



Safe Spaces, Safe Sounds: An Art Lesson for the Picture Book, The Secret Kingdom

Project Name: Safe Spaces/Safe Sounds	Project Description
<p>Time Span: Three One Hour Classes Target Grade: 5th, Applicable for 4th-6th Educators: Samara Yandell and Hannah Bevens, Maine College of Art Masters in Arts in Teaching</p> <p>Inspired by the Book:</p>  <p>Inspired by the Artist: Nek Chand: http://nekchand.com/</p>	<p>With inspiration from the picture book <i>The Secret Kingdom</i> (Candlewick Press) and using recycled materials, students create wind chimes that consider their interpretations of how safe spaces sound. Wind chimes will adorna school entrance in a permanent installation.</p>
Essential Question	Provoking Questions
<p>How do we make our safe spaces?</p>	<p>What is a “safe space”? How does a safe space feel, sound, taste, smell, and look? Why do we decorate places that are dear to us (homes, churches, desks, etc.)?</p>
<p>Visual Provocation:</p>  <p>http://www.woohome.com/wp-content/uploads/2014/02/DIY-wind-chime-15.jpg</p>	

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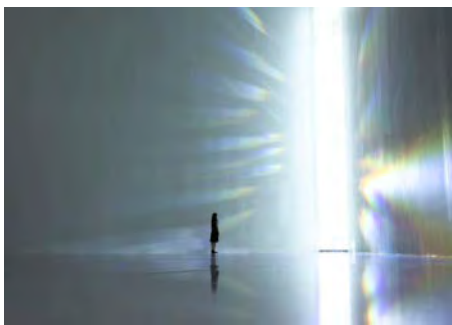
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<http://hative.com/diy-wind-chime-ideas-tutorials/>



<https://www.windchimesaustralia.com.au/bamboo-wind-chimes.php>



<https://divisare.com/projects/288031-tokujin-yoshioka-rainbow-church>



<http://travel.davidmbyrne.com/abu-dhabi-rambles/>



<http://french.culturextourism.com/tourist-attraction-notre-dame-cathedral-in-paris-france/>

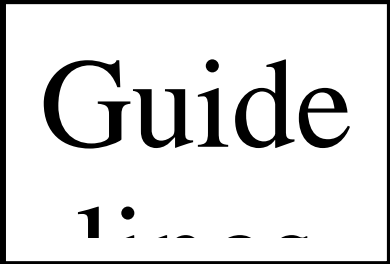
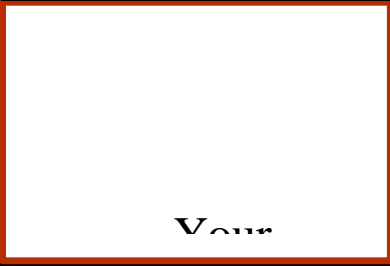
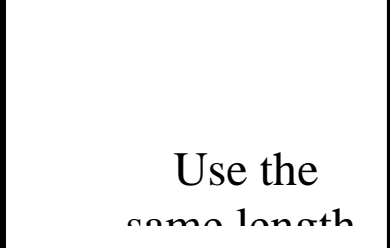
Auditory Provocation:

<https://www.youtube.com/watch?v=H4jzDkRYVJY>




Main Learning Results	Lesson Objectives:	Assessment Criteria:
<p>1. (C1) Creative Problem Solving: Students describe and apply steps of creative problem-solving.</p> <ol style="list-style-type: none"> Identify problem. Define problem. Generate a variety of solutions. Implement solution(s). Evaluate solution(s). 	<p>1. Students create wind chimes that satisfy the criteria of: must make sound and must repurpose found objects.</p>	<p>1. Sound and repurposing.</p>
<p>2. B3 Making Meaning Students create artworks that communicate ideas, feelings, and meanings and demonstrate skill in the use of <i>media, tools, techniques, and processes</i>.</p>	<p>2. Students make meaning of wind chime sounds.</p>	<p>2. Making meaning</p>

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<p>3. <u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>3. Students integrate Barb Rosenstock's <i>The Secret Kingdom</i> as well as research in the decorative arts into the creation of wind chime installation.</p>	<p>3. Integration.</p>
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Vocabulary	Materials	Instructional Resources
<p>Safe Space, Wind Chime, Clapper, Repurpose,</p>	<p>Found objects, nylon string and rope, rulers, scissors, acrylic paint, chip brushes, hook and eye for hanging wind chimes</p>	<p>Book Slideshow: https://docs.google.com/presentation/u/1/d/1FXj2eZtp4FJwbjDdb5JBqCdM4IBK5USdcRkxoCeWI8/edit?usp=drive_web</p>   

