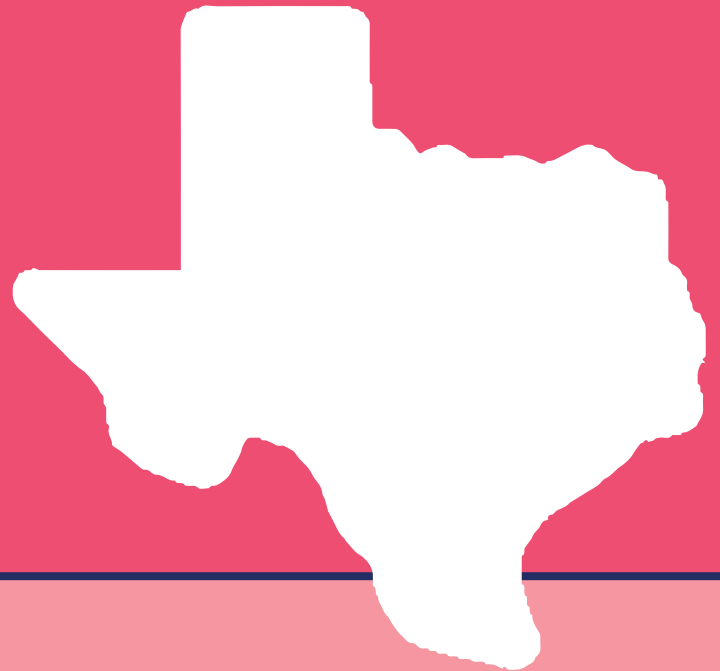




ENGLISH

EXPLORING ART: THE BEAUTY WE SEE



KINDERGARTEN UNIT 11 | TEACHER GUIDE

Kindergarten

Unit 11

Exploring Art:
The Beauty We See

Teacher Guide

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email openeducationresources@tea.texas.gov.

Contents

EXPLORING ART: THE BEAUTY WE SEE

Introduction **1**

Lesson 1 Introducing Art **6**

Introducing the Read-Aloud (10 min.)

- Unit Introduction
- Core Connections

Read-Aloud (30 min.)

- Purpose for Listening
- “What Does Art Show Us?”
- Comprehension Questions
- Word Work: *Artist*

Application (20 min.)

- Image Review

Lesson 2 Pottery **18**

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information and Terms

Read-Aloud (30 min.)

- Purpose for Listening
- “Pottery”
- Comprehension Questions
- Word Work: *Unique*

Application (20 min.)

- Multiple-Meaning Word: *Shape*
- Sequencing the Steps of Making Pottery

Lesson 3 Creation **32**

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information and Terms

Read-Aloud (30 min.)

- Purpose for Listening
- “Genesis: Creation”
- Comprehension Questions
- Word Work: *Creation*

Application (20 min.)

- Sequencing Activity
- Creation: Drawing and Captioning Activity

Lesson 4 Imaginative Sculptures **46**

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information and Terms

Read-Aloud (30 min.)

- Purpose for Listening
- *A Life Made by Hand: The Story of Ruth Asawa*
- Comprehension Questions
- Word Work: *Form*

Application (20 min.)

- Multiple-Meaning Word: *Character*
- What Is Research?
- Planning for Research

Lesson 5 Matisse's Collages

58

Introducing the Read-Aloud (5 min.)

- What Have We Already Learned?

Read-Aloud (30 min.)

- Purpose for Listening
- "Matisse: Determination to Keep Creating"
- Comprehension Questions
- Word Work: *Determination*

Application (25 min.)

- Review the Research Plan
- Generate Research Questions

Lesson 6 Van Gogh's Landscapes

72

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information and Terms

Read-Aloud (30 min.)

- Purpose for Listening
- "Van Gogh: Lasting Landscapes"
- Comprehension Questions
- Word Work: *Realistic*

Application (20 min.)

- Organizing Information
- Modeling Research
- Research

Lesson 7 Portraits

86

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information and Terms

Read-Aloud (30 min.)

- Purpose for Listening
- "Say Cheese! A History of Portraits"
- Comprehension Questions
- Word Work: *Admired*

Application (20 min.)

- Modeling Research
- Research

Lesson 8 Presidential Portraits

100

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Making Predictions

Read-Aloud (30 min.)

- Purpose for Listening
- "Presidential Portraits"
- Comprehension Questions
- Word Work: *Background*

Application (20 min.)

- Modeling Research
- Research

Pausing Point (1 Day)

114

Lesson 9 Texas Skyspaces

116

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information and Terms

Read-Aloud (30 min.)

- Purpose for Listening
- "Texas Skyspaces"
- Comprehension Questions
- Word Work: *Exhibit*

Application (20 min.)

- Multiple-Meaning Word: *Frame*
- Modeling Research
- Research

Lesson 10 Museums

130

Reviewing the Research Plan (5 min.)

- What Have We Already Learned?

Read-Aloud (30 min.)

- Purpose for Listening
- *Luna Loves Art*
- Comprehension Questions
- Word Work: *Massive*

Application (25 min.)

- Multiple-Meaning Word: *Sketch*
- Modeling Research
- Research

Lesson 11 Researching, Part 1

142

Reviewing the Research Plan (10 min.)

- What Have We Already Learned?
- What Do We Still Need to Learn?

Research (50 min.)

- Modeling Research
- Research
- Wrap-Up

Lesson 12 Researching, Part 2

154

Reviewing the Research Plan (5 min.)

- What Have We Already Learned?

Research (55 min.)

- Modeling Research
- Research
- Wrap-Up

Lesson 13 Organizing Research

166

Reviewing the Research Plan (5 min.)

- What Have We Already Learned?

Research (55 min.)

- Modeling Organizing Information
- Organizing Information
- Wrap-Up

Lesson 14 Organizing and Drafting

174

Reviewing the Research Plan (5 min.)

- What Have We Already Learned?

Research (55 min.)

- Organizing Information
- Modeling Drafting
- Drafting
- Wrap-Up

Lesson 15 Editing and Sharing

182

Editing (30 min.)

- Capitalization
- Punctuation

Sharing (30 min.)

- Sharing
- Compiling the Class Book

Pausing Point (1 Day)

189

Teacher Resources

191

Introduction

EXPLORING ART: THE BEAUTY WE SEE

This introduction includes the necessary background information to be used in teaching the unit *Exploring Art: The Beauty We See*. The Teacher Guide for *Exploring Art: The Beauty We See* contains fifteen daily lessons. Each lesson will require a total of sixty minutes.

TEACHER RESOURCES

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section you will find the following:

- “At the Sea-Side” by Robert Louis Stevenson
- Measures of Text Complexity
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Flip Book for: *Exploring Art: The Beauty We See*
- Image Cards for *Exploring Art: The Beauty We See*
- Activity Pages for *Exploring Art: The Beauty We See*
- Digital Components for *Exploring Art: The Beauty We See*

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

- *A Life Made by Hand* by Andrea D’Aquino
- *Luna Loves Art* by Joseph Coelho

WHY EXPLORING ART IS IMPORTANT

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

This unit introduces students to artists from different time periods, countries, and cultures. Throughout the unit, students will learn about different kinds of art and artwork, ranging from pottery made by ancient civilizations to modern physical installations through which people can walk. They will also learn about collage, sculpture, and various forms of painting, including landscape and portraits. But this unit remains grounded in reading and language arts, so the students will also read stories about the many different things that inspire artists, including people, personal experiences, religious faith, the world around us, plants, and animals, which will help build background knowledge to improve reading comprehension. Students will see a true variety, with paintings from Renaissance masters like Leonardo da Vinci as well as modern masters like Matisse, Van Gogh, and Kahlo, and even great portraits of U.S. Presidents.

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 themselves. 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. (See the Art Extensions section below.)

The texts that students will be listening to and discussing in this unit provide opportunities for students to build content knowledge and draw connections to social studies. You may build on class discussions to support students in making cross-curricular connections to the strands of Culture and Geography from the Social Studies TEKS. This content is not a replacement for grade-level social studies instruction. For more information on religious source material in reading/language arts, consult the program guide. For more information about the quantitative and qualitative measures used to determine the complexity of the texts, see the Measures of Text Complexity in the Teacher Resources.

CORE CONTENT OBJECTIVES

The following Core Content Objectives are addressed in this unit:

- Use details to describe art.
- Identify three ways to create art.
- Sequence the steps of making pottery.
- Describe the inspiration of various artists, including religious influences and stories of triumph over tragedy.
- Explain what a sculpture is.

- Describe how artists can create work connected to the world around them.
- Describe how portraits reflect daily life and have changed over time.
- Explain how presidential portraits help viewers learn details about presidents' appearances and lives.
- 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 EXPLORING ART: THE BEAUTY WE SEE

The following list contains all of the core vocabulary words in *Exploring Art: The Beauty We See* 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. Bold-faced 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 paint pigment statue sculpt wire</p>	<p>Lesson 2 functional kiln pottery unique shape</p>	<p>Lesson 3 creation inspiration teem vegetation</p>
<p>Lesson 4 brilliant calligraphy character choreographer defy fascinating form</p>	<p>Lesson 5 abstract collage determination gouache recover</p>	<p>Lesson 6 expression landscape masterpiece realistic talented</p>
<p>Lesson 7 admired apprentice festivals portrait</p>	<p>Lesson 8 background collection presidential</p>	<p>Lesson 9 artificial exhibit frame observatory university</p>
<p>Lesson 10 bronze massive pulse sketch thrash</p>		

WRITING

In this unit, 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 Know-Wonder-Learn (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 units:

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

It is recommended that students keep all materials relating to the research element in a folder for easy access. Additionally, you may choose to have students utilize computers as they go through the inquiry process and complete their research projects. Please refer to Technology Applications TEKS K.8.A–E to support and guide instruction if you choose to incorporate computer usage into this project.

