This means heating the pottery until it is very, very hot. This helps it grow hard and makes it ready to use. It can also change the color of the pottery because different colors come from hotter fires. Caddo pottery is usually brown, orange, red, or grey.



### Show Image 3A-8

The Caddo fired their pottery over open fires that were built in pits, or holes in the ground. The weather had to be just right for firing. A wet, rainy day was not a good time for firing. *Why would it be bad for firing? (The rain would put out the fire.)* A very windy day could make the fire grow big in some places. This was not good for firing, either.

Today, most potters do not use an open fire for pottery. Instead, they use a **kiln**. A kiln is a special kind of oven made to fire pottery.



### Show Image 3A-9

The Caddo people made pottery for many years. The earliest known Caddo lived about 1,200 years ago. They were related to people who had lived even longer ago, though. The Caddo were in this land before European explorers came here. However, when explorers and others decided to live in this land, too, it

caused problems for the Caddo and other indigenous people.



### Show Image 3A-10

During the 1800s, the United States government made the Caddo move away from their homes. Around this time, the Caddo tradition of making pottery began to die out. This means the Caddo stopped making pottery the way they had made it for hundreds of years. *Health and Wellness prompt: What*

*questions, thoughts, or feelings do you have about what happened to Caddo people during the 1800s? (Allow students to share their thoughts, questions, and feelings around this text detail.)*



### Show Image 3A-11

There are still Caddo people in the United States today. Most of them do not make pottery the way their ancestors did. But one woman named Jeraldine Redcorn has taught herself to make pottery this way. She practices trying different tools that her ancestors may have used, such as gourd pieces. Of course,

not everything is exactly the same. For example, instead of using a pit to fire her pieces, she builds a fire in a barrel.



### Show Image 3A-12

Jeraldine Redcorn has become famous for her pottery, because she is the only Caddo native who makes pottery this way. She has exhibited, or shown, her pottery in many museums. A **museum** is a place that collects special things, such as artwork, and displays it for people to see. *Have you*

*visited a museum?* One of those museums was in Germany. Three of her pieces of pottery are also at the Smithsonian Museum of National History in Washington, DC. These museums show her pottery as an example of Caddo pottery today. This way visitors can compare it with examples of Caddo pottery from hundreds of years ago. *What kinds of questions do you have for Jeraldine Redcorn?*



### Show Image 3A-13

The Caddo is just one group of people that make pottery. People also make pottery around the world, and they have done this for hundreds of years. At a museum in New York, you could see a bowl from China. This piece of pottery is around 5,000 years old. People were also making pottery in South America at that

time. The Menil Collection, a museum in Houston, Texas, has a vase that was made in Greece about 8,000 years ago. The American Museum of Ceramic Art in Pomona, California, is dedicated to displaying and teaching about ceramics and pottery from all over the world.



### Show Image 3A-14

People have made pottery for many centuries and in many parts of the world. If you were to make a piece of pottery, what would you want it to look like? *What other thoughts do you have about pottery?*



### Check for Understanding

**Recall:** What are the steps in making pottery? (*shaping, decorating, and firing*)

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** How long have the Caddo been on the North American continent? (*about 1,200 years*)
2. **Evaluative.** How did the arrival of European explorers and settlers change Caddo life? (*Answers may vary, but students should recognize that the Caddo had to find new homes when Europeans arrived. Sometimes they were forced to relocate.*)
3. **Inferential.** How did the Caddo use their environment to make pottery? (*Answers may vary, but students should identify ways the Caddo used tools and materials from nature, such as gathering clay from the earth and using bones or sticks to decorate their work.*)
4. **Literal.** Why did the Caddo make pottery many years ago? (Answers may vary, but students should recognize that they needed objects, such as bowls and jars, for everyday life.)
5. **Inferential.** Why does Jeraldine Redcorn make pottery today? (*She wants to keep her ancestors' tradition alive. She thinks it is important to know how Caddo made pottery many years ago.*)

## WORD WORK: MOUND (5 MIN.)

1. In the Read-Aloud, you heard "Caddos are known for building mounds."
2. Say the word *mound* with me.
3. A mound is a hill made of earth.
4. Mounds were used by Native Americans for many different purposes.
5. Describe why Native Americans might have built mounds. Use the word *mound* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "Native Americans might have built mounds to..."]

## Support

Ask what tools or materials the Caddo used to make pottery, then have students explain where those things are found.

## Challenge

Ask students to name other everyday objects that indigenous people would have to make from things in their environment.



## Speaking and Listening

### Exchanging Information and Ideas

### Entering/Emerging

Ask students simple yes/no questions (e.g., "Did the Caddo use clay to make pottery?").

### Transitioning/Expanding

Provide students with a specific sentence frame (e.g., "The arrival of Europeans was \_\_\_\_\_ because...").

### Bridging

Encourage students to use content-related words in complete sentences (e.g. "The steps of making pottery are shaping, decorating, and firing").



6. What's the word we've been talking about?

**Use a Synonyms activity for follow-up.** I am going to name some words. If these are words that could describe a mound, say *That is like a mound*. If these words do not describe a mound, say *That is not like a mound*.

- hill (*That is like a mound.*)
- hole (*That is not like a mound.*)
- high point (*That is like a mound.*)
- flat (*That is not like a mound.*)

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### Lesson 3: Native American Pottery

# Application



**Language:** Students will identify a new meaning for the familiar word *shape*.

[L.K.4a]

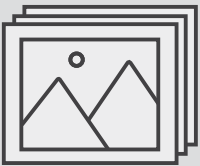
**Writing:** Students will use the text and images from the Read-Aloud to sequence the steps of making pottery. [RI.K.7, RI.K.2]

## MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

### Display Poster 2M: Shape

- Remind students that in the Read-Aloud they heard “First, the potter, or the person making the pottery, has to **shape** the object. That means they form the clay into the shape they want the pottery to take.”
- Explain that these sentences use both definitions of *shape*. Specify that you are talking about what a person does with their hands to mold clay.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (one finger).
- Divide students into pairs. Ask them to discuss what they think of when they see this picture of the word *shape*. Call on several students to share their responses.

Image Card Poster 2M



- *Shape* also means something else. *Shape* means the form an object takes, such as a square, triangle, or rectangle.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (two fingers).
- Ask students to discuss with their partners what they think of when they see this picture of the word *shape*. Call on several students to share their responses.
- Remind students to answer in complete sentences.