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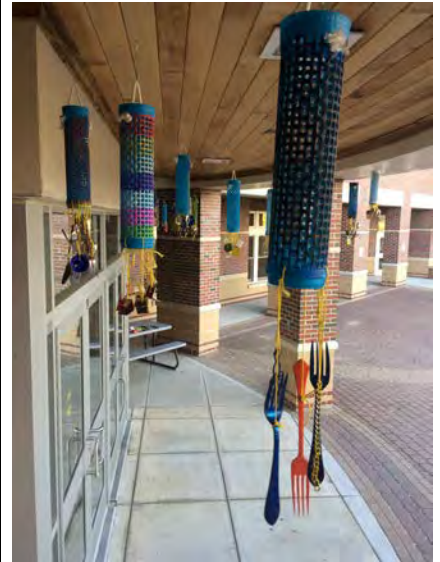
Direct Instruction	Evidence of Making
<p>Day 1:</p> <ol style="list-style-type: none"> 1. Introductions and ice breaker. 2. Read Barb Rosenstock's <i>The Secret Kingdom</i> with accompanying projection of pages. 3. Discuss book's themes. 4. Projection of Visual Provocation of decorated safe spaces (churches, homes, libraries, schools, etc.) 5. 5 minute visualization of "How does your safe space feel, look, sound, smell, and taste?" 6. Wind Chime Project: <ol style="list-style-type: none"> a. Must make sound. b. Must repurpose materials. c. Part of a permanent installation: decorating the school as part of making it a safe space. Take class to visit installation space. d. <u>Demonstration</u> on selecting chime materials. 7. Work time. 8. Clean up. <p>Day 2:</p> <ol style="list-style-type: none"> 1. Students gather their materials and paint chimes and barrels. <ol style="list-style-type: none"> a. Chimes: neat and tidy: <ol style="list-style-type: none"> i. Only paint one side. ii. Keep edges clean. iii. Uniform color. b. Barrels: <ol style="list-style-type: none"> i. Use this to be expressive: mixing, blending, patterns, etc. 2. Clean up/store materials for drying overnight. <p>Day 3:</p> <ol style="list-style-type: none"> 1. Students gather for a <u>demonstration</u> on assembling: <ol style="list-style-type: none"> a. Using the same length string. b. Spacing out evenly. c. Tying knots. 2. Students begin assembling, teachers assist as required. 3. Teachers create a hanging line in classroom for the students to hang their wind chimes temporarily when they are finished. 4. Clean up: work put away, string scraps recycled or thrown away. 5. Exit Ticket. 	  

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Day 4:

1. Exhibition: Hang wind chimes in overhang at Performing Arts entrance.
2. Photograph.
3. Website for documentation and implementation of lesson: https://sites.google.com/s/OB9bX3I7XAE_4cjBmWi1iUIFpMjA/edit?authuser=1

Installation:



Clean up

Students assist in organizing materials, washing tools, wiping down tables, sweeping.

"Leave the space cleaner than you found it."

Technology


Projector and laptop for slideshow.

Accommodations/Modifications

Hand over hand with pliers and wire work.
Repurposed materials of varying size for students with different motor skill levels.

Assessment

Summative:


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Think back and Reflect

Does your wind chime make noise? Please
circle:
[yes] [no]

How did you get there? Please explain:

Story Bowl of Belonging: An Art Lesson for the Picture Book, The Secret Kingdom

<p>Project Name: Story bowl of belonging</p>	<p>Project Description:</p>
<p>Time Span: Two 45 Minute Classes Grade: 1st, Applicable for 1st-5th Educators: Coreysha Stone & Lauren Berg, Maine College of Art Masters in Arts in Teaching</p> <p>Inspired by the Book:</p>  <p>Inspired by the Artist: Nek Chand: http://nekchand.com/</p>	<p>With inspiration from the picture book The Secret Kingdom (Candlewick Press), students create and decorate papier mache bowls with meaningful content expressing ideas of community and individualism using their developing understanding of pronouns as spring boards.</p>
<p>Essential Question:</p>	<p>Provoking Questions:</p>
<p>Where do I belong?</p>	<p>Where do I find refuge? Who is in my story? Who makes up my community?</p>
<p>Visual Provocation:</p> <ol style="list-style-type: none"> 1. http://www.storyofaseed.com/bowls/ 2. https://en.wikipedia.org/wiki/Quilt_art#/media/File:%22Child%27s_Quilt%22_-_a_Jean_Ray_Laury_design.jpg 3. https://www.penn.museum/blog/fun/friday-image-of-the-week/how-to-protect-your-home-and-family-the-sasanian-way/ 4. https://www.cutoutandkeep.net/projects/vintage-paper-bowl-2 5. https://i.pinimg.com/736x/64/e3/6d/64e36dc990eb36329f535c086226ab24--ceramic-bowls-serving-bowls.jpg 	

Story Bowl of Belonging: An Art Lesson for the Picture Book, The Secret Kingdom



1.