RESEARCH

Research in Kindergarten is comprised of students generating questions, developing a research plan, gathering information, and being able to understand and share and/or present their findings appropriately.

All of these components of the research process are intended to be taught with scaffolded adult assistance, including copious modeling and utilization of age-appropriate resources.

Research in Kindergarten is based on the following formula:

1. Generating questions—ideally ones that interest students, so they are more engaged in the process



TEKS K.12.A

- ✦ 2. Developing and following a research plan **TEKS K.12.B**
- ✦ 3. Gathering information **TEKS K.12.C**
- 4. Understanding that information to the level of being able to share and/or present the findings appropriately **TEKS K.12.D; TEKS K.12.E**

Each of these steps has a level of adult assistance needed for multiple reasons. Understanding this process, verbalizing topics and questions to be researched, utilizing age-appropriate tools, compiling and making connections to said research, and presenting facts are all new skills for Kindergarten students.

The first action needed for teachers to implement this strand is extensive modeling in whole group settings. Brainstorming, listing, coming up with resources, determining which information is applicable to the topic being studied, writing simple drafts, and showing students how to present information are all applicable components that teachers should model in order for students to understand and internalize this process prior to attempting it independently.

Students at this age are often not independent readers, especially to the level in which most informational text is written, so teachers should utilize age-appropriate resources with visuals and text-to-speech (or audio components) such as simple readers, web pages, youth magazines, and interviews to scaffold, allowing students to be more independent researchers.

When the research process is complete, young students may need adult prompting and support to share their findings with peers, as students have a variety of language proficiency and comfort levels when using expressive communication skills.

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 3: Making Pottery
- Lesson 4: Pipe Cleaner Sculptures
- Lesson 5: Collages
- Lesson 6: Painting Landscapes
- Lesson 7: Self-Portraits
- Lesson 9: Sky Frames
- Lesson 10: Virtual Museum Visit

1

EXPLORING ART: THE BEAUTY WE SEE

Introducing Art

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will use details to describe art.

 **TEKS K.1.C**

Students will discuss art and artists.

 **TEKS K.1.A**

Language

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

 **TEKS K.3.B**

Writing


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

 **TEKS K.11.B**

FORMATIVE ASSESSMENTS**Activity Page 1.1**

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

 **TEKS K.11.B**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Unit Introduction	Whole Group	10 min.	☐ KWL Chart (Digital Components)
Core Connections			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 1A-1–1A-12
“What Does Art Show Us?”			
Comprehension Questions			
Word Work: <i>Artist</i>			
Application (20 min.)			
Image Review	Whole Group	20 min.	☐ 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 provided in the online materials for this unit. 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.

brushstroke, n. lines of paint made with a brush

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

Variation(s): brushstrokes

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

Example: Henri Matisse liked to paint everyday items, such as flowers, dishes, and fruit.

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

Example: A painter picks up pigment with their brush.

statue, n. copy of something 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 “What Does Art Show Us?”

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

Lesson 1: Introducing Art

Introducing the Read-Aloud


10M

Speaking and Listening: Students will use details to describe art. **TEKS K.1.C****UNIT INTRODUCTION (5 MIN.)**

- Ask students to think about their favorite place in nature. This could be a place they have visited, such as the beach or the mountains, or it could be something they have seen, such as a beautiful sunset or a field of flowers.
- Ask students to think about how an artist might look at a place such as the beach or the mountains, or at something such as a vase of flowers, and understand how to make a painting of it. Tell students that artists often begin learning how to draw and paint by practicing replicating real-life scenes and objects. This means they look at the scene or object and attempt to draw or paint what it looks like on paper, canvas, or another material. Artists work on mastering drawing and painting techniques, or skills, by practicing.
- Have students imagine that they are 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?

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.

- 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



Speaking and Listening: Students will discuss art and artists.

 **TEKS K.1.A**

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

 **TEKS K.3.B**

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.

“WHAT DOES ART SHOW US?” (15 MIN.)



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?

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses;
TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



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.

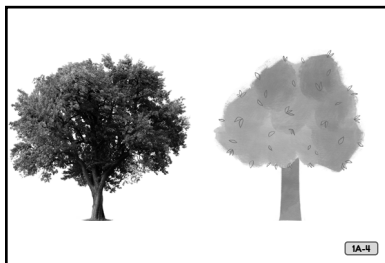
Art is a very short word with a whole lot of meanings. You can use the word *art* to mean stories, or songs, or dances, or games. *What are some ways you've made art in the past?*



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

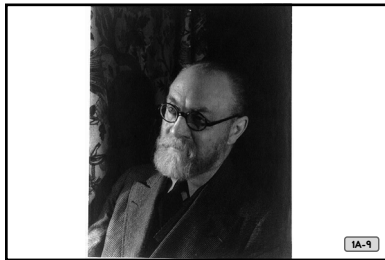
other things, such as their hands. *Have you ever finger-painted?* Artists who sculpt use clay or other materials to make something. *Have you ever sculpted something from modeling clay?*



Show Image 1A-8

This is a painting by an artist named Henri Matisse. Matisse lived in the country of France, where he created many forms of art, including paintings, sculptures, and collages. Matisse's paintings included many common items, such as fruit, dishes, and flowers. These are all things he 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 Henri Matisse. When Matisse became ill and could no longer draw and paint, he turned to a new art form called collage. This art form involves working with scissors and paper cut-outs. This allowed Matisse to continue doing what he enjoyed, which was creating art.



Show Image 1A-10

Here is another artist named Ruth Asawa. Asawa was a sculptor. A painter like Henri Matisse works on a flat surface. He can cover his canvas, a kind of cloth that holds a lot of heavy paint, with as many lines of paint, or **brushstrokes**, as he 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

Henri Matisse, 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 nature, and Henri Matisse wanted to use his collages to show people a different kind of art.



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.

**EMERGENT
BILINGUAL
STUDENTS**



Speaking and Listening

Exchanging Information and Ideas

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 2.H; ELPS 3.F

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, 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.

 **TEKS K.11.B**

IMAGE REVIEW (20 MIN.)

Show Images 1A-1–1A-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



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

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


Intermediate

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.

Advanced/Advanced High

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.

ELPS 1.E; ELPS 3.F

 **TEKS K.11.B** Dictate or compose informational texts.

2

EXPLORING ART: THE BEAUTY WE SEE

Pottery

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe and give examples of types of artwork they have made or read about.

 **TEKS K.1.A**

Reading

Students will use text evidence about ancient pottery to infer what life was like for people of various long-ago cultures and places.

 **TEKS K.5.F**

Language

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

Students will demonstrate an understanding of the multiple meaning word *shape*.

 **TEKS K.3.B**

Writing

With assistance, students will sequence the steps of making pottery.


 **TEKS K.8.D.iii**

FORMATIVE ASSESSMENTS

Activity Page 2.1**Sequencing the Steps in Making Pottery**

Students will sequence the steps of making pottery.

 **TEKS K.8.D.iii**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.8.D.iii** Recognize the steps in a sequence with adult assistance.

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"/> Civilizations of the Past Chart (Digital Components) <input type="checkbox"/> world map or globe <input type="checkbox"/> Image 1A-4
Essential Background Information and Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 2A-1–2A-11
“Pottery”			
Comprehension Questions			
Word Work: <i>Unique</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple-Meaning Word: <i>Shape</i>	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Poster 1M: Shape (Flip Book) <input type="checkbox"/> Image Cards 1–3 <input type="checkbox"/> chart paper and markers
Sequencing the Steps of Making Pottery			

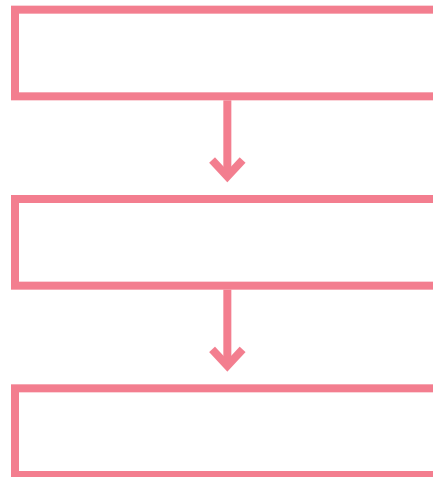
ADVANCE PREPARATION

Reading

- Display the Civilizations of the Past chart (Digital Components).
- Gather a world map or globe.

Application

- Create a sequencing graphic organizer on chart paper, similar to the one below.



Universal Access

Reading

- To build background knowledge, gather different books about or images of Mayan, Aztec, Greek, or Caddo pottery to pass around the class. The school or local library may be a good resource.

Writing

- 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 that members of the Caddo Nation used to create pottery.

CORE VOCABULARY

functional, adj. the ability of something to serve a purpose and to be able to be used for something

Example: The bowl is both beautiful and functional.