### SEQUENCING THE STEPS IN MAKING POTTERY (15 MIN.)

- Give each student Activity Page 3.1 to complete independently.
  - Activity Page 3.1 has three pictures that show the steps in making pottery.
  - Have students look at each picture and think about what is happening.
  - Ask students to cut out the pictures and arrange them to show the order of steps for making pottery.
- Have students describe the steps using the pictures.
- Tell students that when they are sure they have the pictures in the correct order, they should glue them on a separate sheet of paper in the correct order.
- As students complete their activity pages, divide them into pairs to conduct a Think-Pair-Share describing the sequence, with each student taking a turn.

~~~~~ End of Lesson ~~~~~

Support

You may use Image Cards from the Read-Aloud to retell and review the sequence of events in making pottery.

Challenge

Have students use transitional words like *first*, *next*, *then*, *second*, and *last* when they describe how to make pottery.

Activity Page 3.1



Writing

Writing

Entering/Emerging

Have students write or draw phrases and familiar vocabulary to describe the pictures.

Transitioning/Expanding

Prompt students to write statements using familiar vocabulary to describe the pictures.

Bridging

Encourage students to write about the pictures using familiar vocabulary and ordinal words such as, *first*.

4

ART AND THE WORLD AROUND US

Van Gogh's Paintings

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will describe what they know and wonder about painting.

[SL.K.1]

Reading

Students will answer questions about the Read-Aloud text and images in *Van Gogh and the Sunflowers*.

[RI.K.1, RI.K.7]

Language

Students will demonstrate an understanding of the Tier 2 word *uniform*.

[L.K.5c, L.K.4]

Writing

Students will develop a research plan with teacher guidance.

[W.K.7]

FORMATIVE ASSESSMENTS**Activity Page 4.1**

Research Plan. Students will develop a research plan with teacher guidance.

[W.K.7]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | <input type="checkbox"/> KWL chart (Digital Components)
<input type="checkbox"/> world map |
| Essential Background Information | | | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Trade Book: <i>Van Gogh and the Sunflowers</i> by Laurence Anhold |
| Read-Aloud | | | |
| Comprehension Questions | | | |
| Word Work: <i>Uniform</i> | | | |
| Application (20 min.) | | | |
| What Is Research? | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 4.1 |
| Planning Research | | | |

ADVANCE PREPARATION

Speaking and Listening

- Prepare to display a world map and to guide students in locating France.
- Prepare to display and use the KWL chart introduced earlier in the domain.

Reading

- Prepare to read aloud the trade book *Van Gogh and the Sunflowers* by Laurence Anholt.
 - As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Where Camille lived...” and number each page in order after that.
 - Please note that the biographical section about van Gogh, included in the back of the book, acknowledges his mental illness and self-harm. As with all texts, we suggest that you preview this material prior to beginning the lesson and decide whether to include the biographical information with students. While this is up to teacher discretion, we recommend using only the first paragraph of the biography and omitting the rest.

Writing

- Prepare to display and distribute Activity Page 4.1.

Universal Access

Reading

- Gather different books about van Gogh or images of his work to pass around the class. The school or local library may be a good resource. You may also wish to consult the website of the Van Gogh Museum, which is dedicated to the artist’s work.
- Use image 2A-1: Sunflower from Domain 4 to help students recall what they have learned about sunflowers in previous domains.
- Use the following extension activity to help students understand the experience of painting flowers. Bring in a bouquet of flowers, preferably sunflowers. Allow students to use watercolors, fingerpaints, or other art supplies to paint the flowers. Display the work in the classroom and allow students to discuss how their images of flowers are both alike and unlike the real flowers.

CORE VOCABULARY

awaken, v. to wake up

Example: When camping, I awaken to birds chirping.

Variation(s): awakened

pleased, adj. feeling happy or satisfied

Example: My abuela was pleased when I got an A on the test.

postman, n. mail or letter carrier

Example: The postman put the delivery on the stoop.

quick, adj. smart or intelligent

Example: Thanks to her quick wit, she always had a good answer.

uniform, n. certain clothing required for a job or school

Example: Our school uniform consists of blue pants and white shirts.

Vocabulary Chart for “Pottery from the Caddo Nation”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------|---------------------------------|--|---------------------------------|
| Vocabulary | | uniform
postman
pleased
awaken
quick | |
| Multiple Meaning | | | |
| Sayings and Phrases | | | |

Lesson 4: Van Gogh's Paintings

Introducing the
Read-AloudSupport

If students struggle to describe seeing a painting, prompt them to describe where they saw it, what the artist painted, how the painting made them feel, and so forth.

Challenge

Ask students to name a painter.

Speaking And
ListeningExchanging Information
and IdeasEntering/Emerging

Ask students yes/no questions about painting (e.g., "Do painters use brushes?").

Transitioning/Expanding

Encourage students to build on what the previous student has said about painting.

Bridging

Challenge students to say something more about painting than what the previous student has said.

Speaking and Listening: Students will describe what they know and wonder about painting. [SL.K.1]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**Show Image 1A-8**

- Ask students to identify what kind of artwork the image shows. (*painting*)
- Ask students to name some tools or materials people use to make a painting. (*Answers may vary but could include brushes, paint or pigment, paper or canvas, etc.*)
- Ask students if they have ever seen a painting. Have volunteers describe the experience.
- Ask students what they wonder or would like to learn about paintings or painters.

Check for Understanding

KWL Chart: Use the KWL chart to record student responses. Save the chart for future use.

ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Tell students that today they are going to hear a Read-Aloud about a famous painter named Vincent van Gogh. Van Gogh was born in Holland, but he lived in France for many years.
- Ask students what other artwork created in France they have learned about. (*cave art*)
- Display a world map and help students locate France on it.
- Explain that van Gogh painted many different things, but today's Read-Aloud talks about his paintings of sunflowers.
- Remind students that they learned about sunflowers in the *Plants* domain. Ask students to name things they know about sunflowers. (*Answers may vary, but students may remember that sunflowers have yellow petals, that their seeds are edible, etc.*)

Lesson 4: Van Gogh's Paintings

Read-Aloud



Reading: Students will answer questions about the Read-Aloud text and images in *Van Gogh and the Sunflowers*. [RI.K.1, RI.K.7]

Language: Students will demonstrate an understanding of the Tier 2 word *uniform*. [L.K.5c, L.K.4]

PURPOSE FOR LISTENING

- Tell students that as they listen to the Read-Aloud, they should pay attention to learn about how van Gogh's artwork was connected to nature and the world around him.

READ-ALoud (15 MIN.)

- Read aloud the trade book *Van Gogh and the Sunflowers* by Laurence Anholt. As you read, incorporate the following information and guided reading supports.
 - pp. 1–2: Have you ever seen flowers taller than you are?
 - pp. 3–4: Mail traveled on trains during this time in France.
 - p. 5: In this sentence, *quick* means smart or intelligent.
 - p. 6: When Vincent moves to France, he has “no money and no friends.” How would you feel if you were in this situation?
 - p. 7: What did Camille and his father do to help Vincent? (*They give him things they think he might need, such as dishes, a table, and a chair. They also give him sunflowers.*)
 - p. 10: Look at the picture. Do you agree that it looks “strange but very beautiful”? Why or why not?
 - pp. 15–16: Look at what Vincent is painting on his canvas. How is it connected to what he sees in nature? Use information from the illustration in your answer. (*Answers may vary, but students should notice some similarities, such as the colors.*)
 - p. 25: How does Vincent's painting of sunflowers connect to the real sunflowers in nature? (*Answers may vary, but students should notice that the sunflowers look realistic. However, they may also notice that they were painted when they were alive. Vincent's flowers have now died.*)
 - p. 27: Van Gogh painted sunflowers many times. Today those sunflower paintings are in museums all around the world.

Challenge

Have students use the Internet or materials you provide to locate an image of van Gogh's painting *The Starry Night*. Ask them to compare that painting to the illustration on p. 19–20. What similarities do they notice? What differences?

Support

Ask students what is similar about the painting and the real sunflowers. Ask students what is different about them.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Some things were hard for Vincent after he moved to France. What were some of these things? (*Answers may vary, but students may recall that he was without friends or funds.*)
2. **Inferential.** The book says that the sunflowers were like “burning yellow suns.” How might a sunflower look like a sun? (*Answers may vary, but students may recognize that both are round and yellow.*)

3. **Evaluative.** The townspeople say that Vincent does not have “a real job” and is only “playing” when he paints. Do you think being an artist can be a real job? Why or why not? Use information in the text to support your answer. *(Answers may vary, but students should draw on evidence from the text. For example, they may say that he was not playing, because today his art is very famous and important.)*
4. **Inferential.** How do people today feel about van Gogh’s artwork? How does that compare to the way people felt about it when he was making it? *(Answers may vary but should acknowledge that his work was not very popular when he was alive. No one wanted to buy his work. Today his work is very valuable and hangs in many museums around the world.)*



Check for Understanding

How was van Gogh’s work connected to the world around him? *(Answers may vary but should acknowledge that van Gogh painted things he saw or observed. Many of those things, such as the sky, the countryside, and flowers, came from nature.)*

- If time permits, you may wish to use the following questions to facilitate a discussion around health and wellness topics.
 - In this story, the townspeople are not always nice to Vincent. What are some ways to help when you observe someone being unkind? *(Answers may vary, but students may note that they can say something nice to the person being mistreated. They can also say, “That isn’t nice.”)*
 - The townspeople do not seem to understand Vincent, because he is not like them. What things could they have done to understand him better? *(Answers may vary, but students may suggest talking to him, asking him questions, etc.)*
 - When the boys throw rocks at Vincent, Camille does not know how to help, because he is just a child. How can children help when they see someone being teased or bullied? *(Answers may vary, but students may mention finding an adult such as a teacher or family member.)*



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask simple yes/no questions (e.g., “Did van Gogh paint things he saw in nature?”), and encourage students to ask their own questions about van Gogh.

Transitioning/Expanding

Provide students with a specific sentence frame (e.g., “Van Gogh painted _____ because...”), and encourage students to ask their own questions about van Gogh.

Bridging

Encourage students to use content-related words in complete sentences (e.g. “The painting on van Gogh’s canvas looks like the sky he saw in France.”), and to ask their own questions about van Gogh.

WORD WORK: UNIFORM (5 MIN.)

1. In the Read-Aloud, you heard that Vincent painted the postman “in his best blue uniform.”
2. Say the word *uniform* with me.
3. A uniform is a special outfit, usually for work or school.
4. Sometimes a uniform is an important part of a job. For example, firefighters’ uniforms help keep them safe from smoke and flames.
 - Describe where someone might wear a uniform. Use the word *uniform* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Some schools have uniforms that...”]
 - What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. If any of the things I name are a uniform, say “That is a uniform.” If they are not a uniform, say “That is not a uniform.”

- my favorite T-shirt (*That is not a uniform.*)
- the marching band’s clothing (*That is a uniform.*)
- grandpa’s sweater (*That is not a uniform.*)
- a soldier’s outfit (*That is a uniform.*)
- the soccer player’s jersey (*That is a uniform.*)

Lesson 4: Van Gogh's Paintings

Application



Writing: Students will develop a research plan with teacher guidance.
[W.K.7]

WHAT IS RESEARCH? (5 MIN.)

- Display the KWL chart and ask students to name some of the questions they had at the start of this domain.
- Ask students if any of their questions have been answered or if they have learned new things from the Read-Alouds in this domain. You may wish to have several students share examples.
- Explain that reading and looking at books and other sources is one way to learn more about a topic. This is also a way to help us answer questions. When we investigate something to learn more, we are doing research.
- Tell students that research is important, because it helps us learn more. For example, fourth graders writing a report about our state will do research to learn more about it. Before taking a trip, your family may research to learn about the place they will visit.
- Ask students to name other things someone might research.
- Tell students that during the rest of this unit, they will be doing research to answer a question from the KWL chart. They will use this research to create a class book to share what they have learned.

Challenge

Have students identify books in the classroom or school library that they could use to research a topic.

PLANNING RESEARCH (15 MIN.)

- Explain that when doing research, it is important to have a plan.
- Ask students to think about cooking soup. Most people use a recipe when cooking. The recipe is a kind of plan that explains what ingredients to use and the steps to make the soup. Without a recipe, you would have to guess what to put in your soup. Maybe your guesses would be delicious! But a recipe helps make sure of that. Just as recipes give us a plan for cooking, we can use plans for research. This makes our research turn out better than it would if we guessed about what to do.
- You may wish to ask students to name other times when people make plans for how to do something.
- Explain that just as recipes give us a plan for cooking, we can use plans for research. This makes our research turn out better than it would if we guessed about what to do.
- Remind students that in Domain 8: *Seasons and Weather: As the Earth Turns*, they conducted research by generating questions, developing and following a research plan, and gathering and understanding information and that they will complete the same research process in this domain.
- Display Activity Page 4.1 and distribute copies to students
- Explain that you will use this graphic organizer to plan your research.
- Tell students that each number on this graphic organizer represents a step in research.
- Introduce the following research steps and guide a discussion about them.
 1. Ask a question
 2. Find answers or facts
 3. Organize
 4. Share
- As you explain each step, model writing the step in the appropriate space on the graphic organizer. Ask students to write a keyword (*ask, find, organize, share*) for each step on their organizers.

Activity Page 4.1



Challenge

Ask students to write the complete step (such as “Ask a question” rather than “Ask”) on their copies of Activity Page 4.1.

Support

Allow students to dictate their responses for Activity Page 4.1 or to draw images to remind them of each step. For example, they may draw a question mark to represent asking a question.



Check for Understanding

Ask students to name the steps of the research plan in order.

- Tell students that they will return to the research plan in other lessons. It will help them as they create their class books.
 - Tell students that in the next class they will work on step 1 in the research plan, picking the question they want to ask in their research. Tell students to think about the questions on the KWL chart so that in the next class, they will be ready to choose the question to research.
-

End of Lesson



Writing

Writing

Entering/Emerging

Provide images to represent each step in the plan (such as a question mark to represent asking a question) and have students put the images in order.

Transitioning/Expanding

Have students use images as a guide for prompting discussion of the research plan steps.

Bridging

Have students discuss the steps with a partner as they fill out the Activity Page.

5

ART AND THE WORLD AROUND US

O'Keeffe's Paintings

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss similarities and differences between artists they have learned about.

[SL.K.1, RI.K.9]

Reading

Students will answer questions about the Read-Aloud text *My Name Is Georgia*.

[RI.K.1]

Language

Students will demonstrate an understanding of the Tier 3 word *still-life*.

[L.K.4]

Students will identify new meanings of the word *plain* and make connections between the word and images.

[L.K.4a, L.K.5c]

Writing

Students will generate research questions based on their KWL charts.

[W.K.7]

FORMATIVE ASSESSMENTS

Activity Page 5.1

Research Students will generate research questions based on their KWL charts.

[W.K.7]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing the Read-Aloud (5 min.) | | | |
| What Have We Already Learned? | Whole Group | 5 min. | <input type="checkbox"/> KWL chart (Digital Components) |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Trade Book: <i>My Name Is Georgia</i> by Jeanette Winter |
| Read-Aloud | | | |
| Comprehension Questions | | | |
| Word Work: <i>Still-Life</i> | | | |
| Application (25 min.) | | | |
| Multiple Meaning Word Activity | Whole Group | 25 min. | <input type="checkbox"/> Poster 3M: Plain (Image Cards)
<input type="checkbox"/> Activity Pages 4.1, 5.1
<input type="checkbox"/> KWL chart (Digital Components)
<input type="checkbox"/> Research Model (Digital Components) |
| Review the Research Plan | | | |
| Research Questions | | | |

ADVANCE PREPARATION

Speaking and Listening

- Prepare to display and use the KWL chart introduced earlier in the domain.

Reading

- Prepare to read aloud the trade book *My Name Is Georgia* by Jeanette Winter. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Georgia O’Keeffe was born...” and number each page in order after that.
- Use the following extension activity to help students understand how to create a still-life. After the Word Work activity, in which students brainstorm classroom objects that could be used in a still-life, distribute art supplies and encourage students to create their own still-lives. Allow them to share their completed work with peers and facilitate discussion about the characteristics of a still-life.

Writing

- In this lesson, students will select the research question they will explore for their culminating tasks. Review the KWL chart in advance to ensure that it contains good questions for further research.
- The lesson is designed for you to facilitate a class discussion of art-related questions, generated from the KWL chart, then to have students vote on the question the class will explore through research. Customize this as desired to fit your students’ needs. For example, if your students need additional support in understanding what makes a good research question, you may wish to introduce only select, pre-screened questions from the KWL chart, limiting the options on which they may vote. Alternatively, if your students are fluent researchers and will require less scaffolding for the culminating task, you may allow them to pick individual questions.

Universal Access

Speaking and Listening

- Gather images and trade books from prior lessons to pass around the class.
- Review the definitions of *alike* and *unlike*.

Reading

- Gather different books about O’Keeffe or images of her work to pass around the class. The school or local library may be a good resource. You may also wish to consult the website of the Georgia O’Keeffe Museum, which is dedicated to the artist’s work.

CORE VOCABULARY

bundle, v. to pack or gather things together

Example: We bundled up the sticks we collected after the storm.

Variation(s): bundled

canyon, n. an area where the land is much lower than the land around it; a valley

Example: The Grand Canyon is one mile deep.

plains, n. big, flat areas of land; prairie

Example: Settlers used covered wagons to travel across the plains.

statue, n. sculpture of a person or animal

Example: The people of France gave the Statue of Liberty to the United States.

still-life, n. a painting or drawing of objects, usually that are not living

Example: Many still-lives include flowers, fruit, and other kinds of food.

studio, n. room or building where an artist works

Example: Anselm Kiefer makes very large artworks, so his studio is in an old factory.

Vocabulary Chart for *My Name Is Georgia*

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary | statue
studio
still-life | bundle
canyon | |
| Multiple Meaning | | plain | |
| Sayings and Phrases | | | |

Lesson 5: O’Keeffe’s Paintings

Introducing the
Read-AloudSupport

Display or pass around the image cards from Lesson 3 and copies of *Van Gogh and the Sunflowers* and *The First Drawing* for students to use in comparing and contrasting.

Challenge

Ask students to compare and contrast these artists using a Venn diagram.

Speaking and
Listening**Exchanging Information
and Ideas****Entering/Emerging**

Ask students yes/no questions about the artists (e.g., “Did this artist live in France?”).

Transitioning/Expanding

Ask students short-answer questions about the artists (e.g., “Where did this artist live?”).

Bridging

Ask students open-ended questions about the artists (e.g., “What was this artist’s work like?”).

Speaking and Listening: Students will discuss similarities and differences between artists they have learned about. **[SL.K.1, RI.K.9]**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to name an artist they have learned about in this domain. (*van Gogh, Jeraldine Redcorn and members of the Caddo Nation, the cave artists*)
- Ask students to name some ways that these artists are alike and unlike. (*Answers may vary, but students may describe that they all use materials or create images of things found from nature or that they all use tools to make art. Some differences include when and where they lived and the kinds of tools they use, such as sticks, gourds, clay, and so forth.*)
- Ask students what else they wonder or would like to learn about art or artists.

Check for Understanding

KWL Chart: Use the KWL chart to record student responses. Save the chart for future use.

Lesson 5: O’Keeffe’s Paintings

Read-Aloud



Reading: Students will answer questions about the Read-Aloud text *My Name Is Georgia*. [RI.K.1]

Language: Students will demonstrate an understanding of the Tier 3 word *still-life*. [L.K.4]

PURPOSE FOR LISTENING

- Tell students that in today’s Read-Aloud, they will learn about another painter. This painter is an American woman named Georgia O’Keeffe.
- Tell students that as they listen to the Read-Aloud, they should pay attention to learn about how O’Keeffe’s artwork was connected to nature and the world around her.

READ-ALOUD

- Read aloud the trade book *My Name Is Georgia* by Jeanette Winter. As you read, incorporate the following information and guided reading supports.
 - p. 2: Do you know what you want to be?
 - p. 4: Do you ever do things others don’t?
 - p. 5: Does her hair look like the birds?
 - p. 6: Before cars, people used horses and buggies, or carriages, to get around.
 - p. 8: A statue is a sculpture or a person or animal.
 - p. 9: A still-life is a painting or drawing of objects, usually ones that are not living.
 - p. 11: The plains are large spaces of land, usually flat. There are many plains in places like New Mexico, Kansas, Nebraska, and other parts of the United States.
 - What does the author mean by “canyons of steel”?
 - p. 17: In nature, a canyon is a place where the land is far below the land around it. O’Keeffe sometimes painted in the Palo Duro Canyon, which is in Texas.
 - p. 34: A Model A was a kind of car made long ago.

Support

Display the illustration on p. 17 and explain that tall buildings are often made with steel. Guide students in looking at where O’Keeffe is in the image and where the buildings are.

Challenge