2.

For *The Secret Kingdom*: Nek Chand, *a Changing India*, and *a Hidden World of Art*, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

Story Bowl of Belonging: An Art Lesson for the Picture Book, The Secret Kingdom

3.



Penn Museum object B2945, image #152805. From Nippur (present-day Iraq).

4.



For *The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art*, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

Story Bowl of Belonging: An Art Lesson for the Picture Book, The Secret Kingdom




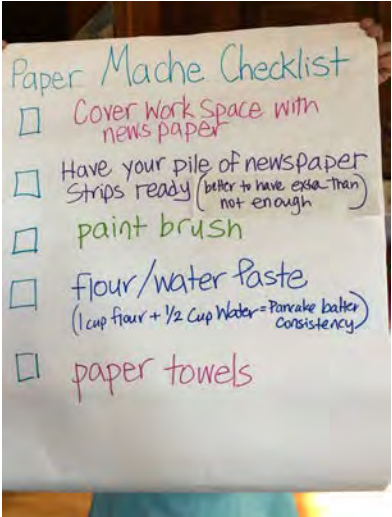
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Maine Learning Results:	Lesson Objectives:	Assessment Criteria:
<p>1. B1 Media Skills Students use basic media, tools and techniques to create original artwork</p>	<p>1. Students create a paper mache bowl using layering technique</p>	<p>1. Media (technique)</p>
<p>2. C1 Application of Creative Process Students identify and demonstrate creative problem-solving skills</p> <ul style="list-style-type: none"> a. Improve to solve problems in the performing arts b. Imagine and share possible solutions to apply to challenges in creating art 	<p>2. Students use the creative process in applying paper mache media onto bowl form and adjust application as needed to create desired form.</p>	<p>2. Creative process (Imagine and share possible solutions to apply to challenges in creating art)</p>
<p>2. A1 Artist's Purpose Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects</p>	<p>2. Students create bowls to tell a story</p>	<p>2. Artist's Purpose Telling a story</p>
<p>3. CCSS.ELA-LITERACY.L.1.1 Conventions of Standard English:</p>	<p>3. Students will design a "Community Bowl of Belonging" using personal possessive,</p>	<p>3. Conventions of Standard English-use of pronouns I, me, my,</p>


For The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).


Story Bowl of Belonging: An Art Lesson for the Picture Book, The Secret Kingdom

<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>indefinite pronouns to identify themselves as individuals and as family/community members</p>	<p>they, them, their, anyone, everything, us</p>
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Vocabulary:	Materials:	Instructional Resources:
<p>Belong Community Refuge Paper mache</p> <p>Review: Pronouns- (me, you, him, her, it, us, you, them)</p>	<p><u>DAY 1:</u> -Pre made forms wrapped in saran wrap with one layer of newspaper applied with paper mache technique</p> <p>-Strips of newsprint</p> <p>-Paper Mache flour paste (pre-mixed 1 hour before)</p> <p>-pre-cut paper for drawing (for future decoupage/collage use)</p> <p><u>DAY 2:</u> -precut color photocopies of book illustrations</p> <p>-Pronoun sheets</p> <p>-acrylic paint -40 brushes -table covers -smocks</p> <p>-sharpie & masking tape (for writing names)</p> <p>-8 oil pastel sets</p> <p>-4 large metal trays</p> <p>-scissors</p>	<p>Objective pronoun chart and writing template (students can cut out their words and decoupage onto their bowls)</p>  

Story Bowl of Belonging: An Art Lesson for the Picture Book, The Secret Kingdom

		 <p>Decoupage nametags</p>
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Direct Instruction:	Evidence of Making:
<p>Day 1</p> <ol style="list-style-type: none"> 1. 12:50pm Check in- teacher introductions - hand out name tags (2 min) 2. Icebreaker: using various items/ found objects (sea glass, coins, acorns, leaves, buttons) children are directed to choose an object that is spread out on a table, that they are interested in and bring it to the circle. In the middle of the circle is a bowl (paper mache sample bowl). Each circle member says their name as they place the object into the bowl (teachers model the first time) if a student wants to explain why they chose that item they are welcome to do that. <ul style="list-style-type: none"> - The concept of "belonging" and pronouns are introduced because we all belong in the classroom, just as all the items representing "us" belong within the bowl. One object is "me", and several objects represent "us". The bowl is our classroom. (10 min) 	

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3. 1:00pm The picture book *The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art* by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press) is introduced with



- The teachers paraphrase Nek's story- he was a child and he learned many stories from his sisters, brothers and community. He grew up and left his home, but he wanted to keep telling the stories of his childhood, so he began to make art and sculptures representing his home and his stories about "me" "you" and "us". His artwork tells the story of his community- a place where he belongs. (10 minutes)

4. 1:10pm The project is described- students will make their own Community Bowl of Belonging using paper mache. Colors, words, symbols and images representing chosen pronouns will be pasted into/onto the bowls.