Variation(s): none

kiln, n. an oven that uses high temperatures to heat, dry, and harden pottery

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

Variation(s): none

pottery, n. an object made of clay

Example: The girl chose to purchase a pottery bowl for her fruit instead of a plastic one.

Variation(s): none

unique, adj. different or unlike other kinds

Example: The antique car is unique.

Variation(s): none

Vocabulary Chart for “Pottery”

Type	Tier 3	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	functional (<i>funcional</i>) kiln pottery	unique (<i>única/o</i>)	
Multiple-Meaning Word		shape	
Sayings and Phrases			

Lesson 2: Pottery

Introducing the
Read-Aloud

10M

Speaking and Listening: Students will describe and give examples of types of artwork they have made or read about.

 **TEKS K.1.A**

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*)
- What are some tools or materials people use to make art? (*wire, paintbrushes, clay*)
- What kinds of things can artists show in their artwork? (*nature, things they observe*)
- Ask students to turn to a partner to describe other types of artwork they have learned about so far in this unit. (*sculpture, painting*)
- Remind students that one kind of art can be an object, such as a bowl or vase, made out of clay. Ask students what this kind of art is called. (*pottery*).

Support


Refer to the Civilizations of the Past chart throughout the lesson.

Challenge

How are the Caddo different from the Aztec, Maya, and Greeks?

ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

- Tell students that today they will learn how four different groups of people made pottery.
- Explain that, in this lesson, students will learn much more about pottery. They will learn about how and why different groups of people—the Maya, Aztec, Greeks, and Caddo—made pottery.
- Ask students to look at the Image Cards from Unit 6, Colonial and Native Americans, and share what they recall about the items and objects used by

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.

Native Americans of long ago.

- Tell students that they will have opportunities to ask other questions about the text during and after the reading.
- Display the Civilizations of the Past chart (Digital Components) as a reference for explaining and providing background information on all four groups of people. While discussing each of these groups of people, use a map or globe to show their location.
 - Maya—Existed as early as approximately 1500 BC; the Classic Period of Mayan culture was from around 250 AD to 900 AD. The Maya lived in what is now Mexico, Guatemala, and Belize; one of the oldest examples of pottery comes from the Maya.
 - Aztec—Lived in southern Mexico from approximately 1300 AD to 1520 AD; they built a huge empire with millions of people; they left behind many types of pottery.
 - Greeks—Ancient pottery dates back to 1000 BC; they began to draw scenes from popular stories on their pottery.
 - Caddo—Native Americans who moved into Texas over 1,200 years ago; they created pottery for many different reasons.



Check for Understanding

Oral: Which group of people lived in Texas? (*the Caddo*)

Lesson 2: Pottery

Read-Aloud

30M

Reading: Students will use text evidence about ancient pottery to infer what life was like for people of various long-ago cultures and places.

✚ **TEKS K.5.F**

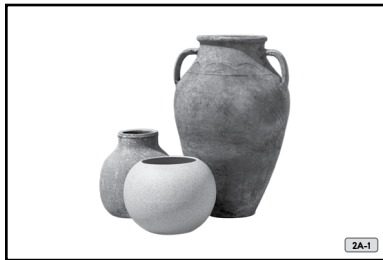
Language: Students will demonstrate an understanding of the Tier 2 word *unique*.

✚ **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students that today they will learn about pottery from the Maya, Aztec, Greeks, and Caddo.
- Tell students to listen carefully to learn about the different steps artists take to make pottery.

“POTTERY” (15 MIN.)



Show Image 2A-1: Pottery

Did you know that art can help us understand the past? We can learn how people lived long ago by looking at the art and other items left behind. One form of art that is very old is called **pottery**. *Pottery is an object made of clay. Some pottery is considered art, but it can also include items created for practical*

reasons, such as bowls, cups, or other objects. Pottery is made in a very special way that makes the clay harden, and it can last a long time. Scientists can use ancient pottery as evidence for reconstructing life long ago.

Reconstructing means building a model or acting out a past event. Scientists can use the clues left behind to figure out what life was like in ancient times.

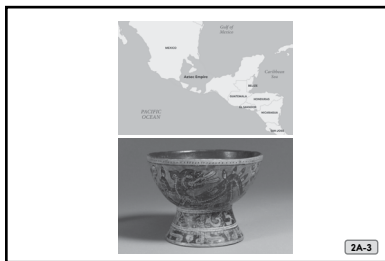
✚ **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 2A-2: Mayan pottery

One of the oldest examples of pottery is from the Maya. The Maya lived as long ago as 1500 BC in what is now Mexico, Guatemala, and Belize. They had cities with pyramids for religious worship, courts for playing ball, and palaces. They were also talented at creating many forms of art, including pottery. The Maya

are famous for a type of pottery in which they mixed different colors of clays and layered them to create a scene. Archaeologists have learned a lot about how the Maya lived and what they believed by looking at the scenes painted on their pottery. Some of their pottery has drawings of musicians using different wind instruments and drums. Other scenes tell stories of activities, such as having feasts or playing ball. Others show their religious beliefs of how the world was created. Still others show images of animals, such as birds catching fish. *What can you tell about the Maya based on the drawings they made on their pottery? [Pause for students' responses.] (Answers may vary but should include ideas about the Maya enjoying music, playing sports with balls, and the types of animals they had near their home.)*



Show Image 2A-3: Aztec pottery

The Aztec were an early civilization of people who lived in central and southern Mexico about 400 years after the Maya. They built a very powerful empire with a lot of land and millions of people. The Aztec people are known for their advanced system of agriculture. *This means they were very good at farming.* They

also left behind more than forty types of pottery in the shapes of bowls, jars, and plates. Bowls, jars, and plates are all **functional** objects. *Functional means they serve a purpose, and we can use them to help us.* For example, the Aztec created bowls to store water and soak maize. *Maize is another word for corn. How else do you think the Aztec used their pottery to help them? [Pause for students' responses.] (Answers may vary but should include ideas connecting use to modern-day use of bowls, jars, and plates.)* The Aztec pottery had hand-carved, detailed designs and patterns, which made these everyday functional objects beautiful. And some of the images on their pottery showed beliefs they had about religion and the creation of the world.



EMERGENT BILINGUAL STUDENTS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about pottery (e.g., “Can pottery be beautiful and functional?”) and encourage students to ask their own questions.

Intermediate

Provide students specific sentence frames to ask and answer questions about pottery (e.g., “One type of functional pottery is ___.”).

Advanced/Advanced High

Challenge students to ask and answer questions in complete sentences (e.g., “One type of functional pottery is a bowl.”).

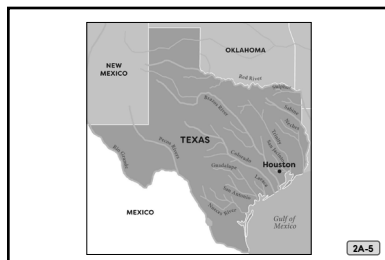
ELPS 1.E; ELPS 3.F



Show Image 2A-4: Greek pottery

The earliest pottery from the ancient Greeks dates back to 1000 BC, about the same time as the Maya were making their pottery on the other side of the world. The Greeks mainly used pottery to store liquids and perfume. Their style of decoration changed over the years. At first, they drew geometric designs,

like circles, on their pottery. Later, they drew patterns, like triangles and checkers. *A checkerboard design alternates, or goes back and forth, between black and white squares in rows.* At one time, they drew entire scenes from popular religious stories on their pottery, including their beliefs about how the world was created. They even shaped their pottery into different figures, like lions and large birds. How did Greek pottery change? *[Pause for students' responses.] (Answers may vary but should include ideas about how their art became more advanced.)*



Show Image 2A-5: Map of Texas

The Caddo are Native Americans who moved into what is now Texas around twelve hundred years ago. The Caddo people settled by rivers, such as the Brazos River, which runs from the Gulf of Mexico to the northern part of the state. The Caddo have existed for a long

time. The Caddo people make **unique** pottery. *This means it is unlike other kinds of pottery.* Different groups of Caddo made different kinds of pottery. Sometimes, they made special objects for important occasions like religious ceremonies. The Caddo often made things like bottles, pots, bowls, and other useful items for cooking and eating. *Let's find out how the Caddo people made pottery.*



Show Image 2A-6: Clay

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? [Pause for*

students' responses.] One way to shape clay is to use your hands. You 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 2A-7: A potter's wheel

Many potters also use special tools to help shape their pottery. *Shape is a word that can have more than one meaning. It can mean a shape, like a circle, triangle, or rectangle. In this sentence, it means to form or mold something.*

Potters often use a surface, such as a table or flat rock, to shape their clay. 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.



Show Image 2A-8: Caddo pottery

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

Caddo were known for using a design called a scroll. A scroll is a shape made up of curled lines. They also decorated jars with other designs, such as triangles and small lines. *What kind of design would you use to decorate pottery? [Pause for students' responses.]*



Show Image 2A-9: Burnishing

Another kind of decoration is called burnishing. When a potter burnishes clay, they rub it with a stone to make it shiny. Sometimes when Caddo burnished, *or smoothed*, their work, they also covered it with a wash. *Wash is another word that can have more than one meaning. When we wash our hands, dishes,*

or clothing, we are trying to get them 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.

Flip Book Poster 1M



Support

The word *shape* has multiple meanings. Show multiple-meaning word Poster 1M and use the definitions and pictures to explain the different meanings of *shape*.

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 the Caddo would have to make from things in their environment.