Have students use the Internet or materials you provide to research canyons, such as the Grand Canyon or the Palo Duro Canyon, where O’Keeffe painted.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask simple yes/no questions (e.g., “Did O’Keeffe paint things she found outside?”), and encourage students to ask their own questions about O’Keeffe.

Transitioning/Expanding

Provide students with a specific sentence frame (e.g., “O’Keeffe painted _____ because...”), and encourage students to ask their own questions about O’Keeffe.

Bridging

Encourage students to use content-related words in complete sentences (e.g. “O’Keeffe created still-lives from objects she found outside.”) and encourage students to ask their own questions about O’Keeffe.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Where did O’Keeffe find her “own ideas”? (*outside in the world, not at school*)
2. **Inferential.** In nature, a canyon is a place where the land is far below the land around it. How might being on the sidewalk surrounded by tall skyscrapers feel like being in a canyon? (*Answers may vary, but students should connect that in both cases, you are standing far below the things around you.*)
3. **Literal.** What did O’Keeffe paint in New York? (*She painted things outside, such as clouds or flowers.*)
4. **Evaluative.** The Read-Aloud says that O’Keeffe painted “the wonderful loneliness and emptiness” of the outdoors. What things could be wonderful about someplace lonely and empty? (*Answers may vary but could include that it is quiet, that you can focus better on nature if there are not many others around, etc.*)
5. **Inferential.** The Read-Aloud says that O’Keeffe’s hair changed colors. What does this tell us about her time in the west? How do you know? (*She spent many years there, because her hair turned gray and white as she got older.*)
6. **Evaluative.** The Read-Aloud says that O’Keeffe did many things that other people did not do. What were some of these things? Do you think it was good that she did them? Why or why not? (*Answers may vary, but students should draw on the text in their responses. O’Keeffe went to places others didn’t and saw things in ways others didn’t. Students may recognize that this may have made her lonely sometimes, but it also helped make her art special and unique.*)



Check for Understanding

How was O’Keeffe’s work connected to the world around her? (*Answers may vary but should acknowledge that O’Keeffe painted things she saw or observed in nature. She usually painted things from the outdoors*)

WORD WORK: STILL-LIFE (5 MIN.)

1. In the Read-Aloud, you heard that when she was in school, O’Keeffe painted “a still-life painting” every day.
2. Say *still-life* with me.
3. A still-life is an image of objects. These objects are not usually living things..
4. Many kinds of artists have painted still-lives. They often had flowers, fruit, or other objects in them.
5. Describe what O’Keeffe put in her still-lives. Use the term *still-life* in your sentence. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “O’Keeffe’s still-lives included . . .”]
6. What’s the word we’ve been talking about?

Use a Sharing activity for follow-up. Look around the classroom. What objects from our classroom would you put in your still-life? Be sure to use the term still-life in your responses. Try to answer in complete sentences.

Lesson 5: O’Keeffe’s Paintings

Application



Language: Students will identify new meanings of the word *plain* and make connections between the word and images. [L.K.4a, L.K.5c]

Writing: Students will generate research questions based on their KWL charts. [W.K.7]

MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

Display Poster 3M: Plain

- Remind students that in the Read-Aloud they heard “I felt the wind across the plains.”
- Explain that *plain* in this sentence means a large area of mostly flat land.
- Have students hold up one or two fingers to indicate which image shows this meaning (one finger).

Image Card Poster 3M



Support

Provide other examples of plain (meaning not fancy), and compare, such as; a plain shirt vs. a fancy shirt or a plain piece of paper vs. a paper that has been written on.

Support

Name the steps, then ask students to put them in order.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Prompt students to ask questions using sentence frames (*Was Georgia O'Keeffe _____?*).

Transitioning/Expanding

Prompt students to ask questions using *how*, *who*, *what*, *when*, or *where*. (*What tools do artists need?*)

Bridging

Prompt students to ask questions using *how*, *who*, *what*, *when*, or *where*. (*What tools do artists need?*) Prompt students to ask questions using a word bank of vocabulary from the unit (*pottery*, *sculpture*, *painter*, etc).

- Divide students into pairs. Ask them to discuss what they think of when they see this picture of the word *plain*. Call on several students to share their responses.
- *Plain* also means something else. *Plain* means something that is not fancy or unique.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (two fingers).
- Ask students to discuss with their partners what they think of when they see this picture of the word *plain*. Call on several students to share their responses.
- Remind students to answer in complete sentences.

REVIEW THE RESEARCH PLAN (5 MIN.)

- Display Activity Page 4.1 and ensure students have their copies, which were completed in the previous lesson.
- Ask students to name the steps in the research plan. (1. Ask a question, 2. Find answers or facts, 3. Organize, 4. Share)
- Remind students that in this unit, they will research a question related to art or artists. They will use their research to make a class book.
- Tell students that to start their research, they need to begin with Step 1 of the research plan, asking a question.

RESEARCH QUESTIONS (15 MIN.)

- Ask students where they have already collected some questions they have about art and artists. (the KWL chart)
- Display the KWL chart and review the questions. You may wish to allow students to add additional questions.
- Explain that not every question we might ask is a good research question. Good research questions are ones that help us explore and learn more. A good research question does not have a yes or no answer.
- Use the following examples to help students understand how to check for a good research question. Read each one, then have students say whether or not it would be a good research question, based on whether it could be answered with yes or no.

- Does an artist create art? (*This is not a good research question.*)
 - What are some different kinds of art? (*This is a good research question.*)
 - How do people make art? (*This is a good research question.*)
 - Is a painting art? (*This is not a good research question.*)
 - How have artists created art from the world around them? (*This is a good research question.*)
- After students have demonstrated understanding of a good research question, guide them in identifying questions from the KWL chart. List the questions that would be good for further research on the board or chart paper.
 - Review the questions aloud, then have students vote on the one they would like to research through the rest of the unit.
 - Congratulate students for completing step one of their research plan.
 - Display and distribute Activity Page 5.1.
 - Tell students that as they complete their research, they will record it on this graphic organizer.
 - Explain that they will write their research question in the center of the flower. As they research, they will find facts or answers to their question. They will write a fact or answer on each petal of the flower.
 - Model writing the research question on the flower's center. Ask students to write the question on their graphic organizers as well. Modify as needed; for example, students may write a keyword or draw an image that represents the question. A sample, completed Activity Page 5.1 appears in Lesson 15

Challenge

Ask students to generate additional good research questions for their culminating task.

Activity Page 5.1



Check for Understanding

Ask students to identify the question they will research.

- Tell students that they will return to this graphic organizer in other lessons. It will help them as they collect research.

End of Lesson

6

ART AND THE WORLD AROUND US

Asawa's Sculptures

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss sculptures.

[SL.K.1]

Reading

Students will answer questions about the Read-Aloud text *A Life Made by Hand*.

[RI.K.1]

Language

Students will demonstrate an understanding of the Tier 2 word *brilliant*.

[L.K.4, L.K.5c]

Students will demonstrate an understanding of multiple meanings of the tier 2 word *character* and make connections between the word and images.

[L.K.4a]

Writing

Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

FORMATIVE ASSESSMENTS**Activity Page 5.1**

Research. Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing the Read-Aloud (5 min.) | | | |
| What Have We Already Learned? | Whole Group | 5 min. | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Trade Book: <i>A Life Made by Hand</i> by Andrea D'Aquino |
| Read-Aloud | | | |
| Comprehension Questions | | | |
| Word Work: <i>Brilliant</i> | | | |
| Application (25 min.) | | | |
| Multiple Meaning Word Activity | Whole Group | 25 min. | <input type="checkbox"/> Poster 4M: Character (Image Cards)
<input type="checkbox"/> Activity Pages 4.1, 5.1
<input type="checkbox"/> Research Model (Digital Components) |
| Review the Research Plan | | | |
| Modeling Research | | | |
| Research | | | |

ADVANCE PREPARATION

Reading

- Prepare to read aloud the trade book *A Life Made by Hand* by Andrea D'Aquino. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text "This is the story of..." and number each page in order after that.
- Use the following extension activity to help students understand how to create a sculpture. Distribute a variety of colored pipe cleaners to students, and encourage them to use these in a sculpture of their own. Upon completion, have them share their work and discuss the experience of creating it. For example, was it hard to make a sculpture that stood up? An additional extension activity is included in the back of the trade book.

Writing

- Prepare to display Activity Page 5.1, which was begun in the previous lesson. Ensure that students have their copies of Activity Pages 4.1 and 5.1 from previous lessons.
- Throughout the remainder of this unit, lessons will have you display the Research Model to offer explicit instruction in research skills. Lessons include drafts of the Research Model and examples based on the research question "How do people make art?" If your students selected this as their research question, we suggest you prepare models with a different question, such as "What are some kinds of art?" As you prepare for each lesson, determine if you would like to use these models or custom models. If needed, you may use a second copy of the Research Model to record additional facts gathered during research.
- Prepare to display the Research Model which you will use for modeling research skills from this unit. For this lesson, write your model research question in the center of the flower on the Research Model. If you are using the examples from the lesson, please write "How do people make art?" on the Research Model.

Universal Access

Reading

- Gather different books about Asawa or images of her work to pass around the class. The school or local library may be a good resource for this. You may also wish to consult websites dedicated to the artist.

CORE VOCABULARY

brilliant, adj. very smart

Example: The students felt brilliant after participating in the National Spelling Bee.

calligraphy, n. handwriting designed to look beautiful

Example: The wedding invitation was written in calligraphy.

character, n. a written mark

Example: In Japanese writing, there are two kinds of characters.

choreographer, n. a person who invents dances by planning steps or movements and putting them together

Example: The choreographer created a special piece for her favorite ballerina.

defy, v. to go against

Example: A well-trained dog will not defy its owner.

Variation(s): defies

fascinating, adj. very interesting

Example: We saw many fascinating works of art on the field trip to the museum.

form, n. a figure or shape

Example: The cloud had the form of a rabbit.

Variation(s): forms

Vocabulary Chart for *A Life Made By Hand*

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------|---------------------------------|---|---------------------------------|
| Vocabulary | choreographer | brilliant
calligraphy
defy
fascinating
form | |
| Multiple Meaning | | character | |
| Sayings and Phrases | | | |



Speaking and Listening

Exchanging Information
and Ideas

Entering/Emerging

Show images from previous Read-Alouds to help students ask questions and recall other kinds of art they have studied and provide sentence frames for each kind of art students have studied. (“A painting is _____.”)

Transitioning/Expanding

Show images from previous Read-Alouds to help students ask questions and recall other kinds of art they have studied and provide a word bank of terms (painting, drawing, pottery) students can connect with each image.

Bridging

Show images from previous Read-Alouds to help students ask questions and recall other kinds of art they have studied.

Support

To help students understand the difference between a sculpture and a drawing or painting, explain that most drawings or paintings are flat. Sculptures are not flat; they have the shape of the person, object, or animal they represent.

Lesson 6: Asawa’s Sculptures

Introducing the
Read-Aloud

Speaking and Listening: Students will discuss sculptures.
[SL.K.1]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to name the kinds of art they have learned about in this domain. (*pottery, painting, drawing*)
- Tell students that in this lesson, they will learn about a kind of art called sculpture. A sculpture is a figure of something, such as an object, person, or animal. Many statues are also sculptures.
- Remind students that they have learned about a sculpture of several American Presidents. Ask students what this sculpture is called. (*Mount Rushmore*)
- Explain that Mount Rushmore, located in South Dakota, is a sculpture made of stone. But sculptures can be made of other things, too. In this lesson they will learn about an artist who made sculptures from wire.



Check for Understanding

Recall: What is a sculpture? (A sculpture is a kind of artwork that is a figure of something.)

Lesson 6: Asawa's Sculptures

Read-Aloud



Reading: Students will answer questions about the Read-Aloud text *A Life Made by Hand*. [RI.K.1]

Language: Students will demonstrate an understanding of the Tier 2 word *brilliant*. [L.K.4, L.K.5c]

PURPOSE FOR LISTENING

- Tell students that in today's Read-Aloud, they will learn about a sculptor named Ruth Asawa. Asawa was born in Norwalk, California but her family had come to America from Japan.
- Tell students that as they listen to the Read-Aloud, they should pay attention to learn about sculptures and about how Asawa's artwork was connected to nature and the world around her.

READ-ALoud (15 MIN.)

- Read aloud the trade book *A Life Made by Hand* by Andrea D'Aquino. As you read, incorporate the following information and guided reading supports.
 - p.1–2: This image is in the style of a collage. That means it has different pieces of things put together to create a picture. Look closely at the collage. What details help you know that Asawa's family worked on a farm?
 - p. 4: *Fascinating* means very interesting. What is something you find fascinating?
 - p. 9: *Form* is another word for shape.
 - p. 11: *Calligraphy* is a special kind of writing that is designed to look very beautiful. A character is a mark on paper, such as a letter. [Point out the characters on the pieces of paper in the illustration.]
 - p. 13: *Brilliant* means very smart.
 - p. 14: A choreographer is someone who invents dances.
 - p. 17: If you were going to make art out of something around you, what would you use?

Challenge

Ask students to research famous sculptures, such as Mount Rushmore or the sculpture of Abraham Lincoln inside the Lincoln Memorial.

Challenge

Have students research one of the people Asawa met at Black Mountain: Merce Cunningham, Buckminster Fuller, or Josef Albers.

- p. 25: To defy means to break the rules or go against something.
- p. 26: They are trying to figure out what the sculpture looks like. What questions do you have about what her sculptures look like?

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What did Asawa do when she was in nature? (*She looked closely at things and wondered about them.*)
2. **Inferential.** The Read-Aloud says that Ruth learned that in a sculpture, a line can go anywhere. What might this mean? (*Answers may vary, but students should connect this to the idea that a sculpture has more sides than a flat painting or drawing.*)
3. **Literal.** What kind of art did people make at Black Mountain? (Answers may vary but could include dance, square color paintings, or art made out of unusual materials.)
4. **Literal.** What did Asawa learn from the craftsman in Mexico? (*She learned to weave baskets from wire.*)
5. **Inferential.** How was Asawa's work connected to nature? (*Answers may vary but could include that she often made animals from wire or that her work is delicate like a spider web or butterfly wing. Students may also recall that some people wonder if her sculptures are of animals.*)
6. **Evaluative.** The Read-Aloud says that Asawa went to school with many brilliant people. Do you think she was brilliant? Why or why not? Use information from the Read-Aloud in your answer. (*Answers may vary, but students should draw on the text in their responses. They may note that Asawa created things that were beautiful and are in many museums today. They may also observe that people did not always know what her sculptures were showing — which they could see as evidence for or against her brilliance!*)

Support

Review the definition of *brilliant*.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Direct students to point to details in the book's illustrations that help answer the questions, then guide them in describing those details.

Transitioning/Expanding

Prompt students to look at the illustrations, then name a word or phrase that describes them.

Bridging

Encourage students to refer to the illustrations for additional evidence in answering the questions.

Check for Understanding



How was Asawa's work connected to the world around her? (*Answers may vary but should acknowledge that Asawa sometimes sculpted things she saw or observed in nature. She may also have gotten ideas from things in nature, such as spider webs.*)

WORD WORK: BRILLIANT (5 MIN.)

1. In the Read-Aloud, you heard that Asawa met many *brilliant* people at college.
2. Say *brilliant* with me.
3. Someone who is brilliant is very smart. They may work on important problems and ideas.
4. One brilliant person was César Milstein, who discovered important things about how our bodies' immune system works. Another brilliant person was Marie Curie, a scientist who made important discoveries about elements.
5. Describe someone you think is brilliant. Use the term *brilliant* in your sentence. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ is brilliant because..."]
6. What's the word we've been talking about?

Use a Sharing activity for follow-up. Think about a problem that you have learned about. What problem do you wish a brilliant person could solve? Be sure to use the word *brilliant* in your responses. Try to answer in complete sentences.

Lesson 6: Asawa's Sculptures

Application



Language: Students will demonstrate an understanding of multiple meanings of the tier 2 word *character* and make connections between the word and images. [L.K.4a]

Writing: Students will participate in a shared research activity to gain information about an artist and works of art. [W.K.7, W.K.8]

MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

Display Poster 4M: Character

- Remind students that in the Read-Aloud they heard "She learned to hold the paintbrush and shape the bold characters with black ink."
- Explain that *character* in this sentence means a mark on paper, like a letter.
- Have students hold up one or two fingers to indicate which image shows this meaning (one finger).

Image Card Poster 4M



Support

Show students examples of characters that they may have seen before, such as those on a computer keyboard (\$, #, @).

- Divide students into pairs. Ask them to discuss what they think of when they see this picture of the word *character*. Call on several students to share their responses.
- *Character* also means something else. *Character* means a person or animal that is in a story.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (two fingers).
- Ask students to discuss with their partners what they think of when they see this picture of the word *character*. Call on several students to share their responses.
- Remind students to answer in complete sentences.

REVIEW THE RESEARCH PLAN (5 MIN.)

- Display Activity Page 4.1 and ensure students have their copies, which were completed in the previous lesson.
- Ask students to name the steps in the research plan. (*1. Ask a question, 2. Find answers or facts, 3. Organize, 4. Share*)
- Ask students which steps they have already completed. (*1. Ask a question*)
- Ask students to recite the question they are researching in this unit.
- Ask students what step they should work on next. (*2. Find answers or facts*)

MODELING RESEARCH (5 MIN.)

- Display the Research Model and tell students that you have been thinking of a question about art, too.
- Ask students to point out your question on the model, then read it aloud to them.
- Explain that you are going to look back at today's Read-Aloud for some information or facts about your question.
- Demonstrate this process. If you are using the model question, you may use the following prompts.
 - My question is "How do people make art?" I know that in this step of my research, I need to find some facts that can help me answer this question.

Activity Page 4.1



Support

Direct students to the center of the flower on Activity Page 5.1, where they wrote or drew their research question.

Challenge

Ask students if they remember details from the book that help answer your question.

- I think I can add some information about how Ruth Asawa made art. I think I will look at how she did it before she went to school and how she did it after she visited Mexico.
 - My question is “How do people make art?” I know that in this step of my research, I need to find some facts that can help me answer this question.
 - [Turn to p. 7–8 and model looking at the illustrations and text.] This page described how Asawa looked carefully at nature. It also talks about how she made animals from wire. Those are good facts for my research. [Write *looked at nature* and *made animals from wire* on the flower petals.]
 - Now I want to look at how she made art after her trip to Mexico.
 - [Turn to p. 21–22 and model looking at the illustrations and text.] This page described how Asawa wove wire like the craftsman taught her. Weaving is one way people make art. I’m going to add that to my research. [Write *weaving* on the flower petals.]
- Explain that now that students have seen how to do research, you will all do more research together. This time you will research the question students selected for the class book.

RESEARCH (15 MIN.)

- Display Activity Page 5.1, which features the question students selected in the previous lesson.
- Guide students through the research process, using *A Life Made by Hand* and the question students selected for the class book.
- Record the information on the displayed copy of Activity Page 5.1 and assist students as they record it on their copies.



Check for Understanding

Ask students to turn to a partner and restate the information they gathered from research.

- Tell students that they will return to this graphic organizer in other lessons. They will use it as they collect more research.

End of Lesson

Activity Page 5.1



Writing

Writing

Entering/Emerging

Have students draw their information, point to their drawings, and write the related words or phrases.

Transitioning/Expanding

Have students write a word that represents their information.

Bridging

Have students write a phrase that represents their information.

7

ART AND THE WORLD AROUND US

Textile Arts

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss weaving.

[SL.K.1]

Reading

Students will answer questions about the Read-Aloud text *Rainbow Weaver*.

[RI.K.1]

Language

Students will demonstrate an understanding of the Tier 2 word *gather*.

[L.K.4, L.K.5c]

Students will demonstrate an understanding of multiple meanings of the Tier 2 word *beam*.

[L.K.4]

Writing

Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

FORMATIVE ASSESSMENTS**Activity Page 5.1**

Research. Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | <input type="checkbox"/> world map |
| Essential Background Information | | | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Trade Book: <i>Rainbow Weaver</i> by Linda Elovitz Marshall |
| Read-Aloud | | | |
| Comprehension Questions | | | |
| Word Work: <i>Gather</i> | | | |
| Application (20 min.) | | | |
| Multiple Meaning Word Activity | Whole Group | 20 min. | <input type="checkbox"/> Poster 5M: Beam (Image Cards)