5. Teacher demonstrates paper mache technique "layering" (modeled with overlapping hands in the air for students to imitate) on a bowl mold. The paper mache checklist is used to establish effective work habits. (3 minutes)

- 1:13pm Students begin the second layer of paper mache on individual bowls with newsprint. Once the newspaper on the first layer underneath is completely covered, the students are done with the paper mache. Th tissue paper is introduced and teachers give instructions that place paper directly onto the outside of the new wetlayer of paper mache. (15 minutes)

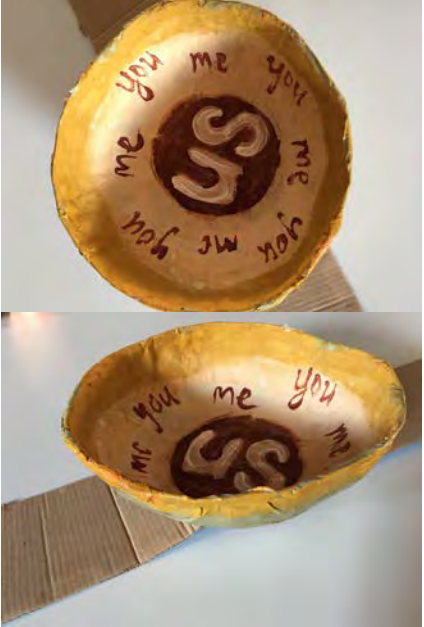
6. Early finishers will wash hands, and put their bowls on trays to dry.

- They are invited to choose pronouns to use on their story bowls (me & us for example). They can also draw or write on newsprint or colored tissue, to decoupage their drawings to their bowls next week.

7. 1:28pm Clean up & store art- (7 minutes)



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<p>Day 2</p> <p>PREP**</p> <p>-teachers organize each table's supplies- Each table has 5 paint colors with 3 brushes each, oil pastels for pronoun sheets, collage cut-outs from the book</p> <p>- Cover tables with newsprint taped down.</p> <p>-Play music</p> <p>-place exit tickets and pronoun sheets at each seat</p> <ol style="list-style-type: none"> 1. 12:50pm Students enter and pick up name-tags with bowls. They sit in assigned seats. Check in/ warm up review of overlapping hands and waterfall waterfall (2 min) 2. 12:52pm Students choose pronouns to use on their bowls with help from the pronoun worksheet. Students can practice writing pronouns directly on the worksheets with pastels or trace the dotted word or copy. They can also practice on the newsprint. EXIT TICKET. 3. Students paint and collage the interior surfaces of their bowls. (28min) 4. During making, Teachers demonstrate painting the inside of the bowl to include paper cutouts using pre-cut images from the story of Nek Chand, and the pronouns. 5. 1:20pm Edges of the bowl are trimmed if necessary- names with class codes written on bottoms of bowls if dry enough, otherwise, bowls are placed back on drying trays on top of masking tape with student's name. (5 min) 6. 1:25pm Exit Ticket collected, Clean Up & Reflection (10 min) 	
<p>Clean up:</p>	<p>Technology:</p>
<p>Place wet bowls on drying trays WRITE NAME ON PIECE OF TAPE UNDER BOWL Wash hands Throw out scraps Put decoupage pieces back in bowls Place all dirty brushes, cups, palettes in large bucket of soapy water Discard table covering (Newsprint) Collect early finisher drawings and place in envelope with name</p>	<p>copy</p>
<p>Accommodations/Modifications:</p>	
<p>Nonlatex gloves for children who have an aversion to the paste texture</p> <p>Paint brushes for students who do not want to use their fingers for paper mache</p> <p>The pronoun chart is a universal design with 3 columns to practice writing in different ways. The kids can cut out or tear the pronouns they have written and decoupage onto their bowl.</p>	

Story Bowl of Belonging: An Art Lesson for the Picture Book, The Secret Kingdom

Assessment:

Formative embedded assessment: *Technique*

Did the student:

Use layering technique with papier mache? Y___/N___

Demonstrate creative problem-solving skills to adjust paper mache application as needed to create desired form? Y____/ N____

Summative Assessment: *Artist's Purpose & Use of Pronouns*

Day 2 Exit ticket:(LAST PAGE)

Documentation of the artwork displayed at Saccarappa Elementary school, including student quotes, project description and The Secret Kingdom picture book.