**Speaking and
Listening**

**Exchanging Information
and Ideas**

Beginning

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

Intermediate

Provide students specific sentence frames to ask and answer questions about the history of pottery (e.g., “Some objects used by ___ are ___”).

**Advanced/Advanced
High**

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

ELPS 1.E; ELPS 3.F



Show Image 2A-10: Image of kiln

The final step in making pottery is firing. This means heating the pottery until it is very, very hot. Heating it 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 gray. 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 2A-11: Modern pottery

Pottery is a type of art that has existed for thousands of years. *Who remembers why people study ancient pottery? [Pause for students’ responses.] (Answers may vary but should support the ideas that people can learn about life long ago from studying ancient pottery.)* Different civilizations have used pottery to make their daily life easier and as a way to create beautiful art. Today, artists create pottery for the same two reasons. After all these years, we can still find beauty in our everyday life.



Check for Understanding

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

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What kinds of pictures did the Maya decorate their pottery with? (*scenes of musicians playing instruments, people having feasts, people playing ball, religious beliefs about the creation of the world, animals*)
2. **Literal.** Give two examples of how the Aztec used their pottery for functional purposes. (*to store water and soak maize*)
3. **Literal.** What types of images might we see on Greek pottery? (*geometric designs, circles, triangles, checkerboard patterns, scenes from popular religious stories*)
4. **Inferential.** How did the Greeks include nature in their pottery? (*They shaped pottery into figures, such as lions and large birds.*)

5. **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.)
6. **Literal.** Why did the Maya, Aztec, Greeks, and Caddo make pottery many years ago? (Answers may vary, but students should recognize that they need objects, such as bowls and jars, for everyday life.)
7. **Evaluative.** Why do you think pottery is useful for making bowls, plates, and vases? (Answers may vary but may include ideas of the way pottery is made, how long it lasts, and its ability to hold liquid.)

WORD WORK: UNIQUE (5 MIN.)

1. In the Read-Aloud, you heard “The Caddo people make unique pottery.”
2. Say the word *unique* with me.
3. If something is *unique*, that means it is different from others.
4. All handmade pottery is unique.
5. Describe something that is unique. Use the word *unique* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “___ is unique because . . .”]
6. What’s the word we’ve been talking about?

Lesson 2: Pottery

Application




Language: Students will demonstrate an understanding of the multiple meaning word *shape*.

 **TEKS K.3.B**

Writing: With assistance, students will sequence the steps of making pottery.

 **TEKS K.8.D.iii**

 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.8.D.iii** Recognize the steps in a sequence with adult assistance.

Flip Book Poster 1M



Support

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

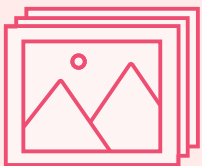
Challenge

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

Activity Page 2.1



Image Cards 1–3



MULTIPLE-MEANING WORD ACTIVITY: SHAPE (5 MIN.)

Display Flip Book Poster 1M: 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.
- 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 2.1 to complete independently.
 - Activity Page 2.1 has three pictures that show the steps of making pottery. Image Cards 1–3 also depict these images in color; these can be displayed as well.
 - 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 onto 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.



Check for Understanding

Infer: What would happen if someone did not follow the steps when making pottery? (*The pottery would not turn out the way it was intended.*)

End of Lesson



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Writing Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 5.F

3

EXPLORING ART: THE BEAUTY WE SEE

Creation

PRIMARY FOCUS OF LESSON


Speaking and Listening

Students will describe different types of artwork they have read about.

 **TEKS K.1.A**

Reading

Students will sequence the events in the story of creation and use text evidence to support answers to comprehension questions.

 **TEKS K.6.C; TEKS K.8.D.iii**

Language

Students will demonstrate an understanding of the Tier 3 word *creation*.

 **TEKS K.3.B**

Writing


Students will create drawings for events during the story of creation as described in the text and will caption their drawings with complete sentences.


 **TEKS K.6.B; TEKS K.8.D.iii; TEKS K.10.D.i**

FORMATIVE ASSESSMENT

Activity Page 3.1

Creation Drawing Activity Students will create drawings and write captions that are complete sentences for events in the story of creation.

 **TEKS K.6.B; TEKS K.8.D.iii; TEKS K.10.D.i**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.8.D.iii** Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.10.D.i** Edit drafts with adult assistance using standard English conventions, including complete sentences.

LESSON AT A GLANCE

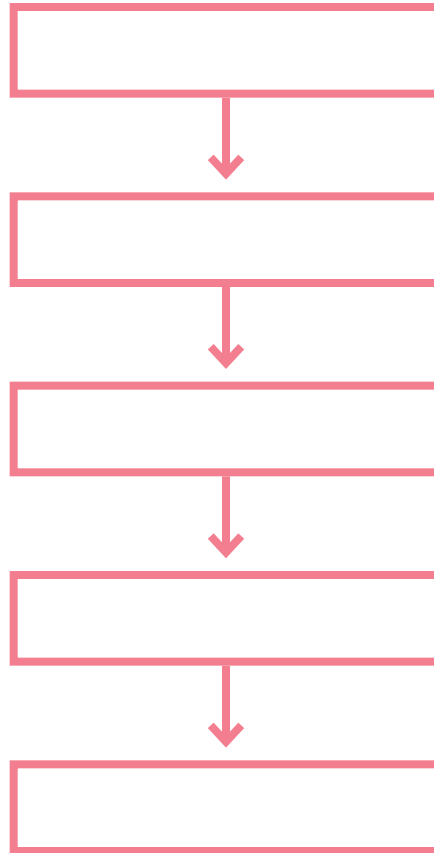
	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> sequencing graphic organizer <input type="checkbox"/> chart paper and markers
Essential Background Information and Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 3A-1–3A-6
“Genesis: Creation”			
Comprehension Questions			
Word Work: <i>Creation</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sequencing Activity	Whole Group	20 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> sequencing graphic organizer
Creation: Drawing and Captioning Activity			

ADVANCE PREPARATION

Read-Aloud

- Create a sequencing graphic organizer similar to the one below with five boxes.

Universal Access



Writing

- Preview images of the paintings in the text. Allow students time to make observations and discuss what they see.

CORE VOCABULARY

creation, n. the act of making or producing something that is new

Example: During the creation of the movie, the actors dressed in elaborate costumes.

Variation(s): none

inspiration, n. the process of finding creative ideas

Example: The author found inspiration for her new book about animals when she visited the zoo.

Variation(s): inspires, inspired

teem, v. to be full of

Example: The tank will teem with living creatures when the store owner is finished adding fish, seahorses, and eels.

Variation(s): teeming

vegetation, n. plants and trees

Example: The wide variety of vegetation in the garden included flowers, fruit, and vegetables.

Variation(s): none

Vocabulary Chart for “Genesis: Creation”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	teem vegetation (<i>vegetación</i>)	inspiration (<i>inspiración</i>) creation (<i>creación</i>)	
Multiple-Meaning Word			
Sayings and Phrases	let there be light		

Lesson 3: Creation

Introducing the Read-Aloud

10M

Speaking and Listening: Students will describe different types of artwork they have read about.

 **TEKS K.1.A**

Support

Allow students to look at the Flip Book images to gather information to answer the questions.

Challenge


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

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that, in this unit, they have been learning about different kinds of art.
- Ask students: What is pottery? (*an object made out of clay*)
- Ask students to name the four ancient civilizations that we studied that made pottery? (*Maya, Aztec, Inca, Caddo*)
- Remind students that pottery is both functional and art. It is functional, because you can use it for things like storing food or water. It is art, because it is made to be beautiful and often made to have meaning.
- Ask students if they remember the kinds of images found on pottery from these ancient civilizations. (*Answers may vary but can include shapes, , animals, pictures of religious stories, etc.)*
- Remind students that lots of pottery from ancient civilizations had images that showed their religious beliefs, including how they thought the Earth was created. Explain that art is created for many different reasons, but it is often created for religious celebrations.

ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

- **Background for Teacher:** The word *genesis* comes from a Greek word which means the origin of something. The word was given to the first book of the Torah in the Greek translation of the Hebrew Bible. Genesis is also the first book in the Christian Bible. References to both the Torah and the creation story of Genesis are also featured in the Quran, the core book of the Islamic religion. In today's lesson, students will learn about art that

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.

was inspired by this famous account of the creation of the Earth by hearing excerpts from Genesis, which will in turn help students in the future with tasks related to identifying the author's purpose and drawing inferences. Given the vast number of references to the Genesis creation story beyond art, learning this content will also help establish critical background knowledge to improve comprehension as students study literature and history in future grades.


- Explain to students that throughout history, art has been created based on religious beliefs. One of the more popular stories that has inspired artists in our country and in much of the world is the creation story from the Book of Genesis.
- The story of creation, according to the Book of Genesis, is about how God created, or made, the world. The Book of Genesis is an ancient religious text, part of a collection that make up the core books of the Jewish and Christian religions. Key parts of that creation story are also featured in the Quran, which is the core book of the Islamic religion.
- This story of creation in the Book of Genesis has inspired a great number of artists, many of whom are religious and some of whom are not.

Lesson 3: Creation

Read-Aloud



Reading: Students will sequence the events in the story of creation and use text evidence to support answers to comprehension questions.