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Research Model (Digital Components) |
| Modeling Research | | | |
| Research | | | |

ADVANCE PREPARATION

Speaking and Listening

- Prepare to display a world map and to guide students in locating Guatemala on it.

Reading

- Prepare to read aloud the trade book *Rainbow Weaver* by Linda Elovitz Marshall. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “High in the mountains...” and number each page in order after that.
- This text includes a glossary and pronunciation guide for Mayan terms.

Writing

- Prepare to display Activity Page 5.1, which was begun in the previous lesson. Ensure that students have their copies of Activity Page 5.1 from previous lessons.
- Throughout this unit, lessons will have you display the Research Model to offer explicit instruction in research skills. Lessons include drafts of the Research Model and examples based on the research question “How do people make art?” If your students selected this as their research question, we suggest you prepare models with a different question, such as “What are some kinds of art?” As you prepare for each lesson, determine if you would like to use these models or custom models. If needed, you may use a second copy of the Research Model to record additional facts gathered during research.
- Prepare to display the Research Model, which you began in previous lessons.

Universal Access

Reading

- Gather different books about weaving to pass around the class. The school or local library may be a good resource for this.
- *Rainbow Weaver*, this lesson’s Read-Aloud text, features both English and Spanish, in facing-page translations. You may wish to allow students who are more proficient in Spanish to listen to the Spanish text as a scaffold.

CORE VOCABULARY

beam, v. to smile broadly

Example: Javier beamed when he scored the goal.

Variation(s): beamed

dull, adj. boring or uninteresting

Example: If it had more colors, the painting would not be so dull.

gather, v. to collect

Example: The teacher gathered all the permission slips before the field trip.

Variation(s): gathered

textile, n. cloth or woven fabric

Example: My cousin loves making things from cloth, so he is studying textile arts in college.

Vocabulary Chart for *Rainbow Weaver*

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary | textile | dull
gather | |
| Multiple Meaning | | beam | |
| Sayings and Phrases | | | |

Support

To help students recall information about weaving, display Images 4A-1 through 4A-9 from Domain 10: *Colonial Towns and Townspeople*.

Challenge

Prompt students to use vocabulary related to weaving (loom, spindles, spinners), which they learned in Domain 10.

**Speaking and Listening****Exchanging Information and Ideas****Entering/Emerging**

Ask students yes/no questions about weaving and encourage students to ask their own questions.

Transitioning/Expanding

Provide students specific sentence frames to ask and answer questions about weaving (e.g., “Ruth Asawa wove with...”), and encourage students to ask their own questions.

Bridging

Challenge students to ask and answer questions in complete sentences (e.g., “Ruth Asawa wove with wire.”).

Lesson 7: Textile Arts

Introducing the Read-Aloud



Speaking and Listening: Students will discuss weaving. [SL.K.1]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that Ruth Asawa learned to weave in Mexico. Explain that today students will learn about weaving.

**Check for Understanding**

Recall: What is weaving? (*combining strands of thread to make cloth*)

- Ask students to describe what they know about weaving. (*Answers may vary, but students may draw on information from the lesson about Ruth Asawa or from the information they learned about weaving in Domain 10: Colonial Towns and Townspeople.*)
- Explain that most weavers use thread. However, sometimes artists like Ruth Asawa use other materials, such as wire, to weave. Today’s Read-Aloud describes another weaver who uses an unusual material. You may ask students to guess what that material could be.

ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Tell students that today they are going to hear a Read-Aloud about a weaver named Ixchel, which is pronounced [/eex*shell/]. Ixchel is a Mayan girl from Guatemala.
- Explain that the Mayan people have lived in what is now Central America for thousands of years. Students will learn more about the Mayan civilization in Grade 1.
- Display a world map and help students locate Guatemala on it.

- Explain that this Read-Aloud will describe a way of weaving that is both like and unlike the weaving of Ruth Asawa and the colonial townspeople.

Lesson 7: Textile Arts

Read-Aloud



Reading: Students will answer questions about the Read-Aloud text *Rainbow Weaver*. [RI.K.1]

Language: Students will demonstrate an understanding of the Tier 2 word *gather*. [L.K.4, L.K.5c]

PURPOSE FOR LISTENING

- Tell students that in today's Read-Aloud, they will learn more about weaving.
- Tell students that as they listen to the Read-Aloud, they should pay attention to learn about weaving and about how Ixchel's artwork was connected to nature and the world around her.

READ-ALoud (15 MIN.)

- Read aloud the trade book *Rainbow Weaver* by Linda Elovitz Marshall. As you read, incorporate the following information and guided reading supports.
 - p. 1–2: Look at the clothing Ixchel and her mother are wearing. How is it like the cloth her mother is weaving?
 - p. 3: What is a loom? (*a machine used to weave thread into cloth*)
Mayan women have been weaving this way for thousands of years. That means this kind of weaving is a tradition. What are some other traditions we have learned about? (Answers may vary, but students may recall some of the Native American traditions they have previously studied.)
 - *What questions do you have about a loom?*
 - p. 5: Would you like to have plastic bags like this all over your neighborhood?.
 - p. 7: To gather is to collect.
 - Ixchel seems to have an idea for weaving without any thread. What do you think her idea is?

Support

Remind students that colonial townspeople used wool.

- p. 10: *Dull* means boring or uninteresting. A blade of grass is a piece of grass.
- p. 11: What do people use wool for? (*weaving*)
- p. 15: Why is Ixchel sad? (*Answers may vary, but students should recognize that her weaving will not sell at the market, and she does not believe she can help pay her school fees.*)
- p. 16: What do you think her idea is?
- p. 19: How does Ixchel's plastic-bag fabric look like nature? (*"It had blues as clear as the sky, reds as bright as the flowers, and yellows as golden as the corn."*)
- p. 28: When someone beams, they have a great big smile.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Why did Ixchel and her mother weave cloth? What did they do with the money they made from selling it? (*pay for Ixchel's school and books*)
2. **Inferential.** What problems do the plastic bags cause in Ixchel's neighborhood? (*They are litter and make the neighborhood look less nice. They also make it difficult to go places, because they are all over the path.*)
3. **Inferential.** How does Ixchel's weaving help her family? How does it help her neighborhood? (*She helps her family by earning money to pay for school and books. She helps her neighborhood by helping it be cleaner and prettier.*)
4. **Evaluative.** Why do you think that people bought Ixchel's weaving at the market? Use information from the Read-Aloud in your answer. (*Answers may vary, but students should base them on the text. For example, they may say that it is not dull, that it has the colors of the rainbow, and so forth.*)
5. **Inferential.** How was Ixchel's work connected to nature? (*Answers may vary but could include that she made things in the colors of the rainbow and the colors of things she saw in nature, such as the sky or flowers.*)
6. **Inferential.** Do Ixchel and her mother think school is important? Use information from the Read-Aloud in your answer. (*Yes, because they both work hard so that they have money for Ixchel to attend school and buy books.*)
 - If time permits, you may wish to ask the following questions related to health and wellness.
 - Ixchel tried some things that did not work when she first started weaving. Have you ever tried something that did not work? How did you feel?

Support

Ask students what the colors in her weaving looked like.

- When you try something that does not work, what are good things to do next? [You may wish to remind students that Ixchel's third idea was the one that worked. Sometimes it is good to keep trying new ideas.]



Check for Understanding

How was Ixchel's weaving connected to the world around her? *(Answers may vary, but students should understand that she wove in the tradition of her ancestors, creating cloth that held many colors from nature. She also used materials from her environment, and because she used trash, this was helping clean her environment and making her village more beautiful.)*

WORD WORK: GATHER (5 MIN.)

1. In the Read-Aloud, you heard that Ixchel gathered plastic bags.
2. Say *gather* with me.
3. When you gather things, you collect them.
4. Before I come to school, I gather my belongings. I gather my keys, my bag, and other things I need for a good day at school.
5. Describe what you gather to bring to school each morning. Use the term *gather* in your sentence. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I gather my _____."]]
6. What's the word we've been talking about?

Use a Discussion activity for follow-up. I am going to describe situations that are examples of a person gathering things. For each example I want you to tell me what is being gathered and by whom. Try to answer in complete sentences. Begin your responses with "_____ gathers _____."

- Lorna picks up lots of shells at the beach and puts them in her pail. *(Lorna gathers shells.)*
- Sue keeps all of her favorite rocks that she has found on a shelf. *(Sue gathers rocks.)*
- Javier picks up litter on his walk to school. *(Juan gathers litter.)*
- The squirrel hides nuts to eat during the winter. *(The squirrel gathers nuts.)*

Challenge

Have students review the information about people Ruth Asawa encountered at Black Mountain College and the ideas they had about art. Have them use information from that text and this lesson's Read-Aloud to describe what Josef Albers or Buckminster Fuller would think of Ixchel's weaving.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Direct students to point to details in the book's illustrations that help answer the questions, then guide them in describing those details.

Transitioning/Expanding

Prompt students to look at the illustrations, then name a word or phrase that describes them.

Bridging

Encourage students to refer to the illustrations for additional evidence in answering the questions.

Lesson 7: Textile Arts

Application



Language: Students will demonstrate an understanding of multiple meanings of the Tier 2 word *beam*. [L.K.4]

Writing: Students will participate in a shared research activity to gain information about an artist and works of art. [W.K.7, W.K.8]

MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

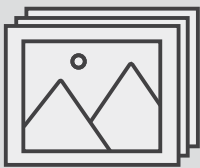
Display Poster 5M: Beam

- Remind students that in the Read-Aloud they heard “Ixchel beamed with happiness.”
- Explain that *beam* in this sentence means to smile. When someone beams, they have a very large smile.
- Have students hold up one or two fingers to indicate which image shows this meaning (one finger).
- Divide students into pairs. Ask them to discuss what they think of when they see this picture of the word *beam*. Call on several students to share their responses.
- *Beam* also means something else. *Beam* means a ray of light.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (two fingers).
- Ask students to discuss with their partners what they think of when they see this picture of the word *beam*. Call on several students to share their responses.
- Remind students to answer in complete sentences.

MODELING RESEARCH (5 MIN.)

- Ask students to name the question they are researching in this unit.
- Ask students what step they are working on from the research plan. (*step 2, find answers or facts*)
- Display the Research Model and remind students that you have been thinking of a question about art, too.

Image Card Poster 5M



Support

Model how to beam to students by showing them a large smile. Ask students to try to beam back at you.

Support

Direct students to the center of the flower on Activity Page 5.1, where they wrote or drew their research question.

- Ask students to point out your question on the model, then read it aloud to them.
- Explain that you are going to look back at today’s Read-Aloud for some information or facts about your question.
- Demonstrate this process. If you are using the model question, you may use the following prompts.
 - My question is “How do people make art?” I know that in this step of my research, I need to find some facts that can help me answer this question.
 - I think I can add some information about how Ixchel made art. I think I will look at the different things she tried to use for making art.
 - [Model looking at the illustrations and text from the Read-Aloud.] Ixchel tried to weave with wool, with grass, and with plastic bags. Those are all different materials. I think that’s a good fact for my research. [Write *different materials* and *plastic bags* on the flower petals.]
- Explain that now you will all do more research together. This time you will research the question students selected for the class book.

RESEARCH (15 MIN.)

- Display Activity Page 5.1, which features the question students selected in the previous lesson.
- Guide students through the research process, using Rainbow Weaver and the question students selected for the class book.
- Record the information on the displayed copy of Activity Page 5.1 and assist students as they record it on their copies.



Check for Understanding

Ask students to turn to a partner and restate the information they gathered from research.

- Tell students that they will return to this graphic organizer in other lessons. They will use it as they collect more research.

End of Lesson

Challenge

Ask students if they remember details from the book that help answer your question.

Activity Page 5.1



Writing

Writing

Entering/Emerging

Have students write a word that describes their information.

Transitioning/Expanding

Have students write a phrase that describes their information.

Bridging

Have students write multiple phrases that represent their information.

8

ART AND THE WORLD AROUND US

Wiley's Presidential Portrait

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss portraits.

[SL.K.1]

Reading

Students will answer questions about the text and images in the Read-Aloud.

[RI.K.1, RI.K.7]

Language

Students will demonstrate an understanding of the Tier 2 word *traditional*.

[L.K.4, L.K.5c]

Writing

Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

FORMATIVE ASSESSMENTS**Activity Page 5.1**

Research. Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> "Painting a President"
<input type="checkbox"/> Image cards 8A-1 through 8A-10 |
| Read-Aloud | | | |
| Comprehension Questions | | | |
| Word Work: <i>Traditional</i> | | | |
| Application (20 min.) | | | |
| Modeling Research | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Research Model (Digital Components) |
| Research | | | |

ADVANCE PREPARATION

Writing

- Prepare to display Activity Page 5.1, which students worked on in previous lessons. Ensure that students have their copies of Activity Page 5.1.
- Throughout this unit, lessons will have you display the Research Model to offer explicit instruction in research skills. Lessons include drafts of the Research Model and examples based on the research question “How do people make art?” If your students selected this as their research question, we suggest you prepare models with a different question, such as “What are some kinds of art?” As you prepare for each lesson, determine if you would like to use these models or custom models. If needed, you may use a second copy of the Research Model to record additional facts gathered during research.
- Prepare to display the Research Model, which you began in previous lessons.

Universal Access

Reading

- Search the Internet for Kehinde Wiley’s artwork “Napoleon Leading the Army Over the Alps” and prepare to project the located image for students during the Read-Aloud.
- Gather different books about portraits or images of various portraits to pass around the class. The school or local library may be a good resource for this. You may also wish to consult the website of the National Portrait Gallery, which is dedicated to this form of artwork.
- Use the following extension activity to help students understand Wiley’s approach to portraiture. Distribute images of various portraits from different time periods, cultures, and artistic traditions. Encourage students to pick a portrait they like, then create a portrait of themselves in the same style. If your classroom technology allows, you may provide custom backgrounds from well-known portraits, such as Mona Lisa, to which students may add their own image.

CORE VOCABULARY

background, n. the parts of a portrait that are behind the person in the painting

Example: Many of Wiley’s portraits contain flowers or plants in the background.

model, n. a person an artist paints or draws

Example: Some famous people were not good models for portraits.

Variation(s): models

portrait, n. a painting or drawing of a person

Example: Many portraits are of people who were famous or important.

Variation(s): portraits

traditional, adj. done in a way it has been done for a long time and by many people

Example: Wiley is traditional because he often makes portraits that look like a portrait from long ago.

Vocabulary Chart for “Painting a President”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary | background
model
portrait | traditional | |
| Multiple Meaning | | | |
| Sayings and Phrases | | | |

Support

Allow students to look at the trade books *My Name Is Georgia* and *Van Gogh and the Sunflowers* for information.

Challenge

Ask students to describe portraits they have learned about before, or to name people whose portraits have been painted.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students yes/no questions about what van Gogh and O'Keeffe painted, and encourage students to ask their own questions.

Transitioning/Expanding

Provide students specific sentence frames to ask and answer questions about paintings (e.g., "In New Mexico, O'Keeffe painted...").

Bridging

Challenge students to ask and answer questions in complete sentences (e.g., "Van Gogh painted sunflowers.").

Start Lesson

Lesson 8: Wiley's Presidential Portrait

Introducing the Read-Aloud



Speaking and Listening: Students will discuss portraits. [SL.K.1]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to name different kinds of art they have been learning about in this unit. (*painting, drawing, sculpture, pottery*)
- Ask students to name some things Georgia O'Keeffe and Vincent van Gogh painted. (*Answers may vary, but students may name clouds, the night sky, bones, flowers, mountains, or other objects. Students may also remember that van Gogh painted the postman and his son*)
- Explain that in this lesson, students will learn about a special kind of painting. They will learn about paintings of people. These paintings are called portraits.



Check for Understanding

Recall: Ask students to explain what a portrait is.

Lesson 8: Wiley's Presidential Portrait

Read-Aloud



Reading: Students will answer questions about the text and images in the Read-Aloud. [RI.K.1, RI.K.7]

Language: Students will demonstrate an understanding of the Tier 2 word *traditional*. [L.K.4, L.K.5c]

PURPOSE FOR LISTENING

- Tell students that today they will learn about an artist named Kehinde Wiley. Wiley is an artist who specializes in portraits.
- Tell them to listen carefully to learn about the ways Wiley's portraits are like and unlike other portraits.

READ-ALOUD (15 MIN.)

“Painting a President”



Show Image 8A-1

Have you ever drawn a picture of somebody? If so, you have made a special kind of artwork called a portrait. A portrait is a painting of a person. Many portraits are of people who were famous or important. Do you recognize the person in this portrait? It is George Washington. *Who was he?* Washington was the

first president of the United States. Before cameras were invented, portraits helped people see what someone looked like. Many Americans would not get the chance to see President Washington in person. But because they could see his portrait, they knew what he looked like.



Show Image 8A-2

Many portraits also help viewers, or people who look at them, know more about the person in the portrait. *What can you tell about Washington from this portrait?* This portrait shows Washington at a desk with papers. This could help viewers know he worked on important decisions for our country. Here are other

portraits of presidents from the past: President Lincoln and President Nixon.



Show Image 8A-3

Some famous people were not good **models** for portraits. *Models let an artist paint or draw them.* In the 1800s one artist, Jacques-Louis David, was hired to paint the Emperor of France. The Emperor, Napoleon, would not model for David. The artist had to use one of Napoleon's relatives as a model instead.

David's portrait shows the emperor on a horse in front of soldiers. The painting also shows the French flag. This may have reminded viewers that Napoleon was a leader of France during different wars. *What artists from France have we studied?*



Show Image 8A-4

Sometimes artists painted portraits of themselves. This portrait is of an artist we have already learned about. *Do you know which artist?* This portrait is of Vincent van Gogh. He painted this portrait in 1887. He used a mirror so he could see what he looked like.

Van Gogh was not famous when he made this portrait of himself. He probably painted himself because he could not find anyone else to paint!



Show Image 8A-5

Van Gogh wanted to paint people, but this was hard to do. To be in a portrait, you have to sit very still for a very long time. You must sit still for hours every day. *Would you be able to sit still long enough for a portrait?* Van Gogh could not always find models, or people to paint. When he could not find other people to paint, he would paint himself.

Some portraits do show people whose names we do not know. These were not famous people. They are people who worked as models. The artists did not always share the model's name in the painting.



Show Image 8A-6

Artists have created portraits for hundreds of years. Today, an African American artist named Kehinde Wiley is known for making a new kind of portrait. Wiley was born in Los Angeles, California, but he now works in New York City.

Kehinde Wiley started painting portraits of people who were not famous. He found people in his neighborhood or other places. These people were not models. They were just regular people who Wiley thought would be interesting to paint. *How would you feel if an artist wanted to paint your portrait?*

Many of Wiley's portraits contain flowers or plants in the **background**. *The background is the part of the painting you see behind the person.* This is another way that his portraits are unique.

Show the image located online of Kehinde Wiley's "Napoleon Leading the Army Over the Alps"

In some ways, Wiley makes portraits that are **traditional**. *The word traditional is related to the word tradition. What is a tradition?* When something is traditional, it is like things that came before. Wiley is traditional because he often makes portraits that look like a portrait from long ago. But Wiley does not always decide by himself what a portrait will look like!

Challenge

Have students research the name Kehinde, which has a special meaning among the Yoruba people of Nigeria, from which Wiley is descended.

He often asks his models to decide. He has them look through books of paintings, then pick the one they would like. Together, Wiley and the model decide how the portrait should look. One model, Shantavia Beale, asked Wiley to make his portrait look like David's portrait of Napoleon.

Many of Wiley's models are Black. For Wiley, it is important to show Black individuals in traditional portraits. This is because for many years, art historians did not focus on art that showed Black and indigenous people. *How do you think it would make anyone feel to see art that looks like them?* Wiley believes it is important to help viewers think about how history and art history have treated Black people. He also says that he wants to create portraits of people who look like he does. *What questions do you still have about how Kehinde Wiley does his portraits?*



Show Image 8A-7

Today, many people know one of Wiley's portraits in particular. It is a portrait of Barack Obama. *What do you know about him?* Obama was the 44th President of the United States of America. Wiley was very nervous when he met Obama. He did not know if Obama would choose him to paint his portrait. But Wiley should not have worried. Obama picked him! *If you could pick an artist we have studied to paint your portrait, which one would you choose? Why?*