For The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

Story Bowl of Belonging: An Art Lesson for the Picture Book, The Secret Kingdom



We learned about the artist named Nek Chand.
Nek Chand made art to tell a story about his home and family.


My bowl tells a story.

Circle who is in my story bowl:

Me You Him Her It Us You Them

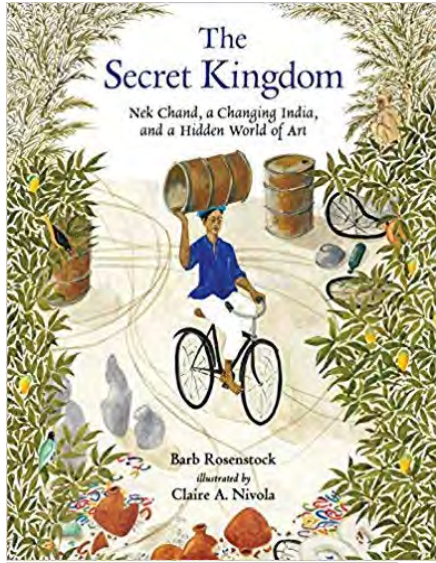
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Tree of Life: An Art Lesson for the Picture Book, The Secret Kingdom

<p>Project Name: Tree of Life</p>	<p>Project Description:</p>
<p>Time Span: Two 50-60 Minutes Classes Grade: 6th Educators: Greta Grant & Tori Parsloe, Maine College of Art Masters in Arts in Teaching</p> <p>Inspired by the Book:</p>  <p>Inspired by the Artist: Nek Chand: http://nekchand.com/</p>	<p>With inspiration from the picture book <i>The Secret Kingdom</i> (Candlewick Press), students construct a “branch and leaf” sculpture made of wire and copper that reflects their unique qualities. When finished, the students twist and combine their wire “branches” around a tree structure to create a unified tree.</p>
<p>Essential Question:</p>	<p>Provoking Questions:</p>
<p>Why do individual traits strengthen a community?</p>	<p>What makes you unique?</p> <p>Why is storytelling important to cultures?</p> <p>How can you use your individual strengths in a community?</p>

Tree of Life: An Art Lesson for the Picture Book, The Secret Kingdom

Visual Provocation:



<https://www.amazon.com/Secret-Kingdom-Chand-Changing-Hidden/dp/0763674753>

<http://designwrlld.com/wp-content/uploads/2015/11/Beautiful-Wire-Tree-Sculptures-by-Clive-Maddison-06.jpg>

<http://oxide.jhu.edu/2/sites/default/files/images/tree.png>

For The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

Tree of Life: An Art Lesson for the Picture Book, The Secret Kingdom



Andy Goldsworthy

For *The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art*, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

Tree of Life: An Art Lesson for the Picture Book, The Secret Kingdom




Omid Asadi

Main Learning Results:	Lesson Objectives:	Assessment Criteria:
<p>1. B2 Composition Skills Students use Elements of Art and Principles of Design to create original artworks that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.</p>	<p>1. Students effectively use line or texture in their leaf.</p>	<p>1. Use of line or texture</p>
<p>2. B4 Exhibition Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>2. Students prepare their tree for exhibition by wire wrapping their leaves/branches onto it based on their artistic visions.</p>	<p>2. Preparation for Exhibition</p>
<p>3. Literacy Standard - CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>3. Students discuss and determine the central themes of The Secret Kingdom.</p>	<p>3. Central themes</p>

For The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

Tree of Life: An Art Lesson for the Picture Book, The Secret Kingdom

Vocabulary:	Materials:	Instructional Resources:
Origin Individualism Community Collaboration Emboss	Plaster Gauze Wire Scissors Hole punchers Copper foil sheets / roll Pencils and other engraving tools sharpies	The Secret Kingdom picture book Google Slides

Direct Instruction:	Evidence of Making:
<p>Prep:</p> <p>Read The Secret Kingdom aloud to students prior to our first class.</p> <p>Day 1</p> <ol style="list-style-type: none"> 1. Introductions (5 minutes) 2. Talk about book - show location on google maps (5 mins) 3. Activity that promotes individualism (10 mins) 4. Demo- making of leaves / branches (10 minutes) <ol style="list-style-type: none"> a. Students are to create a leaf that reflects a personal strength or attribute. This can be done through the use of color, imagery or pattern 5. Work time (15 minutes) 6. Clean up (5 minutes) <p>Day 2</p> <p>Show map of where india is</p> <ol style="list-style-type: none"> 1. Work time (20 minutes) 2. Clean up (5 minutes) 3. Pair n Share - worksheet to help identify what they did (15 minutes) 4. Making of the tree - contributing branches to wire sculpture one at a time and discussing their branch while they do so (15 minutes) 5. Discuss the tree as a whole- how it has evolved along the way (5) 6. Discuss location of exhibit (5) 	