 **TEKS K.6.C; TEKS K.8.D.iii**

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

 **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students they will start the lesson by listening carefully to a short description of someone making pottery, then use their imagination to describe it to a classmate.
- Ask students to listen as you read the following description and picture it in their imagination: “Grandma Johnson sat down at her pottery wheel to create a clay pot. She started with a lump of clay, then shaped it into a pot. Once it dried, she added beautiful colors to the pot showing important things that happened in her life.”
- Ask students to picture the scene in their mind with as much details as they can with colors, shapes and any other important information.
- Tell students to turn and talk with a classmate and describe what they saw in their imagination.
- Ask students if the picture they described was the same or different from what their classmate described. (*Most students will say different.*)
- Explain to students that art works the same way: different artists can start with the same words or ideas and create completely different works of art.
- Tell students to listen carefully to the read aloud to learn how artists are inspired by the story of creation and how they use their imaginations to create art.

 **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.8.D.iii** Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

“GENESIS: CREATION” (15 MIN.)



Show Image 3A-1: Aztec pottery

Remember this? This is a piece of pottery from the ancient Aztec people. The artist who created it put an image on the pottery from a religious story that was believed by the ancient Aztecs. Stories from religion are often used by artists to create art.

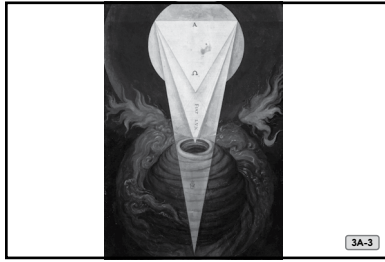


Show Image 3A-2: Roelandt Savery's *The Garden of Eden*

Artists look in many places for inspiration when creating a piece of art. Some artists look to nature and the beauty found in the landscapes around them—green forests, the shores of sandy beaches, snow on

mountaintops, and even the fish swimming underwater. Other artists may enjoy reading books and find that the beauty of language and words written on a page inspires them to create art. Look at the painting in the photograph. What do you see? *[Pause for students' responses and discuss.]* This painting, called *The Garden of Eden*, was created by an artist named Roelandt Savery. Like Aztec artists inspired by religious stories, Roelandt Savery drew inspiration for this painting from a biblical story.

Genesis is the first book in the Torah, the first part of the Hebrew and Christian Bibles. The Book of Genesis includes a description of the creation of the world. Creation means the act of making or producing something that is new. Creation stories help people understand their place in the world. Many artists have found **inspiration** for creating art from the words in creation stories in religious books. Inspiration means they get ideas. They want to retell the stories they read with vivid, or bright, colors and lines. Let's find out how Roelandt Savery used the creation story from the Book of Genesis as inspiration for his painting. To do this, we will read from the story that inspired him.

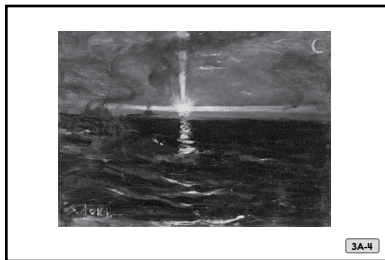


Show Image 3A-3: Francisco de Holanda's *The First Day of Creation*

The story of Genesis starts in the beginning. There was only darkness. Then the text says:

*And God said, "Let there be light," and there was light.*¹

So, this book says first it was dark, and then it uses a famous phrase: let there be light! Artists can use the idea of going from dark to light to spark their imagination. This image shows how a painter named Francisco de Holanda imagined it would look to go from dark to light. How does the artist show dark and light? *[Pause for students' responses.]*



Show Image 3A-4: Aoki Shigeru's *Let There Be Light*

Later on, the Book of Genesis starts to describe the next steps of creation. Let's read some more of this story from the book of Genesis:

*And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so. God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good. Then God said, "Let the land produce **vegetation**: seed-bearing plants and trees on the land. . ."*² *Vegetation is another word for plants.* What was created in this part of the story? *[Pause for students' responses.]*

Let's look at this painting by Aoki Shigeru. What do you see related to what you just heard about water and sky? *[Pause for students' responses and discuss]*

Artists can interpret these words in different ways, using their own creativity. There is not just one way to make art. We've seen two artists paint pictures from this story of creation, and they have used different colors and made paintings that did not look the same. *How did we use our imaginations earlier in the lesson? Were the pictures you imagined the same or different than your classmates? [Pause for students' responses.]*

¹ Genesis 1:3

² Genesis 1:9–11

Sometimes we can read from books that have sentences that really inspire our imaginations. Let's read a bit more from the Book of Genesis:

*And God said, "Let the water **teem** with living creatures, and let birds fly above the earth. . ."*³

Listen to the description: "teeming with living creatures." *Teem means the water was filled with living creatures. There were lots and lots of them!*

Let's keep reading to hear even more that has inspired the imagination of artists:

*And God said, "Let the land produce living creatures according to their kinds: the livestock, the creatures that move along the ground, and the wild animals, each according to its kind."*⁴

The story describes many animals on the land, including livestock and wild animals. *Do you remember an example of livestock we talked about earlier this year? [Pause for students' responses, which should include examples from the Farms unit.]*

What have we heard so far? A world has been created with land and water, with lots of growing plants, with creatures in the water, with birds in the sky, and with animals moving across the land. This is a world with much beauty, and a world teeming with living things.



Show Image 3A-5: Roelandt Savery's The Garden of Eden

According to the Book of Genesis, after God created the world, he created humanity in his own image. He formed the first people, Adam and Eve, and created a beautiful garden for Adam and Eve to live in. It was called the Garden of Eden.

Let's take another look at the painting called *The Garden of Eden* by Roelandt Savery. The artist made this painting based on reading the creation story from the Book of Genesis. That story was written as words, but the artist turned those words into a painting using his imagination. *Can you point out some of the things in the painting that were inspired by this story from*

³ Genesis 1:20

⁴ Genesis 1:24



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask simple yes/no questions (e.g., “Do artists look at nature for inspiration when painting?”) and encourage students to ask their own questions about artists.

Intermediate

Provide students with a specific sentence frame (e.g., “For inspiration, artists look at ___.”) and encourage students to ask their own questions about artists.

Advanced/Advanced High

Encourage students to use content-related words in complete sentences (e.g., “Artists look at nature for inspiration when creating artwork.”) and to ask their own questions about artists.

ELPS 1.E; ELPS 3.F

Challenge

Ask students to retell the events in the story of creation by memory.

Genesis? [Pause for students' responses.] (Responses should come from the text, and could include winged birds, wild animals, livestock, creatures moving on the ground, living creatures in water teeming with life, vegetation, trees, plants of different kinds.)

Roelandt captured the beauty of the Garden of Eden by painting the animals and landscape described in the story. His painting illustrates how artists have used stories from the Book of Genesis to create art.



Show Image 3A-6: Thomas Cole's *The Subsiding of the Waters of the Deluge*

Many other artists have used this story of creation and the beauty found in nature as inspiration for creating works of art. Look at the painting in this photograph. This painting is titled *The Subsiding of the Waters of the*

Deluge. *Subsiding* means something that goes down, and *deluge* is a flood. So this title means waters going away after a flood. An artist named Thomas Cole found inspiration in words found later in the Book of Genesis that described a great flood, and he painted this. *What do you notice about this painting?* [Pause for students' responses.]

Remember, artists find inspiration in many different places, whether in the beauty of nature, words in a book, or somewhere else. This inspiration can be found in all types of art, such as paintings, sculptures, and even pottery—art is all around us. Many artists are inspired by religion, including the Book of Genesis and its message of creation. There is much beauty in the world around us, and art is a way for us to celebrate that beauty. *What beauty do you see when you look outside at our world?* [Pause for students' responses.]

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** According to the Read-Aloud, what famous phrase was used to start the creation story in the Book of Genesis when there was first nothing but darkness? (*Let there be light!*)
2. **Literal.** What does the Read-Aloud say the painting *The Subsiding of the Waters of the Deluge* shows? (*The story of a flood in the Book of Genesis.*) [Show Image 3A-6 to help students with the answer.]
3. **Literal.** What does “teeming with life” mean? (*It means there are lots and lots of living creatures.*)
4. **Evaluative.** How does the painting *The Garden of Eden* show the beauty of nature? (*The painting is full of images from nature: plants, animals, the sky, etc.*) [Ask students to point to the images in the text that support this answer.]

WORD WORK: CREATION (5 MIN.)

1. In the Read-Aloud, you heard “The Book of Genesis includes a description of creation.”
2. Say the word *creation* with me.
3. *Creation* means the act of making or producing something that is new.
4. Artists will create paintings, pottery, and other works of art. These are a creation, because they create them.
5. Describe something that is created. Use the word *creation* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The creation of _____ is . . .”]
6. What’s the word we’ve been talking about?

Lesson 3: Creation

Application

20M

Writing: Students will create drawings for events during the story of creation as described in the text and will caption their drawings with complete sentences.

 **TEKS K.6.B; TEKS K.8.D.iii; TEKS K.10.D.i**

SEQUENCING ACTIVITY (10 MIN.)

- Display the sequencing graphic organizer you created in advance of the lesson.
- Ask students to think of the events that were mentioned in the Read-Aloud. Use the prompts below and support students to order the events of the story. Record students' answers on the graphic organizer.
 - Which event happened first? (*God created light.*)
 - What happened next? (*God created the seas, dry ground, and vegetation.*)
 - What happened after that? (*God created the fish and birds.*)
 - Then what happened? (*God created the animals.*)
 - What happened last? (*God created the first man and woman and the Garden of Eden.*)

CREATION: DRAWING AND CAPTIONING ACTIVITY (10 MIN.)