Wiley tried to do some traditional things to prepare the Obama portrait. He looked at a lot of images of other leaders—presidents, kings, and other rulers. In his portrait, he painted Obama on a chair by himself. He also included some things in the portrait to help viewers know more about Obama.

Wiley also made sure his portrait did not look too much like others. He did not paint Obama at a desk with papers. Instead, he used the natural world in his painting. He painted Obama in front of many different plants. These plants have a special meaning. Some of them are plants from Indonesia, where Obama lived as a boy. Some of them are from Kenya, where Obama's father was from. Some of these plants grow in Hawaii, where Obama grew up. And one of the plants is the state flower of Illinois, the state where Obama lived before he became president. In this way, Wiley shows important things about who Obama is. It reminds viewers that people with many different backgrounds can become president.



Show Image 8A-8

Wiley's portrait of Obama was first shown to people in 2018. Another portrait was revealed to viewers at the same time. That portrait was of Michelle Obama, the First Lady of the United States. *What does it mean to be First Lady?* Her portrait was painted by Amy Sherald, an African American painter from Baltimore, Maryland.

Michelle Obama said that seeing her portrait was very special. She said that her family was not the kind of people who had portraits made of themselves. Like the portrait of President Obama, the portrait of the First Lady shows her in a chair by herself.



Show Image 8A-9

The portraits of President Obama and the First Lady are owned by the National Portrait Gallery, a museum in Washington, D.C. This museum has portraits of every American president and many other famous Americans. When the museum first put the Obama portraits on display, many people came to see

them. In fact, so many people came to see the portrait of the First Lady that the museum had to move it to a bigger room!



Show Image 8A-10

Of course, there are portraits in almost all art museums across the world. *Have you ever seen a portrait in a museum?* Like the Obama portraits, these portraits give us important information. Whether a portrait is of someone famous or an everyday person, it can help us understand things about the person and the time when they lived.

Support

Have students compare the George Washington portrait with Wiley's paintings.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students simple yes/no questions (e.g., "Does Wiley's portrait look like other portraits?"), and to ask their own questions about Wiley.

Transitioning/Expanding

Provide students with specific sentence frames to ask and answer questions (e.g., "Wiley's work is traditional because...").

Bridging

Encourage students to use content-related words in complete sentences to ask and answer questions (e.g., "Wiley's portraits include backgrounds that tell us about the person in the portrait.").



Check for Understanding

Recall: What makes Wiley's portraits unique, or different from others? (*He often uses flowers, he uses Black or indigenous people for models.*) How are Wiley's portraits traditional, or like other portraits? (*He uses poses used in other portraits.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What kind of paintings does Wiley make? (*portraits*)
2. **Inferential.** Why is it important to Wiley to make portraits in new ways? (*Answers may vary, but students should recognize that he wants to create art with people who have not always been recognized by art historians.*)
3. **Inferential.** Do people like the Obamas' portraits? How do you know? (*Yes. They had long lines to see them in the museum and had to move Michelle Obama's portrait to a bigger room*)
4. **Evaluative.** Would you like to model for a portrait? Why or why not? (*Answers may vary, but students should draw on information from the text, such as how long models have to sit still or how special it might feel to see yourself in a museum.*)
5. **Inferential.** How did Wiley's portrait of Obama connect to nature? (*The background shows plants from places that are important to Obama.*)

WORD WORK: TRADITIONAL (5 MIN.)

1. In the Read-Aloud, you heard "Wiley is traditional because he often makes portraits that look like a portrait from long ago."
2. Say the word *traditional* with me.
3. When something is traditional, it is like things from long ago.
4. Wiley's portraits were traditional, because they used poses other painters had used years before.
5. Describe something that is traditional. Use the word *traditional* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "My family wears traditional clothing to celebrate..."]
6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. I am going to name some things. If these things could be described as traditional, say *That is traditional*. If these things could not be described as traditional, say *That is not traditional*.

- making cookies like my great-grandmother did (*That is traditional*.)
- playing a brand new video game (*That is not traditional*.)
- seeing fireworks on the 4th of July (*That is traditional*.)
- inventing a new dance move (*That is not traditional*.)

Lesson 8: Wiley's Presidential Portrait

Application



Writing: Students will participate in a shared research activity to gain information about an artist and works of art. [W.K.7, W.K.8]

MODELING RESEARCH (5 MIN.)

- Ask students to name the question they are researching in this unit.
- Ask students what step they are working on from the research plan. (*step 2, find answers or facts*)
- Display the Research Model and remind students that you have been thinking of a question about art, too.
- Ask students to point out your question on the model, then read it aloud to them.
- Explain that you are going to look back at today's Read-Aloud for some information or facts about your question.
- Demonstrate this process. If you are using the model question, you may use the following prompts.
 - My question is "How do people make art?" I know that in this step of my research, I need to find some facts that can help me answer this question.
 - Now I can add some information about how Wiley makes art. I think I will look at how he is traditional and how he is not traditional.

Support

Review the Research Plan, Activity 4.1.

- [Model looking at the images and text from the Read-Aloud.] Wiley is traditional, because he makes portraits that use the same poses as other portraits. I think that's a good fact for my research. [Write *traditional poses* on the flower petals.]
- Now I need a way Wiley is not traditional. [Model looking at the images and text from the Read-Aloud.] Wiley is not traditional, because he makes portraits of people who are not professional models. I think that's a good fact for my research. [Write *not traditional: everyday people for models* on the flower petals.]
- Explain that now you will all do more research together. This time you will research the question students selected for the class book.

Activity Page 5.1



Writing

Writing

Entering/Emerging

Prompt students with simple questions (e.g., “Does Wiley create portraits?”).

Transitioning/Expanding

Prompt students with statements (e.g., “Point to part of the portrait that shows something traditional”).

Bridging

Encourage students to include vocabulary terms such as *background* in their work.

RESEARCH (20 MIN.)

- Display Activity Page 5.1, which features the question students selected in the previous lesson.
- Guide students through the research process, using the Read-Aloud and the question students selected for the class book.
- Record the information on the displayed copy of Activity Page 5.1 and assist students as they record it on their copies.



Check for Understanding

Ask students to turn to a partner and restate the information they gathered from research.

-
- Tell students that they will return to this graphic organizer in other lessons. They will use it as they collect more research.

End of Lesson

9

ART AND THE WORLD AROUND US

Turrell's Skyspaces

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss and compare how artists present the sky in their work.

[SL.K.1, RI.K.9]

Reading

Students will answer questions about the Read-Aloud text.

[RI.K.1]

Language

Students will demonstrate an understanding of the Tier 2 word *artificial*.

[L.K.4, L.K.5c]

Students will demonstrate an understanding of multiple meanings of the word *frame*.

[L.K.4]

Writing

Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

FORMATIVE ASSESSMENTS

Activity Page 5.1

Research. Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing the Read-Aloud (5 min.) | | | |
| What Have We Already Learned? | Whole Group | 5 min. | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> "Framing the Sky"
<input type="checkbox"/> Image cards 9A-1 through 9A-9 |
| Read-Aloud | | | |
| Comprehension Questions | | | |
| Word Work: <i>Artificial</i> | | | |
| Application (25 min.) | | | |
| Multiple Meaning Word Activity | Whole Group | 25 min. | <input type="checkbox"/> Poster 6M: Frame (Image Cards)
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Research Model (Digital Components) |
| Modeling Research | | | |
| Research | | | |

ADVANCE PREPARATION

Writing

- Prepare to display Activity Page 5.1, which students worked on in previous lessons. Ensure that students have their copies of Activity Page 5.1 from previous lessons.
- Throughout this unit, lessons will have you display the Research Model to offer explicit instruction in research skills. Lessons include drafts of the Research Model and examples based on the research question “How do people make art?” If your students selected this as their research question, we suggest you prepare models with a different question, such as “What are some kinds of art?” As you prepare for each lesson, determine if you would like to use these models or custom models. If needed, you may use a second copy of the Research Model to record additional facts gathered during research.
- Prepare to display the Research Model, which you began in previous lessons.

Universal Access

Reading

- Gather different books or images of Turrell’s work to pass around the class. The school or local library may be a good resource for this. You may also wish to consult Turrell’s website, which has a section devoted to Skyspace images.
- Use the following extension activity to help students consider how Turrell frames the sky. Allow students to create frames from posterboard or other materials. Take the class outside and have them observe the sky briefly. Then allow them time to look at the sky through their frames. Guide a discussion about this experience, asking them to describe the similarities and differences between looking with and without a frame.

CORE VOCABULARY

artificial, adj. man-made, not from nature

Example: Around sunrise or sunset these Skyspaces have a special kind of artificial light.

construct, v. to build

Example: Another time someone constructed a tall building outside of a Skyspace.

Variation(s): constructed

frame, n. the case around a painting or drawing

Example: Have you ever seen a photograph in a picture frame?

Variation(s): frames

remote, adj. far away from cities or towns

Example: Some are in remote, or hard to get to, parts of Argentina.

Vocabulary Chart for “Framing the Sky”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------|---------------------------------|-----------------------------------|---------------------------------|
| Vocabulary | | artificial
construct
remote | |
| Multiple Meaning | frame | | |
| Sayings and Phrases | | | |

Support

Allow students to look at the trade books *My Name is Georgia* and *Van Gogh and the Sunflowers* and describe the artists' sky paintings.

Challenge

Ask students to describe how sky paintings by O'Keeffe and van Gogh are alike and unlike.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students yes/no questions about what van Gogh and O'Keeffe painted, and encourage students to ask their own.

Transitioning/Expanding

Provide students specific sentence frames to ask and answer questions about paintings (e.g., "In New York O'Keeffe painted clouds because...").

Bridging

Challenge students to ask and answer questions in complete sentences (e.g., "Van Gogh painted the stars in the night sky.").

Start Lesson

Lesson 9: Turrell's Skyspaces

Introducing the Read-Aloud



Speaking and Listening: Students will discuss and compare how artists present the sky in their work. [SL.K.1, RI.K.9]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to describe how Georgia O'Keeffe and Vincent van Gogh painted the sky. (*Answers may vary, but students may remember that O'Keeffe painted clouds she saw outside her window, while van Gogh painted the stars in the evening sky.*)
- Ask students why artists might be interested in painting the sky. (*Answers may vary, but students may note that O'Keeffe liked to paint what she observed in nature, and van Gogh also painted many things from nature. They may also offer evaluative answers about the sky itself, such as that it is beautiful, or that, like the boy in The First Drawing, people like looking for figures in the clouds.*)
- Explain that in this lesson, students will learn about another artist who likes to help people look at the sky. This artist is named James Turrell.



Check for Understanding

Recall: Ask students to explain how one of the artists they have studied uses nature in their work.

Lesson 9: Turrell's Skyspaces

Read-Aloud



Reading: Students will answer questions about the the Read-Aloud text.

[RI.K.1]

Language: Students will demonstrate an understanding of the Tier 2 word *artificial*. [L.K.4, L.K.5c]

PURPOSE FOR LISTENING

- Tell students that today they will learn about an artist named James Turrell. Turrell is not a painter, but he does create artwork connected to the sky.
- Tell them to listen carefully to learn about the ways Turrell's artwork is like and unlike other artworks they have studied.

READ-ALOUD (15 MIN.)

“Framing the Sky”



Show Image 9A-1

Have you ever seen a photograph in a picture **frame**? It was probably a special picture that someone picked to display.

Photographs are just one kind of artwork that can be framed. Paintings and drawings often have frames. A frame can help keep an artwork safe. It also makes it easier to hang. Some artworks have very fancy frames. Others have more plain frames.

No matter what kind of frame you use, when you frame something, it shows that it is important.

Many artists frame their work. But one artist decided to frame something very different. *Can you name some things he might have wanted to frame?* As I said, it was not something you would usually think about framing. This artist wanted to frame the sky.



Show Image 9A-2

This artist is named James Turrell, and he has had a very interesting life. He was born in Los Angeles, California in 1943. As a boy, Turrell was very interested in light. He also liked the desert. Turrell learned how to fly an airplane when he was a teenager. When he was in college, he studied math and science. Later, he decided to

go to school to study art. In art school, many students decide what materials they will work with. Some artists decide to use paint. Others decide to use textiles or clay. Turrell made an unusual choice. He decided to work with light.

Turrell's beliefs also helped him think about art. When he was a boy, Turrell's family attended meetings with others. At these meetings, the people did not talk. Instead, they sat quietly together. *Do you ever sit quietly with others, without talking?* Each person had time to think. This meant different things to each person, but Turrell remembers that his grandmother told him to spend the time with the light.



Show Image 9A-3

As we have learned, Turrell does not make paintings, drawings, or sculptures. Instead, he made something new. Turrell calls these new kinds of art Skyspaces. A Skyspace is a kind of room with an opening in the ceiling. Sometimes the room has walls, and sometimes it does not. When someone sits in

the Skyspace and looks up, it is like they are seeing the sky through a frame. *How is the hole in the ceiling like a frame for the sky?*

When you look at a painting or many other kinds of art, you probably see it with other artworks. When you are in a Skyspace, you do not see other artworks. Because Turrell puts a frame around part of the sky, it is like he is saying that the sky is a work of art. *Do you think the sky is like art?*



Show Image 9A-4

For Turrell, the most important part of a Skyspace is the light. Think about what the sky looks like when you wake up in the morning. Is that the same as it looks at lunchtime? What about when you are eating dinner? The sky changes throughout the day as the

earth moves. We do not always notice these changes, though. Being in a Skyspace helps people stop to think about the light around them.

Have you ever been awake early enough to see the sunrise? Maybe you have seen a beautiful sunset. *What was this like?* The sunrise and sunset can be very pretty, with many colors.

Though you can visit a Skyspace at different times of the day, the best time of day is sunrise or sunset. *Why might this be a good time to come into a Skyspace?* At these times of day, the light has its biggest changes. That means that as you sit and reflect, you will also see a shift between daylight and nighttime. Turrell says that at these times of day, the color is most special.



Show Image 9A-5

Some Skyspaces only use the light from the sun. When the sun is in the sky directly above the Skyspace, you will not see a shadow. But if you sit all day, you will start to see shadows in the Skyspace. You may see clouds come and go. Sometimes a bird flies by, or an airplane. For a moment, those things become part of the artwork, too.



Show Image 9A-6

That does not mean that every object can be part of the artwork. One Skyspace is inside a museum in New York City. For a while construction crews were working on another building outside the museum. *To construct means to build, so these crews were building*

something. They had to use a large crane for their work, and sometimes viewers could see the crane from inside the Skyspace. Turrell did not like this, so he and the museum decided to close the Skyspace until the construction stopped.

Another time someone **constructed** a tall building outside of a Skyspace. *How do you think Turrell felt? What do you think he did?* Turrell did not like that you could see that building from inside the Skyspace. He felt it ruined the artwork. He decided to close this Skyspace forever.



Show Image 9A-7

When Turrell was a boy, he dreamed of being able to “build new worlds with light.” In some Skyspaces, Turrell has done something like that. Around sunrise or sunset these Skyspaces have a special kind of **artificial** light. *Artificial means something is man-made, not found in nature.* This means that like the

light from a lamp, this kind of light does not come from nature. Instead, it comes from special light bulbs. These light bulbs are different colors. As you watch the sunrise or sunset, the artificial lights also shine in the Skyspace. They change colors to help people see the sky in a new way.



Show Image 9A-8

Turrell constructed his first Skyspace in Italy in 1974. Since then he has built more than eighty Skyspaces all around the world. Some are in **remote**, or hard to get to, parts of Argentina. Some are in big cities, such as New York City or Beijing. Some are located at museums. One Skyspace is next to a river in Australia.

But maybe the most unusual Skyspace is in Arizona. Turrell is building this Skyspace inside an ancient, extinct volcano called Roden Crater. *An extinct volcano is one that will no longer erupt.* Can you imagine what it would be like to stand in the bottom of a volcano and look out at the sky? Maybe one day, after Roden Crater opens, you can find out!



Show Image 9A-9

But you don't have to wait that long to experience the sky the way Turrell wants you to. The next time you go outside, slow down for a minute. If you have permission from an adult, stop and sit or lie down and look up. Stay quiet for a minute. Pay attention to the way the light looks. Do you notice anything

different? You just might. And I bet James Turrell would be very happy about that. Do you have any other thoughts about how James Turrell uses light in his Skyspaces?



Check for Understanding

Recall: What makes Turrell's artwork about the sky different from others? (*They are not paintings, but they have you look at the real sky. What you see changes depending on when you are there.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What are Turrell's artworks called? (*Skyspaces*)
2. **Inferential.** How does Turrell's work help people see the sky in new ways? (*Answers may vary, but students may note that by framing the sky, he helps people focus on it. He helps them slow down and watch how it changes throughout the day.*)
3. **Literal.** What material does Turrell work with? (*light*)
4. **Inferential.** Do people like Turrell's Skyspaces? How do you know? (*Yes. He has been asked to build them in many countries.*)
5. **Evaluative.** Would you rather visit a Skyspace or visit a museum with a painting of the sky? Why or why not? Use information from the Read-Alouds in your answer. (*Answers may vary, but students should draw on information from the texts, such as how they would like to see the clouds the way O'Keeffe saw them or that they would like to focus on the light as Turrell wants.*)
6. **Inferential.** How do Turrell's Skyspaces connect to nature? (*He helps viewers pay attention to light by framing the sky. The sky is the art, so Turrell is saying nature is like a work of art.*)

Support

Have students compare images of Skyspaces with images of paintings of the sky.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students simple yes/ no questions (e.g., "Does Turrell use light in his work?"), and encourage students to ask their own.

Transitioning/Expanding

Provide students with a specific sentence frame (e.g., "Turrell uses light by..."), and encourage students to ask their own questions.

Bridging

Encourage students to use content-related words in complete sentences (e.g., "Turrell frames the sky to help viewers think about light.").

- If time permits, you may wish to use the following prompts to connect this Read-Aloud to health and wellness topics.
 - Ask students how spending time in or looking at nature (such as taking a walk, hiking, or looking out the window at the sky) can help people relax and feel happier.
 - Have students name other things that they can do when they feel worried or sad.

WORD WORK: ARTIFICIAL (5 MIN.)

1. In the Read-Aloud, you heard “Around sunrise or sunset these Skyspaces have a special kind of artificial light.”
2. Say the word *artificial* with me.
3. When something is artificial, it is made by people.
4. Something artificial is not from nature.
5. Describe something that is artificial. Use the word *artificial* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The trees in the school play are artificial because...”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to name some things. If these things could be described as artificial, say *That is artificial*. If these things could not be described as artificial, say *That is not artificial*.

- a flower in the garden (*That is not artificial.*)
- a plant made of fabric (*That is artificial.*)
- a star in the night sky (*That is not artificial.*)
- A glow-in-the-dark star I stick to my ceiling (*That is artificial.*)

Lesson 9: Turrell's Skyspaces

Application



Language: Students will demonstrate an understanding of multiple meanings of the word *frame*. [L.K.4]

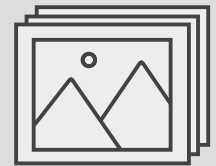
Writing: Students will participate in a shared research activity to gain information about an artist and works of art. [W.K.7, W.K.8]

MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

Display Poster 6M: Frame

- Remind students that in the Read-Aloud they heard “No matter what kind of frame you use, when you frame something, it shows that it is important.”
- Explain that this sentence uses both definitions of *frame*. Specify that you are talking about the kind of frame that goes around a painting or photograph.
- Have students hold up one or two fingers to indicate which image shows this meaning (one finger).
- Divide students into pairs. Ask them to discuss what they think of when they see this picture of the word *frame*. Call on several students to share their responses.
- *Frame* also means something else. *Frame* means to put a structure, like a picture frame, around something.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (two fingers).
- Ask students to discuss with their partners what they think of when they see this picture of the word *frame*. Call on several students to share their responses.
- Remind students to answer in complete sentences.

Image Card Poster 6M



Support

Have students think of a photograph or painting that they think is important and would like to frame.

MODELING RESEARCH (5 MIN.)

Support

Review the Research Plan,
Activity Page 4.1.

- Ask students to name the question they are researching in this unit.
- Ask students what step they are working on from the research plan. (*step 2, find answers or facts*)
- Display the Research Model and remind students that you have been thinking of a question about art, too.
- Ask students to point out your question on the model, then read it aloud to them.