Tree of Life: An Art Lesson for the Picture Book, The Secret Kingdom



For *The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art*, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

Tree of Life: An Art Lesson for the Picture Book, The Secret Kingdom




Embossed textures



Engraved textures and sharpie

Tree of Life: An Art Lesson for the Picture Book, The Secret Kingdom

	
Clean up:	Technology:
Return supplies to their bins. Put leaves in personal envelope in table folder.	Smartboard Google Slides WiFi Google Maps- rock garden Personal microphones
Accommodations/Modifications:	
ELL Accommodations/Modifications: <ul style="list-style-type: none">- Visuals to accompany verbal/written instructions- Book is read aloud prior to lesson (helps understanding for ELL students)- Students may use text and/or visuals to represent themselves on their leaves Teachers wear personal microphones at all times. Students are accustomed to this, and it allows all to hear and understand instructions more easily.	

Tree of Life: An Art Lesson for the Picture Book, The Secret Kingdom

Assessment:

(Day 1) Formative Assessment - B2 Composition Skills

Criteria	Yes	No
Is texture and/or line demonstrated in the student's leaf?		

(Day 1) Embedded Assessment - Literacy Standard

Students engage in a discussion about the book's central themes and how they apply personally

(Day 2) Embedded Assessment - B4 Exhibition

Students prepare their work for exhibition by wire-wrapping their leaves onto the tree trunk and discussing leaf placement, how the work has evolved, and where the tree should be exhibited.

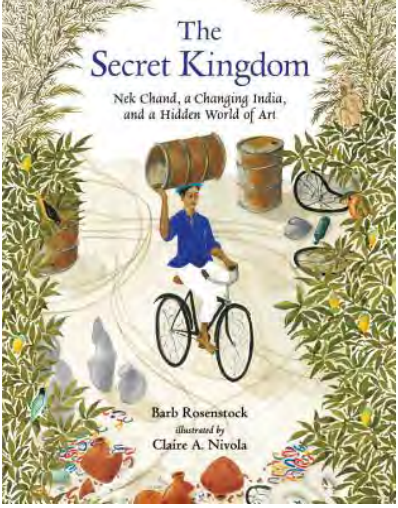
(Day 2) Summative Assessment

Pair 'n' share

After completing their branch/leaf art works students randomly pair up with someone else in the class to discuss art works,

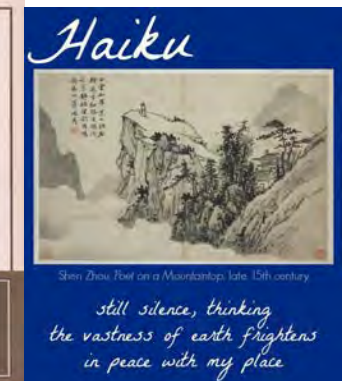
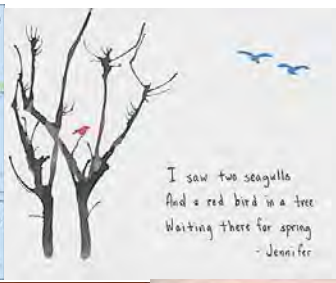
1. What does your leaf represent?
2. How did you describe line or texture in your leaf?
3. How do you think your individual strength benefits our school community?

Haikus for Home: An Art Lesson for the Picture Book, The Secret Kingdom

Project Name: Haikus for Home	Project Description:
<p>Time Span: Two One-Hour Classes Grade: 3rd to 5th Educators: Amanda Albanese and Raven Lynn Zeh, Maine College of Art Masters in Arts in Teaching</p> <p>Inspired by the Book:</p>  <p>Inspired by the Artist: Nek Chand: http://nekchand.com/</p>	<p>With inspiration from the picture book <i>The Secret Kingdom</i> (Candlewick Press), students will explore textures, colors, and sounds that make them think of home. They will then write descriptive haikus about home and create textural watercolor paintings to accompany.</p>
Essential Question:	Provoking Questions:
<p>What makes a home?</p>	<ul style="list-style-type: none">• What senses trigger thoughts of home?• Can home be a feeling or a memory?• Can the idea of home be expressed through art?• If we leave a home, can we bring it with us?

Haikus for Home: An Art Lesson for the Picture Book, The Secret Kingdom

Visual Provocation:



From Nek Chand's Secret Kingdom



Nek Chand in his Secret Kingdom

For The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).