- Model choosing one of the events from the story of creation from the Book of Genesis. First, model by creating a drawing that includes many colorful details of what this may have looked like. Explain to students that these details are to come from what they imagined while the story was being read. Explain to students that good writers include details in the drawings and in their sentences.
- Next, model writing a complete sentence as a caption for the drawing. Explain that a caption gives information in the picture.

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Writing

Writing

Beginning

Before the writing activity, provide images to represent each step in the story of creation.


Intermediate

Before the writing activity, have students use images as a guide to prompt discussion on the story of creation.

Advanced/Advanced High

Have students discuss the events with a partner as they draw images and write captions on the activity page.

ELPS 3.H; ELPS 5.F

 **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.8.D.iii** Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance; **TEKS K.10.D.i** Edit drafts with adult assistance using standard English conventions, including complete sentences.

- Remind students that a complete sentence is a complete thought with a subject and a verb.
 - Example: The story describes many animals on the land.
- Pass out Activity Page 3.1. Tell students to choose an event from the story of creation to draw a picture of and write a complete sentence as a caption.
- As time allows, have students draw additional events from the story.

Activity Page 3.1



Check for Understanding

Share: Ask students to read their caption and describe their illustration on Activity Page 3.1.

End of Lesson

Support

Display images from each event in the story.

4


EXPLORING ART: THE BEAUTY WE SEE

Imaginative
Sculptures

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will ask and answer questions about how artists draw inspiration for and create sculptures.

 **TEKS K.1.A; TEKS K.1.C**

Reading

Students will make inferences and use evidence in discussing *A Life Made by Hand: The Story of Ruth Asawa*.

 **TEKS K.5.F**

Language

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

Students will demonstrate an understanding of the multiple meaning word *character*.

 **TEKS K.3.B**

Writing

Students will develop a research plan with teacher guidance.


 **TEKS K.12.B**

FORMATIVE ASSESSMENTS

Activity Page 4.1

Planning for Research Students will develop a research plan with teacher guidance.

 **TEKS K.12.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.12.B** Develop and follow a research plan with adult assistance.

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 3A-2 <input type="checkbox"/> Image Card 4
Essential Background Information and Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Trade Book: <i>A Life Made by Hand: The Story of Ruth Asawa</i> by Andrea D'Aquino <input type="checkbox"/> Image Cards 5–10
<i>A Life Made by Hand: The Story of Ruth Asawa</i>			
Comprehension Questions			
Word Work: <i>Form</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple-Meaning Word: <i>Character</i>	Whole Group	20 min.	<input type="checkbox"/> Poster 2M: Character (Flip Book) <input type="checkbox"/> KWL Chart (Digital Components) <input type="checkbox"/> Activity Page 4.1
What Is Research?			
Planning for Research			

ADVANCE PREPARATION

Speaking and Listening

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

Read-Aloud

- Prepare to read aloud the trade book *A Life Made By Hand: The Story of Ruth Asawa*. While previewing the book, it is optional 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, page numbers are referenced in these materials—beginning with page 1, which contains the text “This is the story of . . .”, and numbering each page in order after that.

Application

- Prepare to display and use the KWL chart introduced earlier in the unit.
- Prepare to display and distribute Activity Page 4.1.

Universal Access

Reading

- Gather different books about Ruth Asawa or images of her work to pass around the class. The school or local library may be a good resource for this.
- 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.

CORE VOCABULARY

brilliant, adj. very smart

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

Variation(s): none

calligraphy, n. handwriting designed to look beautiful

Example: The wedding invitation was written in calligraphy.

Variation(s): none

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.

Variation(s): none

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.

Variation(s): none

form, n. a figure or shape

Example: The cloud had the form of a rabbit.

Variation(s): forms

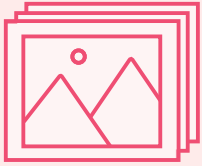
Vocabulary Chart for *A Life Made By Hand: The Story of Ruth Asawa*

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	choreographer (<i>coreógrafa/o</i>)	brilliant (<i>brillante</i>) calligraphy (<i>caligrafía</i>) defy fascinating (<i>fascinante</i>) form (<i>forma</i>)	
Multiple-Meaning Word		character	
Sayings and Phrases			

Support

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.

Image 3A-2



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**Speaking and
Listening**

**Exchanging Information
and Ideas**

Beginning

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 (e.g., “A painting is. . .”).

Intermediate

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*) that students can connect with each image.

Advanced/Advanced High

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

ELPS 3.B; ELPS 3.F

Start Lesson

Lesson 4: Imaginative Sculptures

Introducing the Read-Aloud

10M

Speaking and Listening: Students will ask and answer questions about how artists draw inspiration for and create sculptures.

TEKS K.1.A; TEKS K.1.C

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Show Image 3A-2: Roelandt Savery’s *The Garden of Eden*

- Ask students to identify what kind of artwork the image shows. (*painting*)
- Ask students to name some tools or materials people use to make paintings. (*Answers may vary but could include brushes, paint or pigment, paper or canvas, etc.*)
- Ask students if they have ever seen a painting in real life. Have volunteers describe the experience.
- Ask students to turn to a partner to discuss a time they have created art. What tools did they use? What did they create?

ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

- 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. Sculptures can be made by carving, shaping, or placing materials together. They can be made from stone, wood, clay, or other materials.
- Ask students to recall the two-dimensional components of three-dimensional objects, which they have learned in math. (*Mathematics TEKS K.6.D*)
- Remind students that they have learned about a giant sculpture on the side of a mountain of four American presidents in Unit 10, *America: Our Great Country*. Ask students what this sculpture is called. (*Mount Rushmore*)

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses;
TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

- **Show Image Card 4 (A farm in California)** The text *A Life Made By Hand: The Story of Ruth Asawa* begins by telling how Ruth grew up on a farm in California. This image helps build background knowledge about what the farm might have looked like and provides an opportunity to give students information about agriculture in California and Ruth’s early connection to nature.

Image Card 4



Check for Understanding

Recall: What is a sculpture? (*A sculpture is a type of three-dimensional art that is carved, shaped, or made of different materials.*)

Challenge

Tell students that the farm Ruth grew up on was in Southern California. Ask students to find California on a map.

Support

Display both a two-dimensional and a three-dimensional object. To help students understand the difference between a sculpture and a drawing or painting, explain that most drawings or paintings are flat. Tell students that sculptures are not flat; they can be made by carving, molding, or placing materials together. They can be made out of stone, wood, clay, or any other material in the shape of the person, object, or animal they represent.

Lesson 4: Imaginative Sculptures

Read-Aloud



Reading: Students will make inferences and use evidence in discussing *A Life Made by Hand: The Story of Ruth Asawa*.

 **TEKS K.5.F**

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

 **TEKS K.3.B**

PURPOSE FOR LISTENING

- Explain to students that the story begins by sharing details about how Ruth Asawa experimented with different forms of art such as folding paper, drawing, and painting letters when she was young.
- Tell students that as they listen to the rest of the Read-Aloud, they should pay attention to learn about how Asawa made sculptures from wire and about how her artwork was connected to nature and the world around her.


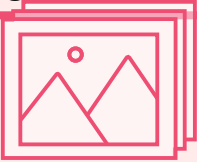
 **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Image Cards 5–10



Flip Book Poster 2M



Support

The word *character* has multiple meanings. Show Poster 2M and use the definitions and pictures to explain the different meanings of *character*.

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.

A LIFE MADE BY HAND: THE STORY OF RUTH ASAWA (15 MIN.)

Read aloud the trade book *A Life Made by Hand: The Story of Ruth Asawa* by Andrea D'Aquino. As you read, incorporate the following information and Guided Reading Supports:

- pp. 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: Reread the sentence "What a fascinating shape your shell is, Snail."
Fascinating means very interesting.
 - **Show Image Card 5 (snail)** Discuss and review patterns and shapes with the students. What is something you find fascinating?
- p. 9: *Form* is another word for shape.
- pp. 11–12: **Show Image Card 6 (calligraphy)** Tell students that **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 on the Image Card and explain to students that learning calligraphy is part of Ruth's Japanese culture. Students will be able to make connections or build background knowledge in this area.
- 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?
 - **Show Image Card 7 (Black Mountain College)** Point out to students that Ruth is inspired by several of her teachers at Black Mountain College. One of these teachers, Josef Alders, encourages Ruth to use everyday objects to create art.
 - **Show Image Card 8 (Joan Miró's *Personage and Birds* sculpture)** Tell students another artist, Joan Miró, built this famous sculpture that can be found in Houston, Texas. Ask students to describe what they see in the image, including what they think the sculpture is made from. Explain that he would use natural materials or discarded objects he found outside and cast them in a metal called bronze. Ask students to observe the photograph and describe what materials they see. *(He used different materials of various shapes and sizes. He did not use just one type of material.)*

- p. 28:
 - **Show Image Card 9 (Ruth Asawa's Abstract Wire Sculpture)**
 - Reread the sentence "People go to see Ruth's art in museums all around the world."
 - **Show Image Card 10 (Alexander Calder's Lobster Trap and Fish Tail)**
 - Explain to students that the art of another artist, Alexander Calder, can be seen in museums also.
 - Students can make observations about how Calder also used nature to create this sculpture. Guide the students to make comparisons between the two artists' work.