- Explain that you are going to look back at today's Read-Aloud for some information or facts about your question.
- Demonstrate this process. If you are using the model question, you may use the following prompts.
 - My question is "How do people make art?" I know that in this step of my research, I need to find some facts that can help me answer this question.
 - Now I can add some information about how Turrell makes art. I think I will look at how he uses his artwork to help people think about the sky.
 - [Model looking at the images and text from the Read-Aloud.] Turrell makes art by framing the sky. I think that's a good fact for my research. [Write *frames the sky* on the flower petals.]
- Explain that now you will all do more research together. This time you will research the question students selected for the class book.

RESEARCH (20 MIN.)

- Display Activity Page 5.1, which features the question students selected in the previous lesson.
- Guide students through the research process, using the Read-Aloud and the question students selected for the class book.
- Record the information on the displayed copy of Activity Page 5.1 and assist students as they record it on their copies.



Check for Understanding

Ask students to turn to a partner and restate the information they gathered from research.

- Tell students that they will return to this graphic organizer in other lessons. They will use it as they collect more research.

End of Lesson

Activity Page 5.1



Writing

Writing

Entering/Emerging

Prompt students with simple questions (e.g., “Does Turrell frame something?”).

Transitioning/Expanding

Prompt students with statements (e.g., “Name the material Turrell uses.”).

Bridging

Encourage students to include vocabulary terms such as *frame* in their work.

10

ART AND THE WORLD AROUND US

Museums

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss museums and share their experiences.

[SL.K.1, SL.K.4]

Reading

Students will answer questions about the Read-Aloud text *Luna Loves Art*.

[RL.K.1]

Language

Students will demonstrate an understanding of the Tier 2 word *massive*.

[L.K.4, L.K.5c]

Students will demonstrate an understanding of the noun and verb forms of the Tier 2 word *sketch*.

[L.K.4, L.K.5]

Writing

Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

FORMATIVE ASSESSMENTS

Activity Page 5.1

Research. Students will participate in a shared research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing the Read-Aloud (5 min.) | | | |
| What Have We Already Learned? | Whole Group | 5 min. | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Trade Book: <i>Luna Loves Art</i> by Joseph Coelho |
| Read-Aloud | | | |
| Comprehension Questions | | | |
| Word Work: <i>Massive</i> | | | |
| Application (25 min.) | | | |
| Multiple Meaning Word Activity | Whole Group | 25 min. | <input type="checkbox"/> Poster 7M: Sketch (Image Cards)
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Research Model (Digital Components) |
| Modeling Research | | | |
| Research | | | |

ADVANCE PREPARATION

Reading

- Prepare to read aloud the trade book *Luna Loves Art* by Joseph Coelho. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Luna Loves Art. Today she is going on a school trip...” and number each page in order after that.
- As an extension activity, we suggest arranging a field trip (actual or virtual, as circumstances permit) to a local art museum. Many museums offer virtual field trips or other digital experiences. Some useful museums to explore digitally include the Metropolitan Museum of Art’s MetKids programming, the Frick Collection virtual tours, the J. Paul Getty Museum online collection and museum view, and the Los Angeles County Museum of Art (LACMA) At-Home with Art online.

Writing

- Prepare to display Activity Page 5.1, which was begun in the previous lesson. Ensure that students have their copies of Activity Page 5.1 from previous lessons.
- Throughout this unit, lessons will have you display the Research Model to offer explicit instruction in research skills. Lessons include drafts of the Research Model and examples based on the research question “How do people make art?” If your students selected this as their research question, we suggest you prepare models with a different question, such as “What are some kinds of art?” As you prepare for each lesson, determine if you would like to use these models or custom models. If needed, you may use a second copy of the Research Model to record additional facts gathered during research.
- Prepare to display the Research Model, which you began in previous lessons.

Universal Access

Reading

- Gather different books about museums to pass around the class. The school or local library may be a good resource for this. If your area has an art museum, you may wish to get information from it to help students learn about local museums they could visit.

CORE VOCABULARY

bronze, adj. made out of a metal called bronze

Example: The sculpture was bronze, not gold.

massive, adj. very big

Example: The massive skyscraper had 100 floors.

pulse, v. to change intensity

Example: When the lights pulse, the quick changes in brightness give some people a headache.

Variation(s): pulsing

sketch, n. a drawing made quickly

Example: The art teacher asked to see a sketch of our ideas before we started painting on canvas.

thrash, v. to move in a sudden or violent way

Example: The scared bird started to thrash when it got caught in the fishing line.

Variation(s): thrashing

Vocabulary Chart for *Luna Loves Art*

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary | bronze | massive
pulse
thrash | |
| Multiple Meaning | sketch | | |
| Sayings and Phrases | | | |

Support

Ask students questions about visiting the museum, such as “What kind of artwork did you see?”

Challenge

Prompt students to name or research art museums in your area.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students yes/no questions about museums (e.g., “Is a museum a place to see art?”).

Transitioning/Expanding

Provide students specific sentence frames to ask and answer questions about museums (e.g., “At a museum, you can see…”).

Bridging

Challenge students to ask and answer questions in complete sentences (e.g., “Museums are places to see art.”).

Lesson 10: Museums

Introducing the Read-Aloud



Speaking and Listening: Students will discuss museums and share their experiences. [SL.K.1, SL.K.4]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students that today they are going to hear a Read-Aloud about a girl named Luna. Luna’s class takes a field trip to an art museum. Explain that art museums are places that collect art for people to see it.
- Ask students if they have ever been to an art museum. If any students have done this, allow volunteers to describe what visiting the museum was like.
- Ask students to explain what they know about museums from the Read-Alouds in this unit. (*Answers may vary, but students should know that museums are places that collect art. Students may also recall that some museums focus on the work of a specific artist, such as O’Keeffe or van Gogh. They may remember that some museums, such as the National Portrait Gallery, focus on a specific kind of artwork.*)



Check for Understanding

Recall: What is an art museum? (*a place that collects art so people can come see it*)

Lesson 10: Museums

Read-Aloud



Reading: Students will answer questions about the Read-Aloud text *Luna Loves Art*. [RL.K.1]

Language: Students will demonstrate an understanding of the Tier 2 word *massive*. [L.K.4, L.K.5c]

PURPOSE FOR LISTENING

- Tell students that in today's Read-Aloud, they will learn more about museums.
- Tell students that as they listen to the Read-Aloud, they should pay attention to learn about museums. They should listen to learn what kinds of things you can see or do at an art museum.

READ-ALoud (15 MIN.)

- Read aloud the trade book *Luna Loves Art* by Joseph Coelho. As you read, incorporate the following information and guided reading supports.
 - pp. 1–2: Look at the art Luna's family has in their home. What do you notice about it?
 - pp. 3–4: What kind of art is in Luna's schoolyard? [If needed, direct students' attention to the mural on the schoolyard wall.]
 - p. 6: How do you think Finn feels? How can you tell?
 - p. 7: Something massive is very big.
 - p. 9: Impressionists and Post-Impressionists were groups of artists.
 - p. 10: [Before reading the text, ask students if they recognize the artwork on the page.] We have learned about this painting. Who remembers its name and the name of its artist? (*Sunflowers, by Vincent van Gogh*)
 - Luna is right; you should never touch the artwork in a museum unless someone who works at the museum says it is okay. This does not happen very often! Most of the time, we cannot touch artwork. That's because our hands have oils on them. Even though we don't see those oils, they can hurt artwork. But sometimes an artist creates artwork that can be touched. When that happens, someone who works at the museum will tell you what you can touch.

Challenge

Tell students that they might have noticed the spellings of *colour* (p. 7) and *colourful* (p. 20) in the tradebook, *Luna Loves Art*. Explain to students that those are the British spellings of the words, not the American spellings of *color* and *colorful*.

Support

Allow students to review books from previous lessons to determine the painter of this artwork.

- p. 11: A sketch is a quick drawing. How would you feel if you were Luna?
- p. 12: Why does Luna's mom think Finn is acting this way? (*She thinks he would like someone to be his friend.*)
- p. 15: How would you explain what is happening in the painting?
- p. 17: Finn says families do not look the way the sculpture looks. What are some ways you know that families can look?
- p. 20: When a light pulses, it gets brighter then darker very fast, over and over again.
- pp. 23–24: How do you think Finn feels now? How can you tell? Do you have any thoughts about what it would be like to visit a museum?

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Where did Luna's class go on their field trip? (a museum called The Art Gallery)
2. **Inferential.** In the dark room the author says the class is "one big colourful family." How can a class be like a family? Use information from the Read-Aloud in your answer. (*Answers may vary, but students can connect this to how families can look different ways or to how the class helps Finn feel better when he is lonely.*)
3. **Inferential.** Finn seems to be sad or angry at the start of the book. What helps him feel better? (*Answers may vary, but students should recognize that when Luna is nice and friendly to Finn, he becomes friendly, too.*)
4. **Evaluative.** This book shows many different works of art. All of them are real artworks that you can see in a museum. Which one would you most like to see? Give a reason for your choice. (*Answers may vary, but students should include a reason for their selection.*)
5. **Inferential.** How are the artworks in the museum connected to nature? (*Answers may vary, but students should recognize that many of them show objects or creatures from nature, such as sunflowers, tigers, spiders, and so forth.*)
 - If time permits, you may wish to use the following health and wellness activity. Build on the text's discussion of families by allowing students to draw a portrait of their families. You may wish to have a gallery walk, in which students get to share information about what their families look like and learn about others' families. Ensure that students understand that families do not have to look the same and that it can be exciting to learn about all the different ways we can make a family.

Challenge

Ask students to use information from the book to explain why Finn might be sad or angry.

Support

Display images from the text and ask students which artworks in them connect to nature.



Check for Understanding

What is a museum? What kinds of things can you see or do at a museum? (Answers may vary, but students should understand that museums are places that collect art. At museums, you can see and learn about the art. Sometimes you can touch it, draw it, or interact with it in other ways.)

WORD WORK: MASSIVE (5 MIN.)

1. In the Read-Aloud, you heard that Luna and her classmates saw some massive artwork.
2. Say *massive* with me.
3. Something massive is very big.
4. Some of the massive artwork in the museum was so big that the children could walk underneath it.
5. Describe something massive. Use the term massive in your sentence. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ is massive because _____."]
6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. I am going to name some things. If these things could be described as massive, say *That is massive*. If these words could not be described as massive, say *That is not massive*.

- an elephant (*That is massive.*)
- a breadcrumb (*That is not massive.*)
- a skyscraper (*That is massive.*)
- a mouse (*That is not massive.*)
- the ocean (*That is massive.*)



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Direct students to point to details in the book's illustrations that help answer the questions, then guide them in describing those details.

Transitioning/Expanding

Prompt students to look at the illustrations, then name a word or phrase that describes them.

Bridging

Encourage students to refer to the illustrations for additional evidence in answering the questions.

Lesson 10: Museums

Application



Language: Students will demonstrate an understanding of the noun and verb forms of the Tier 2 word *sketch*. [L.K.4, L.K.5]

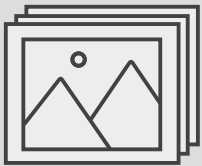
Writing: Students will participate in a shared research activity to gain information about an artist and works of art. [W.K.7, W.K.8]

MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

Display Poster 7M: Sketch

- Remind students that in the Read-Aloud they heard “Luna does a sketch.”
- Explain that *sketch* in this sentence means a drawing made quickly. When someone makes a sketch, they are not trying to make it perfect. They are just trying to show their idea quickly.
- Have students hold up one or two fingers to indicate which image shows this meaning (one finger).
- Divide students into pairs. Ask them to discuss what they think of when they see this picture of the word *sketch*. Call on several students to share their responses.
- *Sketch* also means something else. *Sketch* means to make a quick drawing
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (two fingers).
- Ask students to discuss with their partners what they think of when they see this picture of the word *sketch*. Call on several students to share their responses.
- Remind students to answer in complete sentences.

Image Card Poster 7M



MODELING RESEARCH (5 MIN.)

- Ask students to name the question they are researching in this unit.
- Ask students what step they are working on from the research plan. (*step 2, find answers or facts*)
- Display the Research Model and remind students that you have been thinking of a question about art, too.
- Ask students to point out your question on the model, then read it aloud to them.
- Explain that you are going to look back at today's Read-Aloud for some information or facts about your question.
- Demonstrate this process. If you are using the model question, you may use the following prompts.
 - My question is "How do people make art?" I know that in this step of my research, I need to find some facts that can help me answer this question.
 - I think I can add some information about how people make art by looking at the different kinds of things Luna and her classmates saw in the museum.
 - [Model looking at the illustrations and text from the Read-Aloud.] Hmm. On this page, Luna sees art that looks like a soup can. I have a can of soup like that in my kitchen! That means the artist painted something he saw. I think that's a good fact for my research. [Write *make art from things they see* on the flower petals.]
 - There are other ways to make art, I think. [Model looking at the illustrations and text from the Read-Aloud.] Hmm. On this page, there's art that looks like a giant polka dot pumpkin! I think the artist may have imagined that in her head. [Write *make art from things they imagine* on the flower petals.]
- Explain that now you will all do more research together. This time you will research the question students selected for the class book.

Support

Direct students to the center of the flower on Activity Page 5.1, where they wrote or drew their research question.

Challenge

Ask students if they remember details from the book that help answer your question.

Activity Page 5.1



Writing

Writing

Entering/Emerging

Have students write a word that describes their information.

Transitioning/Expanding

Have students write a phrase that describes their information.

Bridging

Have students write multiple phrases that represent their information.

RESEARCH (15 MIN.)

- Display Activity Page 5.1, which features the question students selected in the previous lesson.
- Guide students through the research process, using *Rainbow Weaver* and the question students selected for the class book.
- Record the information on the displayed copy of Activity Page 5.1 and assist students as they record it on their copies.



Check for Understanding

Ask students to turn to a partner and restate the information they gathered from research.

- Tell students that they will return to this graphic organizer in other lessons. They will use it as they work on other steps of the research process.

End of Lesson

ART AND THE WORLD AROUND US

Researching, Part 1

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss research plans.

[SL.K.1]

Reading

Students will listen to the Read-Aloud and identify information from the text and pictures that helps them answer their research question.

[RI.K.7, RI.K.10]

Writing

Students will participate in a research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

FORMATIVE ASSESSMENTS**Activity Page 5.1**

Research. Students will record information about an artist and works of art.

[W.K.7, W.K.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Reviewing the Research Plan (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 5.1 |
| What Do We Still Need to Learn? | | | |
| Research (55 min.) | | | |
| Modeling Research | Whole Group | 55 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Trade Book: <i>The First Drawing</i> by Mordicai Gerstein
<input type="checkbox"/> "Pottery from the Caddo Nation"
<input type="checkbox"/> Images 3A-1 through 3A-13 from Lesson 3 |
| Research | | | |
| Wrap-Up | | | |

ADVANCE PREPARATION

Speaking and Listening

- Prepare to display Activity Page 4.1, which was begun in previous lessons.

Writing

- Prepare to display Activity Page 5.1, which was begun in previous lessons. Ensure that students have their copies of Activity Page 5.1 from previous lessons.
- Throughout this unit, lessons will have you display the Research Model to offer explicit instruction in research skills. Lessons include drafts of the Research Model and examples based on the research question “How do people make art?” If your students selected this as their research question, we suggest you prepare models with a different question, such as “What are some kinds of art?” As you prepare for each lesson, determine if you would like to use these models or custom models. If needed, you may use a second copy of the Research Model to record additional facts gathered during research.
- Prepare to display the Research Model, which you began in previous lessons.
- Prepare to model gathering research using the trade book *The First Drawing* by Mordicai Gerstein. As you preview the book, you may wish to add page numbers and reference the supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Imagine...” and number each page in order after that.

Universal Access

Writing

- This lesson asks students to gather facts and information using texts from previous Read-Alouds. If students need additional review of these texts, you may wish to incorporate the Guided Reading Supports from previous Read-Alouds into your rereading of each prior text.

Note to Teacher

It is important to note that the content in the Read-Aloud that tells how the United States government made the Caddo move from their homes may be a sensitive topic for some students who have faced housing insecurity.

Lesson 11: Researching, Part 1

Reviewing the Research Plan



Speaking and Listening: Students will discuss research plans. [SL.K.1]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to name the steps in a research plan. (*ask a question, find answers or facts, organize, share*)



Check for Understanding

Recall: What steps have we already worked on? (*ask a question, find answers and facts*)

- Ask students to describe what they have learned about asking a research question. (*Answers may vary but could include that research questions help us know how to learn more about a topic or that a good research question does not have a yes or no answer.*)
- Ask students to describe what they have learned about researching. (*Answers may vary but could include that we research to learn more facts and information about a topic or that we can look at books to gather our research.*)

WHAT DO WE STILL NEED TO LEARN? (5 MIN)

- Tell students they still have several steps of the research plan to work on: organizing and sharing information.
- Explain that before moving to the next step, students should consider if they have completed the step they are on.
- Ask students to name the step they have been working on. (*finding answers or facts*)

Support

If students struggle to recall the steps they have completed, guide them in a review of Activity Page 5.1, asking questions such as “What step of the research plan does this question connect to?” to prompt their recall.

Challenge

Ask students to name the research steps they have not yet started.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students yes/no questions about the research plan (“Do you think you have a good research question?”), and encourage students to ask their own questions about their research plan.

Transitioning/Expanding

Ask students short-answer questions about the research plan (“What do you think about your research plan?”), and encourage students to ask their own questions about their research plan.

Bridging

Prompt students to describe how the work on Activity Page 5.1 connects to the research plan, (e.g., “I write facts I have researched on each petal of the flower.”), and encourage students to ask questions and express ideas they have about their research plan.

- Ask students if they could gather more information to answer their question. (*Answers may vary, but students should recognize that they have probably not found every fact about their question.*)
- Explain that sometimes it can be hard to know when you have enough facts, because there are almost always more things you can learn. Tell students that for this question, you think they should get information from a few more books they have read in this unit.
- Ask students if they have found facts from every book they have read in this domain. (*no*)
- Tell students that you all will find more information using some of the books from earlier lessons before moving to the next step of the research plan.
- Ask students if they have any questions about finding facts.

Lesson 11: Researching, Part 1

Research



Reading: Students will listen to the Read-Aloud and identify information from the text and pictures that helps them answer their research question. **[RI.K.7, RI.K.10]**

Writing: Students will participate in a research activity to gain information about an artist and works of art. **[W.K.7, W.K.8]**

MODELING RESEARCH (20 MIN.)

- Explain that you will show students how to do this using one of the first texts from this unit, *The First Drawing*. Show students this book.
- Explain that the first time the class heard this book, they listened to understand more about the kind of art being described in it.
- Ask students to share what they recall from this book and the art it describes. (*Answers may vary, but students may recall that it is about cave drawings or that these drawings are done on uneven or bumpy surfaces, the cave wall.*)
- Display the Research Model and review your research question. Explain that this time, you will read the book and look for facts or answers to your question.

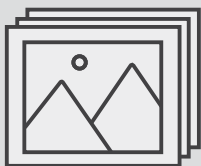
- Read aloud the trade book *The First Drawing* by Mordicai Gerstein. As you read, use the following supports to demonstrate reading for research.
 - p. 1: I know that my question is “How do people make art?” This page shows me an example of that. Some people make art by using pencils to draw on paper. [Write *draw on paper with pencils* on a flower petal.]
 - p. 5–6: The boy sees figures in lots of things from nature. What are some of those things? (*clouds and rocks*) I wonder if that would be a good fact for my research. Let’s review my research question again. What is it? [Allow students to answer or demonstrate looking at the Research Model.] Hmm. The boy certainly has an artistic way of looking at the world. But my question is about making art, not seeing it. I don’t think this information answers my question. I’m going to keep reading to see if there is a better answer.