Haikus for Home: An Art Lesson for the Picture Book, *The Secret Kingdom*

Maine Learning Results:	Lesson Objectives:	Assessment Criteria:
<p>1. A2 Elements of Art and Principles of Design Students describe features of composition.</p> <p>a. Describe elements of art: color, form, line, shape, space, texture, and value.</p>	<p>1. Students will describe the choices they made regarding texture and color in their paintings.</p>	<p>1. Texture and color</p>
<p>2. A3 Media Tools, Techniques, and Processes Students describe a variety of media and associated tools, technique, and processes, for multiple art forms and genres.</p>	<p>2. Students will experiment with and describe the watercolor techniques they used and how they relate to textural and visual provocations.</p>	<p>2. Watercolor technique</p>
<p>3. CCSS.ELA-LITERACY.W.5.3 Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>3. Students will interpret the theme of home using sensory descriptive words through haiku poetry writing using their own words or appropriated words.</p>	<p>3. Haiku</p>

Vocabulary:	Materials:	Instructional Resources:
<ul style="list-style-type: none"> ● The Secret Kingdom ● Senses ● Haiku ● Syllable ● Sound clip ● Watercolor ● Texture ● Color 	<ul style="list-style-type: none"> ● Sound clips ● Textural provocations ● Sound provocations ● Thesauruses ● Cut-out words ● Letter stencils ● Mirrors ● Booklets ● Graphite pencils ● Watercolor paper ● Watercolor paints ● Watercolor pencils ● Water cups ● Palettes ● Sponges 	<p>Student Resources</p> <ul style="list-style-type: none"> ● Station table-toppers ● Goal table-toppers ● Planning booklet with prompts for experimentation ● Textural provocations ● Sound provocations ● Haiku samples ● Words from <i>The Secret Kingdom</i> to be printed and cut out ● World map ● Watercolor samples ● "Goals" sign

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	<ul style="list-style-type: none"> ● Salt ● Plastic wrap ● Paper towels ● Crayons 	<ul style="list-style-type: none"> ● Recording studio steps and agreements sign ● Exit tickets ● http://soundbible.com/ <p>Teacher Resources</p> <ul style="list-style-type: none"> ● https://www.haikuchronicles.com/podcasts/e31-haikuwall-india ● https://www.thehaikufooundation.org/omeka/search?query=india&query_type=keyword&record_types%5B%5D=Item&record_types%5B%5D=File&record_types%5B%5D=Collection&record_types%5B%5D=SimplePagesPage&record_types%5B%5D=Exhibit&record_types%5B%5D=ExhibitPage&submit_search=Search ● https://www.poetryfoundation.org/articles/69597/gha-shahid-ali-tonight ● https://www.haikuchronicles.com/ ● http://www.npr.org/2011/12/03/143053082/haiku-traffic-signs-bring-poetry-to-nyc-streets ● https://www.poetrysoup.com/poems/about/haiku_home_poems ● https://www.poetryfoundation.org/learn/glossary-terms/haiku-or-hokku
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Direct Instruction:	Evidence of Making:
<p>Preparation</p> <ul style="list-style-type: none"> ● Students will read <i>The Secret Kingdom</i> by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press) before the lesson begins. ● Materials will be arranged and brought to the classroom before the lesson begins. <p>Day One</p> <ol style="list-style-type: none"> 1. Class opens with a quick activity to practice using descriptive language. They blindly feel textual provocations and take turns choosing a word to describe what they feel. 	

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2. The group has a discussion about *The Secret Kingdom*, the senses, and home, using a world map as a visual provocation and loosely guided by the questions:
 - Does home have to be in a specific location?
 - Can home be a feeling?
 - How are those feelings created?
 - Can they be created through different senses?
 - How can artists use words to create feeling?
4. Students are shown examples of and introduced to their project inspired by the book, which includes:
 - A haiku using sensory-descriptive language about home.
 - A watercolor painting using textures and colors that remind them of home (with the written haiku included).
 - A sound clip chosen from a broad library that reminds them of home.
 - Exhibition of the works in the form of a video, including images of their watercolor pieces, recordings of their descriptive poems, and chosen sound clips.
5. Students are introduced to the following stations:
 - A large watercolor station with color and textural provocations (including plants, fabrics, feathers, ceramics, etc.) and materials for various watercolor techniques with the goal of identifying techniques they want to use.
 - A writing station with thesauruses, mirrors, word cut-outs for appropriation, and copies of *The Secret Kingdom* with the goal of writing a haiku inspired by home.
 - A sound station with sound provocations (including shakers, kazoos, silverware, bells, etc.) and computers for accessing soundbible.com with the goal of finding a sound clip inspired by home.
6. Students are broken into three groups and instructed to begin at a designated station. Students use the associated pages in their booklets and station table-toppers for guidance.
7. While students work, they are provided support through demonstration of different techniques, provision of definitions, assistance in problem-solving, and provoking questions including:
 - What colors/textures inspire you?
 - What emotions can color/texture provoke?
 - What colors/textures make you think of home?
 - What sounds/words inspire you?
 - What emotions can sounds/words provoke?
 - What sounds/words make you think of home?
8. Students move between these stations as they complete their work or as directed. Additional independent stations are introduced for students who prefer to work independently