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. **Literal.** What did Asawa learn from the craftsman in Mexico? (*She learned to weave baskets from wire.*)
3. **Inferential.** The Read-Aloud says 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.*)
4. **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 spiderweb or butterfly wing. Students may also recall that some people wonder if her sculptures are of animals.*)
5. **Literal.** What did Joan Miró use to create his sculptures? (*He used natural materials and discarded objects, not one specific type of material.*)
6. **Inferential.** How are Ruth Asawa's, Alexander Calder's, and Joan Miró's art alike? (*They all create sculptures inspired by nature: plants, trees, mountains, etc.*)
7. **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!*)

Challenge

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 spiderwebs.*)



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Speaking and Listening

Exchanging Information and Ideas

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 3.B



Check for Understanding

Infer: [Show Image Cards 8, 9, and 10] Have students compare the sculptures of Ruth Asawa, Alexander Calder, and Joan Miró. (*Answers may vary but should acknowledge that Asawa, Calder, and Miró sculpted things they saw or observed in nature. All three artists used different materials to create their art.*)

WORD WORK: FORM (5 MIN.)

1. In the Read-Aloud, you heard “She loved to draw forms in the dirt with her bare feet.”
2. Say *form* with me.
3. A *form* is another word for a shape.
4. Artists paint, draw, and create sculptures of forms all the time.
5. Look around the room and see if you can find a form. Tell a partner what forms you see: “The ___ is a form because it is a ___.” (e.g., “The side of the tissue box is a form because it is a rectangle.”)
6. What’s the word we’ve been talking about?

Lesson 4: Imaginative Sculptures

Application



Language: Students will demonstrate an understanding of the multiple meaning word character.

 **TEKS K.3.B**

Writing: Students will develop a research plan with teacher guidance.

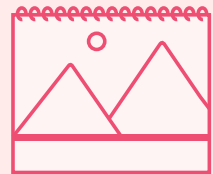
 **TEKS K.12.B**


MULTIPLE-MEANING WORD ACTIVITY: CHARACTER (5 MIN.)

Display Flip Book Poster 2M: 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 the word *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*)
- 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.

Flip Book Poster 2M



 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.12.B** Develop and follow a research plan with adult assistance.



Writing

Writing

Beginning

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

Intermediate

Have students write a word that represents their information.

Advanced/Advanced High

Have students write a phrase that represents their information.

ELPS 5.B; ELPS 5.F

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.

Challenge

Have students identify books in the classroom or school library that they could use to research a topic that would be a good source of inspiration for a sculpture.

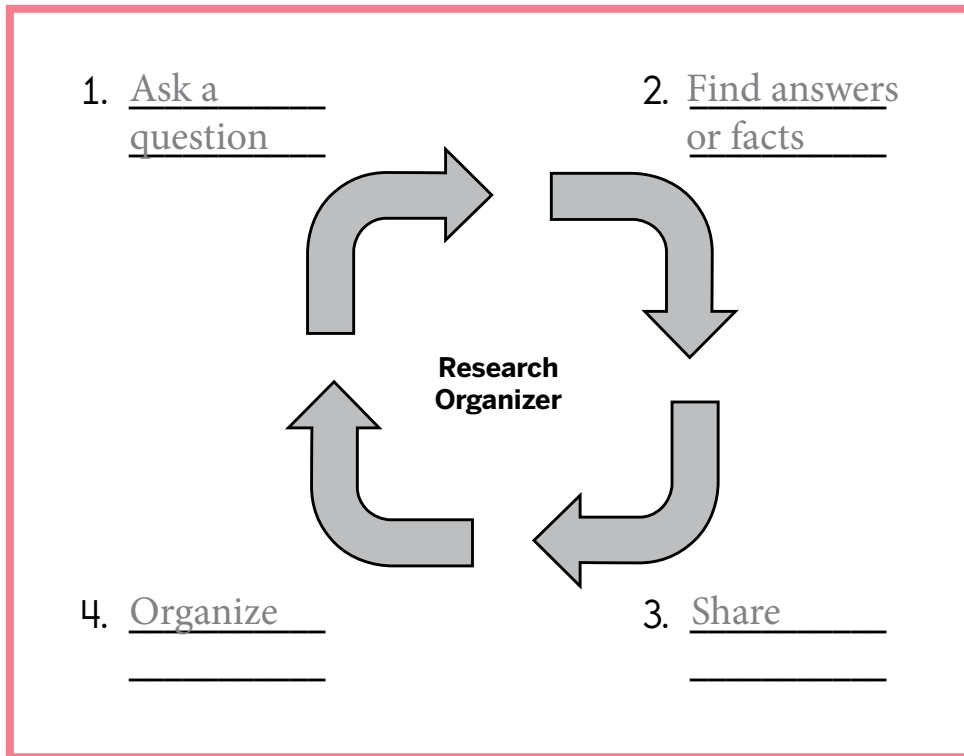
WHAT IS RESEARCH? (5 MIN.)

- Display the KWL chart and ask students to name some of the questions they had at the start of this unit.
- Ask students if any of their questions have been answered, or if they have learned new things from the Read-Alouds in this unit. 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.

PLANNING FOR RESEARCH (10 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, a person would have to guess what to put in their soup. Maybe their guesses would be delicious! But a recipe helps them make sure of that. Just as recipes give a plan for cooking, there are plans to use for research. This makes the research turn out better than it would if someone just guessed about what to do.
- Consider asking students to name other times when people make plans for how to do something.
- Remind students that in Unit 9: *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 unit.
- Display Activity Page 4.1 and distribute copies to students
- Explain that they will use this graphic organizer to plan their 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
- While explaining each step, model writing the step in the appropriate space on the graphic organizer. Ask students to write each step on their graphic organizers, as seen below.



Check for Understanding

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

End of Lesson

5

EXPLORING ART: THE BEAUTY WE SEE

Matisse's Collages

PRIMARY FOCUS OF LESSON

Speaking and Listening

Before reading, students will use a KWL chart to record and discuss what they have learned about art so far.

 **TEKS K.1.A**

Reading

Students will make inferences and use evidence from the text to support their understanding of the events Matisse faced as he remained determined to create art.

 **TEKS K.5.F**

Language

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

 **TEKS K.3.B**

Writing

Students will plan by generating ideas for writing through class discussions and drawings.

 **TEKS K.10.A**


Students will generate questions for research using a KWL chart.


 **TEKS K.12.A**

FORMATIVE ASSESSMENTS

Activity Page 5.1

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

 **TEKS K.10.A; TEKS K.12.A**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.A** Generate questions for formal and informal inquiry with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Already Learned?	Whole Group	5 min.	☐ KWL Chart (Digital Components)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 5A-1–5A-8 ☐ Image Card 5
“Matisse: Determination to Keep Creating”			
Comprehension Questions			
Word Work: <i>Determination</i>			
This is a good opportunity to take a break.			
Application (25 min.)			
Review the Research Plan	Whole Group	25 min.	☐ Activity Pages 4.1, 5.1 ☐ KWL Chart ☐ Research Model (Digital Components)
Generate Research Questions			

ADVANCE PREPARATION

Speaking and Listening

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

Reading

- Post Image Card 5 (*Snail*) on the wall or prepare to display it during the Read Aloud.

Writing

- In this lesson, remind students about the writing process (plan, develop, revise, edit, publish) and tell them they will focus on the step of planning by generating ideas for writing. As the class goes through the process of planning the research question and locating facts and details, make the connection that they are planning their ideas for writing.

Application

- In this lesson, students will select the research question that 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 to facilitate a class discussion of art-related questions, generated from the KWL chart, then to have students vote on the question that the class will explore through research. Customize this as desired to fit students' needs. For example, if students need additional support in understanding what makes a good research question, consider introducing only select, pre-screened questions from the KWL chart, limiting the options on which they may vote. Alternatively, if students are fluent researchers and will require less scaffolding for the culminating task, consider allowing 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 Henri Matisse or images of his work to pass around the class. The school or local library may be a good resource.
- Use the following extension activity to help students understand the experience of creating a collage. Using an image of an animal as a model, allow students to create a collage using colored paper, scissors, and glue. Display the work in the classroom and allow students to discuss how their collages of the animal are both alike and unlike the actual image.

CORE VOCABULARY

abstract, adj. an art form that uses colors, lines, and shapes in a way that may not look like actual objects or living things

Example: The painting of colorful shapes and lines is a good example of abstract art.

Variation(s): none

collage, n. a piece of artwork in which the artist cuts and pastes pieces of paper together to create one picture

Example: Instead of painting a picture, we cut out pieces of different-colored paper to create a collage.

Variation(s): collages

determination, n. the act of overcoming obstacles or challenges to achieve a goal

Example: The runner showed great determination and won the race even though she had a cramp in her leg.

Variation(s): none

gouache, [/gwahsh/] n. a special paint that is a non-transparent watercolor thickened with a glue-like substance

Example: The artist used a special paint called gouache.

Variation(s): none

recover, v. to get better after an injury or illness

Example: Sleep and plenty of fluids will help you recover from the flu.