 - p. 27: The boy is using a different kind of tool to draw. Here, he is using a stick that has been burned. He is also drawing on the cave wall rather than paper. It says that the bumps on the wall help show the animal’s shape. That means he is using a tool from nature or from his environment. [Write *use tools from nature* on a flower petal.]
- Continue modeling as needed with other elements of the text.
- Ask students if there was any information from this book that answers their research question. If so, allow them to record that information on their copies of Activity Page 5.1.

RESEARCH (25 MIN.)

- Explain that now students will gather information for their research questions using a different text, the Read-Aloud “Pottery from the Caddo Nation.”
- Explain that the first time the class heard this Read-Aloud, they listened to learn about the steps for making pottery.
- Ask students to share what they recall from this Read-Aloud and the art it describes. (*Answers may vary, but students may recall that it is about pottery from the Caddo Nation, or they may name some of the steps in making pottery, such as firing it.*)
- Ensure that students have Activity Page 5.1. Ask them to review the class research question.
- Explain that this time, students will listen to the Read-Aloud for facts or answers to their research question.

Activity Page 5.1





- Read aloud the text, displaying the appropriate images. As you read, use the following supports to demonstrate reading for research. Each section of the text includes an opportunity for students to add information to Activity Page 5.1. Use your discretion and knowledge of the class research question to adjust these opportunities to best suit your students' needs.

“Pottery from the Caddo Nation”



Show Image 3A-1

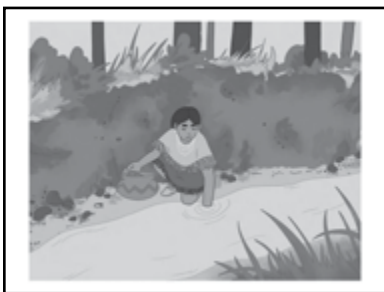
Long ago, indigenous people moved across what we now call the United States. One group of people, the Caddos, are Native Americans who moved into what is now Texas around 1,200 years ago. The Caddo settled by rivers such as the Brazos River, which runs all the way from the Gulf of Mexico up to the northern part of the state.

People who study the Caddos have found several interesting things about them. One is that the Caddos are known for building **mounds**, or hills made of earth. They probably used the mounds for several different purposes. For example, they may have used them to see things a long way away or to practice their beliefs. Another interesting thing about the Caddos is their pottery. While people in many parts of the world make pottery, Caddo pottery is **unique**. This means it is unlike other kinds of pottery.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]

Support

Have students orally describe the relevant information, then model writing that information and allow them to copy it onto their Activity Pages.

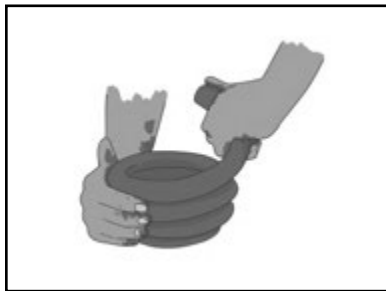


Show Image 3A-2

Pottery is a kind of art made from clay. You may have used modeling clay before. If you have, you know that it is easy to change into different shapes. Pottery is made out of a special kind of clay. This clay comes from the earth and gets hard when it is someplace hot, like an oven or sunlight. Indigenous people such as the Caddo got clay from the land around them and used it to make objects they needed or wanted. They would mix the clay with other materials to help make it stronger.

The Caddos have existed for a long time. Different groups of Caddos made different kinds of pottery. Sometimes they made special objects for important times. Caddos often made things like bottles, pots, bowls, and other items useful for cooking and eating. We will learn about some of them today.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 3A-3

Making pottery has a few steps. First, the potter, or the person making the pottery, has to shape the object. That means they form the clay into the shape they want the pottery to take. You can shape clay in many different ways. One way to shape clay is to use your hands. They can roll, flatten, or smooth clay.

Your fingers can pinch clay to make designs in it. You can also use your fingernails to draw designs on the clay.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 3A-4

Many potters also use special tools to help shape their pottery. They often use a surface, such as a table or flat rock, as they shape their clay. Ancient potters, though, did not always have this kind of surface, so they may have held the clay in one hand and shaped it with the other hand. Some Caddos living

today believe that long ago Caddos may have shaped their pottery with tools like gourds. Perhaps they used a dried piece of gourd to scrape parts of the object. This could help carve out the inside of a bowl.

Challenge

Have students review the information they have already gathered to ensure that they are not repeating the same facts.

Some indigenous people used other tools from nature. For example, they could use shells to add designs to the clay. They could also use wood or antlers to shape or add decoration to their clay. Today, potters often use a tool called a wheel. The potter puts clay on the wheel, which spins around and around. The potter uses their hands to shape the clay as it spins.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]

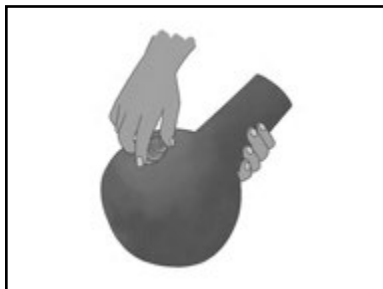


Show Image 3A-5

After the object is shaped, you can decorate it. This is the second step in making pottery. The Caddos only decorated some of their pottery. These were objects used for special times or events. One way of decorating pottery is using tools to draw lines into clay. These lines often had a pattern. Some Caddos were known for

using a design called a scroll, which uses curly lines. They also made other decorations. For example, one Caddo jar has triangle decorations on it. Inside the triangles are lots of small lines.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 3A-6

Another kind of decoration is called **burnishing**. When a potter burnishes clay, they rub it with a stone to make it shiny. Sometimes when Caddos burnished their work, they also covered it with a **wash**. When we wash ourselves, we are trying to get clean. But when potters use a wash, it means they

coat the object with a different clay that has a lot of water in it. As the potter burnishes the pot, the watery clay gives the object color.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 3A-7

We have talked about two steps for making pottery. But there is one more: **firing**. This means heating the pottery until it is very, very hot. This helps it grow hard and makes it ready to use. It can also change the color of the pottery, because different colors come from hotter fires. Caddo pottery is usually brown, orange, red, or grey.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]

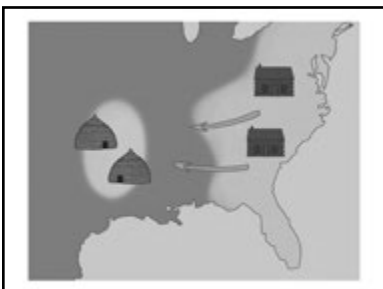


Show Image 3A-8

The Caddo fired their pottery over open fires that were built in pits, or holes in the ground. The weather had to be just right for firing. A wet, rainy day was not a good time for firing. A very windy day could make the fire grow big in some places. This was not good for firing, either.

Today, most potters do not use an open fire for pottery. Instead, they use a **kiln**. A kiln is a special kind of oven made to fire pottery.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 3A-9

The Caddo people made pottery for many years. The earliest known Caddo lived about 1,200 years ago. They were related to people who had lived even longer ago, though. The Caddo were in this land before European explorers came here. However, when explorers and others decided to live in this land, too, it

caused problems for the Caddo and other indigenous people.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 3A-10

During the 1800s, the United States government made the Caddo move away from their homes.

Around this time, the Caddo tradition of making pottery began to die out. This means the Caddo stopped making pottery the way they had made it for hundreds of years.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 3A-11

There are still Caddo people in the United States today. Most of them do not make pottery the way their ancestors did. But one woman named Jeraldine Redcorn has taught herself to make pottery this way. She practices trying different tools that her ancestors may have used, such as gourd pieces. Of course, not everything is exactly the same. For example, instead of using a pit to fire her pieces, she builds a fire in a barrel.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 3A-12

Jeraldine Redcorn has become famous for her pottery, because she is the only Caddo native who makes pottery this way. She has exhibited, or shown, her pottery in many museums. A **museum** is a place that collects special things, such as artwork, and displays it for people to see. One of those museums

was in Germany. Three of her pieces of pottery are also at the Smithsonian Museum of National History in Washington, DC. These museums show her pottery as an example of Caddo pottery today. This way visitors can compare it with examples of Caddo pottery from hundreds of years ago.

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 3A-13

The Caddo is just one group of people that make pottery. People also make pottery around the world, and they have done this for hundreds of years. At a museum in New York, you could see a bowl from China. This piece of pottery is around 5,000 years old. People were also making pottery in South America at that

time. The Menil Collection, a museum in Houston, Texas, has a vase that was made in Greece about 8,000 years ago. The American Museum of Ceramic Art in Pomona, California, is an entire museum dedicated to showing ceramics and pottery.

People have made pottery for many centuries and in many parts of the world. If you were to make a piece of pottery, what would you want it to look like?

Did this image or this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now. [Assist students in adding information to Activity Page 5.1 as needed.]

- If needed, allow students time to complete adding information from the text to their copies of Activity Page 5.1.



Writing

Writing

Entering/Emerging

Have students point to details in the image cards that answer their research question and write the information on their Activity Page using simple phrases and familiar vocabulary.

Transitioning/Expanding

Have students gather details from the image cards, then discuss those details with a peer or teacher before writing them on their Activity Page.

Bridging

Allow students to refer to the image cards as they gather and write their information.

WRAP-UP (5 MIN.)

- Have students turn and talk with a partner to share a piece of information they found in the Read-Aloud.



Check for Understanding

Recall: Name a fact or piece of information from this Read-Aloud that answers your research question. (*Answers may vary but should connect information from the Read-Aloud to the research question.*)

-
- Ask students to name other books from this unit that they have not yet used for research. (*Van Gogh and the Sunflowers* and *My Name Is Georgia*)
 - Explain that you will research using those books in the next lesson.

End of Lesson

12

ART AND THE WORLD AROUND US

Researching,
Part 2

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss research plans.

[SL.K.1]

Reading

Students will listen to the Read-Aloud and identify information from the text that helps them answer their research question.

[RI.K.10]

Writing

Students will participate in a research activity to gain information about an artist and works of art.

[W.K.7, W.K.8]

FORMATIVE ASSESSMENTS

Activity Page 5.1

Research. Students will record information about an artist and works of art.

[W.K.7, W.K.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-----------------|-------------|--|
| Reviewing the Research Plan (5 min.) | | | |
| What Have We Already Learned? | Whole Group | 5 min. | <input type="checkbox"/> Activity Page 4.1 |
| Research (55 min.) | | | |
| Modeling Research | Whole Group | 55 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Research Model (Digital Components)
<input type="checkbox"/> Trade Books: <i>Van Gogh and the Sunflowers</i> by Laurence Anholt and <i>My Name Is Georgia</i> by Jeanette Winter |
| Research | | | |
| Wrap-Up | | | |

ADVANCE PREPARATION

Speaking and Listening

- Prepare to display Activity Page 4.1, which was begun in previous lessons.

Writing

- Prepare to display Activity Page 5.1, which was begun in previous lessons. Ensure that students have their copies of Activity Page 5.1 from previous lessons.
- Throughout this unit, lessons will have you display the Research Model to offer explicit instruction in research skills. Lessons include drafts of the Research Model and examples based on the research question “How do people make art?” If your students selected this as their research question, we suggest you prepare models with a different question, such as “What are some kinds of art?” As you prepare for each lesson, determine if you would like to use these models or custom models. If needed, you may use a second copy of the Research Model to record additional facts gathered during research.
- Prepare to display the Research Model, which you began in previous lessons.
- Prepare to model gathering research using the trade book *Van Gogh and the Sunflowers* by Laurence Anholt. (Alternatively, if your students have mastered this skill, you may have them research independently using this book.) As you preview the book, you may wish to add page numbers and reference the supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Where Camille lived...” and number each page in order after that.
- Prepare to reread the trade book *My Name Is Georgia* by Jeanette Winter and guide students through gathering research from this text. As you preview the book, you may wish to add page numbers and reference the supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Georgia O’Keeffe was born...” and number each page in order after that.

Universal Access

Writing

- This lesson asks students to gather facts and information using texts from previous Read-Alouds. If students need additional review of these texts, you may wish to incorporate the Guided Reading Supports from previous Read-Alouds into your rereading of each prior text.

Lesson 12: Researching, Part 2

Reviewing the Research Plan



Speaking and Listening: Students will discuss research plans.
[SL.K.1]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Display Activity Page 4.1

- Ask students to name the steps in a research plan. (*ask a question, find answers or facts, organize, share*)



Check for Understanding

Recall: What steps have we already worked on? (*ask a question, find answers and facts*)

- Ask students to describe what they have learned about asking a research question. (*Answers may vary but could include that research questions help us know how to learn more about a topic or that a good research question does not have a yes or no answer.*)
- Ask students to describe what they have learned about researching. (*Answers may vary but could include that we research to learn more facts and information about a topic or that we can look at books to gather our research.*)
- Ask students to name the step they have been working on. (*finding answers or facts*)
- Tell students that you all will find more information using some of the books from earlier lessons before moving to the next step of the research plan.
- Ask students if they have any questions about researching.

Activity Page 4.1



Support

If students struggle to recall the steps they have completed, guide them in a review of Activity Page 5.1, asking questions such as “What step of the research plan does this question connect to?” to prompt their recall.

Challenge

Ask students to name the research steps they have not yet started.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students yes/no questions about the research plan (“Have you identified a research question?”), and encourage students to ask questions about their research plan.

Transitioning/Expanding

Ask students short-answer questions about the research plan (“Where have we collected research?”), and encourage students to ask questions about their research plan.

Bridging

Prompt students to describe how the work on Activity Page 5.1 connects to the research plan, e.g., “I write facts I have researched on each petal of the flower.” Encourage students to ask questions about their research plan.

Activity Page 5.1



Lesson 12: Researching, Part 2

Research



Reading: Students will listen to the Read-Aloud and identify information from the text that helps them answer their research question. **[RI.K.10]**

Writing: Students will participate in a research activity to gain information about an artist and works of art. **[W.K.7, W.K.8]**

MODELING RESEARCH (25 MIN.)

- Explain that you will show students how to do research using one of the first texts from this unit, *Van Gogh and the Sunflowers*. Show students this book.
- Explain that the first time the class heard this book, they listened to understand more about how van Gogh’s art connects to nature.
- Ask students to share what they recall from this book and the art it describes. (*Answers may vary, but students may recall that it is about a painter in France and the way he often paints nature, such as flowers or the sky.*)
- Display the Research Model and review your research question. Explain that this time, you will read the book and look for facts or answers to your question.
- Read aloud the trade book *Van Gogh and the Sunflowers* by Laurence Anholt. As you read, use the following supports to demonstrate reading for research.
 - p. 10: I know that my question is “How do people make art?” This page shows me an example of that. Van Gogh made art by using paint and canvas. [Write *paint on canvas* on a flower petal.]
 - pp. 11–12: Van Gogh paints a lot of pictures of people. I remember there is a special name for those. What is it? [Allow students to answer.] Yes, van Gogh painted many portraits. I will add that, too. [Write *paints portraits* on a flower petal.]
 - p. 15: That’s right! Van Gogh painted nature, too. I’ll add that. It’s connected to the other things van Gogh paints, so I think I’ll put it in the same place as that information. [Add *and nature* to *paints portraits* on a flower petal.]

- Continue modeling as needed with other elements of the text.
- Ask students if there was any information from this book that answers their research question. If so, allow them to record that information on their copies of Activity Page 5.1.

RESEARCH (25 MIN.)

- Explain that now students will gather information for their research questions using a different text, the trade book *My Name Is Georgia*.
- Explain that the first time the class heard this Read-Aloud, they listened to learn about how O’Keeffe’s artwork connected to nature.
- Ask students to share what they recall from this Read-Aloud and the art it describes. (*Answers may vary, but students may recall that it is about a woman named Georgia O’Keeffe and her paintings. She often painted things from nature, like clouds or flowers.*)
- Ensure that students have Activity Page 5.1. Ask them to review the class research question.
- Explain that this time, students will listen to the Read-Aloud for facts or answers to their research question.
- Read aloud the text, using the following prompt to help students consider how to gather research from it.
 - *Did this part of the Read-Aloud have any information that answers your research question? If so, add it to your flower now.* [Assist students in adding information to Activity Page 5.1 as needed.]
 - Each section of the text includes an opportunity for students to add information to Activity Page 5.1. Use your discretion and knowledge of the class research question to highlight these opportunities to best suit your students’ needs.
- If needed, allow students time to complete adding information from the text to their copies of Activity Page 5.1.

Support

Have students orally describe the relevant information, then model writing that information and allow them to copy it onto their Activity Pages.

Challenge

Have students review the information they have already gathered to see if any facts can be put together.



Writing

Writing

Entering/Emerging

Have students point to details in the text’s illustrations that answer their research question and write their information on their Activity Page using simple phrases and familiar vocabulary.

Transitioning/Expanding

Have students gather details from the text’s illustrations, then discuss those details with a peer or teacher before adding them to their Activity Page.

Bridging

Allow students to refer to the text’s illustrations as they gather their information and write it on their activity page.

WRAP-UP (5 MIN.)

- Have students turn and talk with a partner to share a piece of information they found in the Read-Aloud.



Check for Understanding

Recall: Name a fact or piece of information from these trade books that answers your research question. (*Answers may vary but should connect information from the Read-Aloud to the research question.*)

- Tell students that they have completed the step of research where they gather more information about their question.
- Ask students to name the next step of the research plan. (*organize information*)
- Explain that students will work on this step in the next lesson.

End of Lesson

13

ART AND THE WORLD AROUND US

Organizing Research

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss how to organize the information from their research and practice sorting by topic or category.

[SL.K.1, L.K.5c, L.K.5a]

Writing

Students will use a graphic organizer to organize the information they have gathered from research.

[W.K.7, W.K.8]

FORMATIVE ASSESSMENTS**Activity Page 5.1**

Organizing Information. Students will use a graphic organizer to organize the information they have gathered from research.

[W.K.7, W.K.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Reviewing the Research Plan (5 min.) | | | |
| What Have We Already Learned? | Whole Group | 5 min. | <input type="checkbox"/> Activity Page 4.1 |
| Research (55 min.) | | | |
| Modeling Organizing Information | Whole Group | 55 min. | <input type="checkbox"/> Research Model (Digital Components)
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> crayons or highlighters in several colors |
| Organizing Information | | | |
| Wrap-Up | | | |

ADVANCE PREPARATION

Speaking and Listening

- Prepare to display Activity Page 4.1, which was begun in previous lessons.

Writing

- Prepare to display Activity Page 5.1, which was begun in previous lessons. Ensure that students have their copies of Activity Page 5.1 from previous lessons.
- Throughout this unit, lessons will have you display the Research Model to offer explicit instruction in research skills. Lessons include drafts of the Research Model and examples based on the research question “How do people make art?” If your students selected this as their research question, we suggest you prepare models with a different question, such as “What are some kinds of art?” As you prepare for each lesson, determine if you would like to use these models or custom models. If needed, you may use a second copy of the Research Model to record additional facts gathered during research.
- During this lesson, students will use crayons or highlighters to organize information by categories. Prepare for each student to have several writing utensils in the same colors, such as red, blue, yellow, and purple.
- Prepare to organize students into groups for the shared practice section of the lesson.

Universal Access

Writing

- This lesson asks students to organize their facts and information. If students need additional support, you may wish to review their information in advance and provide categories for them to put on their graphic organizer.

Lesson 13: Organizing Research

Reviewing the Research Plan



Speaking and Listening: Students will discuss how to organize the information from their research and practice sorting by topic or category.

[SL.K.1, L.K.5c, L.K.5a]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Display Activity Page 4.1

- Ask students to name the steps in a research plan. (*ask a question, find answers or facts, organize, share*)



Check for Understanding

Recall: What steps have we already worked on? (*ask a question, find answers and facts*)

- Ask students what step is next. (*organizing*)
- Tell students it is important to organize your information. When you organize it, you can understand how different facts connect with each other.
- Tell students that you all will organize information together. Later students will work on organizing information in groups.
- Ask students if they have any questions about why it is important to organize information.

Activity Page 4.1



Support

If students struggle to recall the steps they have completed, guide them in a review of Activity Page 5.1, asking questions such as “What step of the research plan does this question connect to?” to prompt their recall.

Challenge

Ask students why it is important to organize information.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students yes/no questions about the research plan (“Have you identified a research question?”). Encourage students to ask their own questions about their research plan.

Transitioning/Expanding