- Sensory Poem Sample
https://docs.google.com/document/d/e/2PACX-1vRq9EqCn8JOFDLSVF4qZS9Xo28b0Fq0DjnWSOWE Dzt82LQwUqbYOC IOpJpb5DW8_6u933pJNGusX4_D/pub

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9. With five minutes left of class, students are requested to clean up their area, replace the materials they are using, and complete an exit ticket. They may talk quietly with those around them.
10. Students are thanked for their time and involvement and informed that they will be working on their final watercolor pieces during the next class. The group says goodbye.

Day Two

1. Class opens with a brief reflection about last class guided by the following questions:
 - What kind of textures were you drawn to?
 - What sounds did you brainstorm?
 - What descriptive words did you use?
2. Students are informed of the schedule and goals for the rest of the day, with a reminder that these goals can be found on their table toppers:
 - Complete your haiku about home.
 - Brainstorm sounds that remind you of home.
 - Complete your textural painting.
 - THEN record your video.
3. Students start working on their watercolor pieces with a reminder of the guidelines:
 - Use at least one textural watercolor technique learned in experimentation on Wednesday.
 - Use at least one color or texture that makes you think of home.
 - If you want, you may include your written haiku in your composition using written text, appropriated text, or stencilled text.
4. Students who have not completed their haikus are provided support and assistance.
5. Students are told that after they complete the first three goals, they should clean up their work spaces and may take turns in the recording studio in pairs. They are accompanied into the designated "recording studio" space and inform them of the process (recording a video of their painting while reading their haiku and playing their sound clip) as well as the agreements (posted in the space):
 - Use a respectful volume in the space.
 - Be a helpful teammate.
 - No speaking during recording.
6. Students that finish recording may work with the sample watercolor pieces from last class to develop potential arrangements for exhibition.
7. With fifteen minutes left of class, students are given a five minute warning.

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<ol style="list-style-type: none"> 8. With ten minutes left of class, students are asked to clean up the space. 9. When they have finished cleaning, the group gathers for a brief reflection. Students talk among themselves and complete an exit ticket. 10. Students are thanked for their time and involvement. The group says goodbye. 											
<p>Clean up:</p>	<p>Technology:</p>										
<ul style="list-style-type: none"> ● Materials are returned to their designated homes. ● Tools used with wet materials are washed. ● Tables are cleaned. ● Materials that fall on the floor are picked up. ● Work is put in a safe place. 	<ul style="list-style-type: none"> ● Projector ● Laptops ● Internet 										
<p>Accommodations/Modifications:</p>											
<ul style="list-style-type: none"> ● Students with textural aversions may have the option to look at the provocations while feeling them or choose descriptive language based on the appearance of the texture. ● Students who are seeking an extra challenge or are having difficulty working with the prompt may modify their poems to include words only from <i>The Secret Kingdom</i>. ● Students who have not completed their work from day one may finish before beginning their watercolor pieces on day two. ● Students may be given the choice to write or dictate when developing their poems. ● Stencils will be available. 											
<p>Assessment:</p>											
<p>Formative Assessment (Day One)</p> <p>Students raise their hands to indicate:</p> <ul style="list-style-type: none"> ● That they have finished their haiku. ● That they have brainstormed sounds. ● That they have experimented with watercolors. <p>Students complete an exit ticket with the prompt: "What textures or descriptive words will you use in your final piece?"</p> <p>Evidence of work in booklets is noted in the following format:</p>											
<table border="1"> <thead> <tr> <th data-bbox="191 1589 336 1705"></th> <th data-bbox="336 1589 516 1705">NOTEBOOK</th> <th data-bbox="516 1589 634 1705">HAIKU</th> <th data-bbox="634 1589 766 1705">SOUND</th> <th data-bbox="766 1589 992 1705">WATERCOLOR</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 1705 336 1797">Student Name</td> <td data-bbox="336 1705 516 1797"></td> <td data-bbox="516 1705 634 1797"></td> <td data-bbox="634 1705 766 1797"></td> <td data-bbox="766 1705 992 1797"></td> </tr> </tbody> </table>			NOTEBOOK	HAIKU	SOUND	WATERCOLOR	Student Name				
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Summative Assessment (Day Two)

Students discuss and complete an exit ticket with the following questions:

- What sense did you enjoy working with most? Why?
- What watercolor techniques helped you to reproduce your desired textures or colors?
- How can writing help you communicate your ideas?