Ask students short-answer questions about the research plan (“Where have we collected research?”). Encourage students to ask their own questions about their research plan.

Bridging

Prompt students to describe how the work on Activity Page 5.1 connects to the research plan, e.g., “I write facts I have researched on each petal of the flower.”. Encourage students to ask their own questions about their research plan.

Lesson 13: Organizing Research

Research



Writing: Students will use a graphic organizer to organize the information they have gathered from research.

[W.K.7, W.K.8]

MODELING ORGANIZING INFORMATION (25 MIN.)

- Explain that you will show students how to organize information using the information you gathered to answer your research question.
- Display your Research Model and review your research question.
- Ask students where on the Research Model you have gathered information to answer your research question. (*on the petals*)
- Explain that when you have a lot of different pieces of information, it can help to organize it.
- Ask students if they can think of an example of a time or place when things are organized. (*Answers may vary but could include things like books in the library.*)
- Ask students if they have ever been shopping for groceries with a family member. Explain that in a store, groceries are organized to help people find them. This also makes it easy to see choices that are available. For example, usually all the fresh vegetables are in the same section.
- Explain that you will demonstrate how to organize information into categories. Use the following supports to scaffold your modeling.
 - I know that my question is “How do people make art?” I have different kinds of information about that question. It would help if I could organize each fact into a category to show me the kind of information it is. I think I will circle words or facts in different colors to show the category they are in.
 - This petal says *weaving*. That is a kind of art. I think that may be a good category. [Model circling *weaving* in one color. Then model looking for other facts that are kinds of art and circling them in the same color. Continue the process until you have colored or highlighted the information into the following categories:
Kinds of art: weaving, drawings, portraits

Tools: wire, different materials, plastic bags, canvas, paper, pencils, paint

What the art shows: nature, animals, everyday people, models, what they see, what they imagine

- Explain that the information is now organized. You have completed the next step in the research plan.



Check for Understanding

Recall: Why is it important to organize things? (*Answers may vary, but students may mention that it helps you find things quickly or make connections between them.*)

Support

Predetermine categories for student information and give the first category to students.

Challenge

Have students suggest categories for facts that have not yet been classified.

ORGANIZING INFORMATION (25 MIN.)

- Explain that now students will organize the information they have gathered about their research question.
- Arrange students into groups. Pick one petal for them to begin with. Allow a brief time for each group to look at the information on the petal and decide what category it belongs in.
- Ask groups to share the category they have selected, offering guidance and input as needed.
- Read aloud the facts from other petals, asking groups to discuss whether each one belongs in the category they determined. Have students share answers, and guide them as needed. If students find a fact that does not fit the category, tell them not to color anything in that fact. You will return to it later.
- If time permits, you may wish to return to an uncolored fact and start the process over. If students do not have time for this, that is fine; the next lesson will allow them to continue organizing their ideas.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask yes/no questions to help students classify information (“Do you think this fact describes a kind of artwork?”). Encourage students to ask their own questions.

Transitioning/Expanding

Ask students short-answer questions about the facts (“Does this tell us what kind of art artists make, what kinds of tools artists use, or what do you think we can see in artwork?”). Encourage students to ask their own questions about the facts.

Bridging

Prompt students to describe how the fact connects to the research question and encourage any new ideas from the students, (e.g. “This tells us a kind of tool artists use to make art.”). Encourage students to ask their own questions about the facts.

WRAP-UP (5 MIN.)



Check for Understanding

Recall: Name the category your group determined, along with one fact that fits in that category. (*Answers may vary but should reflect information from Activity Page 5.1.*)

- Tell students that they have a good start organizing their information.
- Explain that students will work on this step more in the next lesson.

End of Lesson

14

ART AND THE WORLD AROUND US

Organizing and Drafting

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss how to share information from their research.

[SL.K.1]

Writing

Students will select ideas for their drafts.

[W.K.7]

Students will dictate or compose informational texts in a class book based on their research.

[W.K.2, W.K.7]

FORMATIVE ASSESSMENTS

Activity Page 14.1

Sharing Research. Students will dictate or compose informational texts.

[W.K.2, W.K.7]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-----------------|-------------|---|
| Reviewing the Research Plan (5 min.) | | | |
| What Have We Already Learned? | Whole Group | 5 min. | <input type="checkbox"/> Activity Page 4.1 |
| Research (55 min.) | | | |
| Organizing Information | Whole Group | 55 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> crayons or highlighters in several colors
<input type="checkbox"/> Activity Page 14.1 |
| Modeling Drafting | | | |
| Drafting | | | |
| Wrap-Up | | | |

ADVANCE PREPARATION

Speaking and Listening

- Prepare to display Activity Page 4.1, which was begun in previous lessons.

Writing

- Prepare to display Activity Page 5.1, which was begun in previous lessons. Ensure that students have their copies of Activity Page 5.1 from previous lessons.
- Throughout this unit, lessons will have you display the Research Model to offer explicit instruction in research skills. Lessons include drafts of the Research Model and examples based on the research question “How do people make art?” If your students selected this as their research question, we suggest you prepare models with a different question, such as “What are some kinds of art?” As you prepare for each lesson, determine if you would like to use these models or custom models. If needed, you may use a second copy of the Research Model to record additional facts gathered during research.
- During this lesson, students will use crayons or highlighters to organize information by categories. Prepare for each student to have several writing utensils in the same colors, such as red, blue, yellow, and purple.
- Prepare to distribute Activity Page 14.1.

Universal Access

Writing

- This lesson asks students to organize their facts and information. If students need additional support, you may wish to review their information in advance and provide categories for them to put on their graphic organizer.

Lesson 14: Organizing and Drafting

Reviewing the Research Plan



Speaking and Listening: Students will discuss how to share information from their research. [SL.K.1]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Display Activity Page 4.1.
- Ask students to name the steps in a research plan. (*ask a question, find answers or facts, organize, share*)
- Ask students if they have any questions about what a research plan is.



Check for Understanding

Recall: What steps have we already worked on? (*ask a question, find answers and facts, organize information*)

- Explain that students will continue organizing their ideas in this lesson. Then they will begin preparing to share the information that answers their question.

Support

If students struggle to recall the steps they have completed, guide them in a review of Activity Page 5.1, asking questions such as “What does this color mean?” to prompt their recall.

Challenge

Ask students to recall how they will share their information. (*in a class book*)



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging
Ask students yes/no questions about the research plan (“Do you think your information is organized?”). Encourage students to ask their own questions about their research plan.

Transitioning/Expanding

Ask students short-answer questions about the research plan (“Why do you think we marked some words with certain colors?”). Encourage students to ask their own questions about their research plan.

Bridging

Prompt students to describe how the work on Activity Page 5.1 connects to the research plan, e.g., “I colored these petals red because they are all in the category kinds of art.” Encourage students to ask their own questions and share any new ideas about their research plan.

Challenge

Have students recall a fact from each category.

Support

Pre-determine categories for student information and give the first category to students.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask yes/no questions to help students classify information (“Do you think this fact describes a kind of artwork?”). Encourage students to ask their own questions about the facts.

Transitioning/Expanding

Ask students short-answer questions about the facts (“Does this tell us what kind of art artists make, what kinds of tools artists use, or what can you see in the artwork?”). Encourage students to ask their own questions about the facts.

Bridging

Prompt students to describe how the fact connects to the research question, e.g., “This tells us a kind of tool artists use to make art.” Encourage students to ask their own questions and share new ideas about the facts.

Lesson 14: Drafting and Developing

Research



Writing: Students will select ideas for their drafts. [W.K.7]

Students will dictate or compose informational texts in a class book based on their research. [W.K.2, W.K.7]

ORGANIZING INFORMATION (15 MIN.)

- Explain that now students will finish organizing the information they have gathered about their research question.
- Ask students to name the categories they identified in the previous lesson.
- Read aloud the remaining facts, asking students to determine new categories if needed and to color-code each fact according to its category.



Check for Understanding

Recall: Name a new category you identified in this lesson and a fact that fits in that category. (Answers may vary but should reflect information from Activity Page 5.1.)

MODELING DRAFTING (15 MIN.)

- Ask students what the next step is in the research plan. (*Share what you have learned.*)
- Ask students to recall how they will share their information in this unit. (*They will create a class book.*)
- Explain that you will show students a model of sharing information using the facts you gathered about your research question.
- Display Activity Page 14.1 and review it with students. Explain that each student will complete their own page. They will share their information in words and pictures, then put these together into a class book about their research question.

- Display a blank copy of Activity Page 14.1 and use it to demonstrate how to share your work. Use the following supports to scaffold your modeling.
 - I know that my question is “How do people make art?” I have different categories of information about that question. My categories are kinds of art, tools, and what the art shows.
 - I want to start with the kind of art category. I should look at all the facts about the kinds of art I researched. *[Model consulting your Research Model and reviewing information.]* In researching, I found that artists can make weaving, drawings, and portraits. Before we started studying art, I did not know artists could weave. I will add that to my page, because it is an important piece of information I want to share. *[Model writing artists can weave on the page. Because you will use this to teach editing later, do not include a capital letter or a period.]*

Activity Page 14.1



Challenge

Ask students what framing something tells us about it. Ask why the pages for their class book have a frame on them.

Research Model

NAME: _____ 5.1 Activity Page
DATE: _____

Research Model

Knowledge Research Art and the World Around Us 9

NAME: _____ 5.1 Activity Page
DATE: _____

Research Model

Knowledge Research Art and the World Around Us 9

- I want to include something from the tools category. I should look at all the facts about the kinds of art I researched. *[Model consulting your Research Model and reviewing information.]* That’s right! In researching, I found that artists can weave with wire, cloth, or plastic bags. Before we started studying art, I did not know artists could weave with some of those things. I will add that to my page, because it is an important piece of information I want to share. *[Model adding with plastic bags or wire after artists can weave on the page. Because you will use this to teach editing later, do not include a capital letter or a period.]*

- I have not added anything from the category “what the art shows.” That’s because I am going to draw some weaving to help share what it can look like.
- Keep the copy of Activity Page 14.1 you used for modeling in this lesson, as you will use it in the next lesson as well.

DRAFTING (20 MIN.)

- Explain that now students will begin drafting their pages for the class book.
- Distribute Activity Page 14.1. Explain that you will review the categories the class has selected. Then you will go through each category, naming different facts from it. As you name the categories and facts, students will decide which ones to include on their pages for the class book.
- Review each category before naming the facts in the category. Give students a few minutes to consider the category or categories they want to include on their page for the class book.
- Read aloud the facts from each category, asking students to decide if they want to include these in their work. Have students record information verbally or visually on their Activity Pages. Remind students that they should not include all the information from their research.
- Continue in this fashion, allowing students to use information from their research to draft their pages for the class book.

Support

Remind students that they can draw their information.



Writing

Composing/Writing

Entering/Emerging

Have students write phrases and familiar vocabulary to describe their drawing.

Transitioning/Expanding

Have students describe their drawing with a phrase.

Bridging

Have students describe their drawing with a short sentence.



Check for Understanding

Recall: Why is it important to share what we have learned in research? *(Answers may vary, but students may mention that it helps other people learn or that it can answer questions others have about art.)*

WRAP-UP (5 MIN.)



Check for Understanding

Pair Share: Have students turn to a peer and describe what information they added to their page for the class book.

- Explain that students will finish drafting and will share their work in the next lesson.
-

End of Lesson

15

ART AND THE WORLD AROUND US

Editing and Sharing

PRIMARY FOCUS OF LESSON**Writing**

Students will edit work with adult assistance.

[L.K.2a, L.K.2b]

Speaking and Listening

Students will share their research in partners.

[SL.K.1, SL.K.6]

Writing

Students will compile their work into a class book after sharing their research.

[W.K.7]

FORMATIVE ASSESSMENTS**Activity Page 14.1**

Sharing Research. Students will share their writing by reading or describing it to the class.

[SL.K.6]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--------------------------|-----------------|-------------|---|
| Editing (30 min.) | | | |
| Capitalization | Whole Group | 30 min. | <input type="checkbox"/> Editing Checklist (Digital Components)
<input type="checkbox"/> Activity Page 14.1 |
| Punctuation | | | |
| Sharing (30 min.) | | | |
| Sharing | Whole Group | 30 min. | <input type="checkbox"/> Activity Page 14.1
<input type="checkbox"/> binder, folder, or other materials for assembling the class book
<input type="checkbox"/> Kindergarten Inquiry, Research, and Presentation Rubric (Digital Components) |
| Compiling the Class Book | | | |

ADVANCE PREPARATION

Writing

- Prepare to display the Editing Checklist. Alternatively, you may access a digital version in the digital components for this domain.

Editing Checklist

- **Did I capitalize the first letter in each sentence?**
- **Did I capitalize the first letter in each name?**
- **Did I use a punctuation mark at the end of my sentences?**

- Prepare to display the version of Activity Page 14.1 that you drafted as a model in the previous lesson.
- Prepare to arrange students in partners or to provide a method for them to select partners.
- As a lesson extension, for all students, prepare to schedule a presentation opportunity where you may invite families, school administrators, peers, and community artists. A rubric has been included in this domain as a diagnostic tool for assessing student inquiry, research, sharing, and presentation skills.
- Prepare to access and review the Kindergarten Inquiry, Research, and Presentation Rubric. if you are opting to extend this lesson with a presentation opportunity for your students. Alternatively, you may access a digital version in the digital components for this domain.

Kindergarten Inquiry, Research, and Presentation Rubric

- A. Generate questions for formal and informal inquiry with adult assistance. **[W.K.7]**
- B. Gather information from a variety of sources with adult assistance. **[W.K.8]**
- C. Develop drafts in oral, pictorial, or written form by organizing ideas. **[W.K.2]**
- D. Present and share writing. **[SL.K.6]**

| | 4 | 3 | 2 | 1 |
|-----------------------|--|---|---|--|
| Ask a question | Student did generate formal and informal questions with adult assistance | Student did generate and asks 2-3 questions with adult assistance | Student did generate and ask a question with adult assistance | Student did not generate or ask a question with adult assistance |
| Find facts | Student did gather 4-5 facts from a variety of sources with adult assistance | Student did gather 2-3 facts from a variety of sources with adult assistance | Student did gather 1 fact from a source with adult assistance | Student did not gather facts with adult assistance |
| Organize | Student did organize and develop a draft of ideas with specific and relevant details (written, pictorial, or oral) | Student did organize and develop a draft of ideas (written, pictorial, or oral) | Student did organize a draft of ideas (written, pictorial, or oral) | Student did not organize a draft of ideas (written, pictorial, or oral) |
| Present | Student did present 4-5 inquiry and research results with adult assistance | Student did present 2-3 inquiry and research results with adult assistance | Student did present 1 inquiry and research result with adult assistance | Student did not present inquiry and research results with adult assistance |

Universal Access

Writing

- Allow students to draw their work and dictate text to be added.

Lesson 15: Editing and Sharing

Editing



Writing: Students will edit work with adult assistance.

[L.K.2a, L.K.2b]

CAPITALIZATION (15 MIN.)
Challenge

Ask students to name when a word should be capitalized.

Activity Page 14.1

Support

Allow students to consult a chart or classroom display showing capital and lower-case letters.

- Explain that in this lesson, students will finish preparing their work to create the class book.
- Explain that before they add their work to the book, students will edit their work to make sure it is ready for sharing. When we edit things, we look at them and think about how we can make them better.
- Tell students that they will work on two things in editing: capitalizing letters and adding punctuation to sentences.
- Display the Editing Checklist and review it with students, explaining that these are the things they will look for in editing.
- Display the copy of Activity Page 14.1 that you completed in the modeling section of the previous lesson. Explain that you will look back at your draft to see if it needs editing. Use the following supports to model editing your work.
 - I know I need to look for places where I should use capital letters. I should use a capital for the first word in each sentence. My sentence is *artists can weave with plastic bags or wire*. I do need to add a capital at the start of that sentence. [Model capitalizing *Artists*.]
 - I also need to capitalize any names in my sentence. [Model rereading the sentence.] I do not have any names in this sentence, so I do not need to add any more capital letters.
- Allow students to review their own work and look for any words that should be capitalized. Circulate as students work, assisting as needed.

PUNCTUATION (15 MIN.)

- When students have added appropriate capital letters to their drafts, return to the display of your model draft. Explain that you will now look at the second thing you need to check in editing: punctuation. Use the following supports to model editing your work.
 - I know I need to put punctuation at the end of my sentence.
 - What kind of punctuation do we use at the end of sentences? [Allow students to answer if desired.] Hmm. I know that questions end with question marks. [Model looking at your sentence.] But this sentence isn't a question. So a question mark is not the right punctuation.
 - I also know that sentences that are not questions can end with a few different kinds of punctuation. But usually they end with a period. [Model looking at sample sentence.] I think that's the right punctuation for this sentence. [Model adding a period to the end of the sentence.]
- Allow students to review their drafts and add punctuation as needed. Circulate as students work, assisting as needed.



Check for Understanding

Recall: Why do we edit our work? (to review it and make it better)

Lesson 15: Editing and Sharing

Sharing



Speaking and Listening: Students will share their research in partners.

[SL.K.1, SL.K.6]

Writing: Students will compile their work into a class book after sharing their research. [W.K.7]

SHARING (15 MIN.)

- Tell students that they have only one more step left in the research plan. Ask them to name that step. (*sharing*)
- Tell students that they will share their work with a partner before they add their pages to the class book.



Writing

Editing

Entering/Emerging

Ask students yes/no questions to help them consider editing choices, e.g., “Does this sentence need a period?”

Transitioning/Expanding

Ask students short answer questions to help them consider editing choices, e.g., “Which kind of punctuation is best for this sentence need, a period or a question mark?”

Bridging

Ask students open-ended questions to help them consider editing choices, e.g., “What kind of punctuation do we use for sentences that are not questions?”

Support

Review the research plan, asking students to identify the steps that they have already completed.

Challenge

Encourage students to ask a question about their partner's response.

Support

Review the class research question prior to having students share.



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students simple yes/no questions about their research, (e.g. "Did you learn that sculpting is a way to make art?"). Encourage students to ask their own questions about their research.

Transitioning/Expanding

Provide students with a specific sentence frame, (e.g. "I learned that artists make art by..."). Encourage students to ask their own questions about their research.

Bridging

Encourage students to expand and/or build from other students' responses and ask their own questions about their research.

- Explain that when you share your work, it is important to explain the question you asked and the information you learned to answer that question.
- Use your completed model to demonstrate sharing information appropriately. Tell students your question was "How do people make art?" and that you learned that artists can weave with plastic bags and wire.
- Arrange students in pairs and tell students to share their work with their partner. Then have students switch, so that the other partner gets a chance to share.



Check for Understanding

Recall: Ask students the class research question, and have volunteers share their responses. (*Answers may vary, but students should draw on the information they have researched during this unit.*)

COMPILING THE CLASS BOOK (15 MIN.)

- Explain that now the class will add all their Activity Pages to a class book.
- Review the process you have determined students will use to compile the class book.
- After all students have added their pages, congratulate students for their work. You may wish to have them give themselves a round of applause.

End of Lesson

LESSON EXTENSION AND ASSESSMENT

- If you have opted to extend this lesson with a presentation opportunity for your students, access and review the Kindergarten Inquiry, Research, and Presentation Rubric to assess students on their inquiry, research, sharing, and presentation skills.

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