Variation(s): none

Vocabulary Chart for “Matisse: Determination to Keep Creating”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	abstract (<i>abstracta/o</i>) collage (<i>collage</i>) gouache (<i>gouache</i>)	determination (<i>determinación</i>) recover	
Multiple-Meaning Word			
Sayings and Phrases			

Support

Display or pass around Image Cards from previous lessons in this unit for students to use in comparing and contrasting.

Challenge

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

EMERGENT BILINGUAL STUDENTS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the art forms they have learned about so far (e.g., “Do artists use clay to make pottery?”).

Intermediate

Ask students short-answer questions about the art forms they have learned about so far (e.g., “What do artists use to make pottery?”).

Advanced/Advanced High

Ask students open-ended questions about the art forms they have learned about so far (e.g., “What is this type of art like?”).

ELPS 3.F; ELPS 3.G

Lesson 5: Matisse's Collages

Introducing the Read-Aloud

5M

Speaking and Listening: Before reading, students will use a KWL chart to record and discuss what they have learned about art so far.

TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to name a type of art they have learned about in this unit. (*pottery, sculpture*)
- Ask students to name some ways that these types of art are alike and unlike. (*Answers may vary, but students may describe that they all use materials or create images of things found from nature. Some differences include the kinds of tools and materials they use.*)
- 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.

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 5: Matisse's Collages

Read-Aloud



Speaking and Listening: Students will make inferences and use evidence from the text to support their understanding of the events Matisse faced as he remained determined to create art.

📌 **TEKS K.5.F**

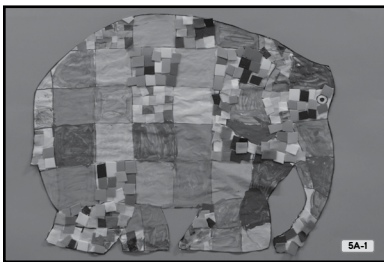
Language: Students will demonstrate an understanding of the Tier 2 word *determination*.

📌 **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students that in today's Read-Aloud, they will learn about an artist who made collages. This artist was a French man named Henri Matisse.
- Tell students that as they listen to the Read-Aloud, they should pay attention to learn about how Matisse's artwork was connected to nature and the world around him.
- Tell students they should also pay attention to how Matisse overcame obstacles and was determined to continue to create his art.

“MATISSE: DETERMINATION TO KEEP CREATING” (15 MIN.)



Show Image 5A-1: Collage

Have you ever made a **collage**? A collage is a piece of artwork in which the artist cuts and pastes pieces of paper together to create one picture. Artists use paper of different shapes, sizes, and colors to create their collages. *[Allow students time to share about collages they have made.]* If you have created a collage before,

then you have created a type of artwork made by artists like Henri Matisse.

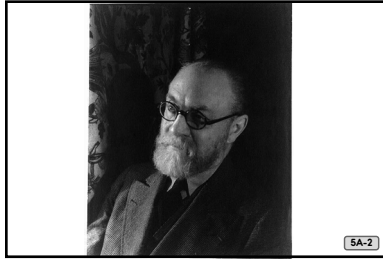
Support

Show Image 5A-1 and emphasize that a collage is a form of art. Guide students in recognizing that collages are made by cutting out and pasting together pieces of paper of different shapes and sizes or of other images.

Challenge

Ask students to consider what other types of materials could be used for collage artwork.

📌 **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 5A-2: Henri Matisse

Henri Matisse was a French artist who lived from 1869 to 1954. He began making art when he was about twenty years old. When he was a teenager, he studied law. While working as a law clerk, a visit to a drawing class sparked his interest in art. Over time, Matisse learned how to sketch as he attended the class in the early

mornings. At this time in his life, he became very sick, which caused him to stay in bed for a long time. *How do you think Matisse felt, having to stay in bed for so long? [Pause for students' responses.]* While he was resting, he began to paint to **recover**, or *get better*. Matisse decided to do something positive with his time. He did not let getting sick stop him. He showed great **determination**, which means *overcoming obstacles or challenges to achieve a goal*. *Do you know anyone who has shown determination? [Pause for students' responses.]*



Show Image 5A-3: Detail from *Goldfish* by Henri Matisse

Throughout Matisse's career as an artist, he mostly painted. He also made some sculptures. However, later in his life, he became very sick and had a complicated surgery. The surgery left his muscles very weak, so he was forced to stay

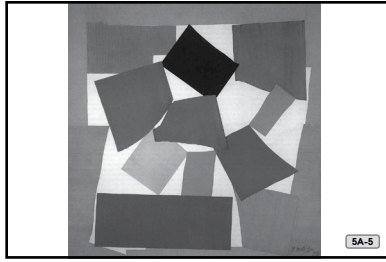
in bed or use a wheelchair for the rest of his life. He could no longer paint but was determined to keep creating art.



Show Image 5A-4: Matisse drawing with scissors

While he was ill, Matisse turned to drawing and also began working with paper cutouts, giving him a new way to continue creating art. He wanted to keep doing what he loved, making artistic pieces. Matisse called this new form of art "drawing with scissors." *[Display Image*

5A-4.] This picture shows someone "drawing with scissors." What do you think this means? (Answers may vary but should support the idea that the scissors are being used to cut shapes, which will form a picture.) He painted colors on paper using a special paint called **gouache** [/gwahsh/]. Then, he cut out shapes from the painted paper and had his assistant glue them down using Matisse's instructions. With his assistant's help, Matisse was able to continue working through his illness.



Show Image 5A-5: *The Snail* by Henri Matisse

This work of art, called *The Snail*, is an example of Henri Matisse’s “drawing with scissors,” or collage. Matisse cut or tore out rectangular shapes to glue on the paper. Which pieces might have been torn instead of cut out? [Help the students find the pieces with rough edges.] He

arranged the colored shapes in a spiral pattern, just like the spiral of a snail’s shell. Can you see it? [Show students how to trace the spiral pattern of the shell made by the shapes in *The Snail* with your finger and have the students do the same. Point to the real snail in Image Card 5.] Not only did Matisse continue to create art after his illness, but his artwork was bigger than ever. This picture may look small on the page, but this artwork is enormous. It’s even bigger than a person!

Image Card 5



Show Image 5A-6: *The Horse, the Rider, and the Clown* by Henri Matisse

When you look at this picture of a collage, what do you notice? [Pause for students’ responses.]

The name of this collage is *The Horse, the Rider, and the Clown*. Matisse wanted people to think about the circus or a theater when they viewed this collage. Does it make you think of a circus

or a theater? Why or why not? [Pause for students’ responses.] Look carefully at the collage, and you may notice the different ways Matisse cut out the pieces of paper. He cut out larger purple shapes and smaller, more detailed, yellow, white, and black shapes. Can you find the cutout of the horse? [Pause for students’ responses.] (Yes, the horse is easy to see.) Do you see anything that could be a rider or a clown in this picture? [Pause for students’ responses and discuss.] In the bottom left corner of the picture, the viewer can see parts of the clown’s costume. In the upper right corner, the viewer can see part of the rider’s skirt over the horse’s back. Why do you think Matisse chose to only show small parts of their clothing? [Pause for students’ responses and discuss.] What do you think some of the other shapes could be? [Pause for students’ responses.]



Show Image 5A-7: *Memory of Oceania*

Matisse continued to create collages that were inspired by the things he saw in nature and on his travels. He created this piece, *Memory of Oceania*, based on his memory of a trip to Tahiti earlier in his life. Tahiti is an island in the Pacific Ocean, south of

Hawaii. [Point to Tahiti on a world map or globe.] Some shapes in the picture suggest things he saw in Tahiti, such as banana trees with long bunches of fruit hanging heavily from the branches. He also saw brightly colored boats slicing through the water and the deep blue ocean itself, stretching as far as the eye can see. This style of art is called **abstract**. *Abstract art is a form of art with subjects that you may only sometimes be able to recognize.* This art form uses colors, lines, and shapes in a way that may not look like actual objects or living things. *Where do you see this style in Matisse's other works?* [Pause for students' responses.] This work, along with Matisse's other "drawings with scissors," was created at a time in his life when he was very sick. Although he continued to face challenges, he happily continued to pursue his passion for art. *Facing challenges means that he could not get out of the wheelchair by himself. Why do you think Matisse kept creating art? What does this show about him?* [Pause for students' responses.] (Answers may vary but should support the ideas that he enjoyed creating art, he was determined, and he remained positive.).

**EMERGENT
BILINGUAL
STUDENTS**



**Speaking and
Listening**

**Exchanging Information
and Ideas**

Beginning

Prompt students to ask questions using sentence frames (e.g., "How did Matisse ___?").

Intermediate

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

Advanced/Advanced High

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

ELPS 3.F



Show Image 5A-8: Art supplies

So, get out some scissors and colored paper (or paint the paper yourself) and create your collage in the style of Henri Matisse. You might use bright, cheery colors that remind you of how Matisse remained positive, even after a terrible sickness and losing his ability to paint. You can create a collage that reminds you of nature or of a beautiful

place that you once visited. You may also think about creating an art piece that reminds you of a fun activity you did, such as visiting the circus, the ocean, or a park. As you work, think about Matisse's determination to keep creating art and the importance of not giving up on things that are important to you.



Check for Understanding

How did Matisse overcome obstacles or challenges to keep creating his art? (Answers may vary but should acknowledge that Matisse overcame the challenges of his illness by coming up with new ways to create art.)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What types of art did Matisse create before he began making collages? (*Matisse mostly painted and also made some sculptures.*)
2. **Inferential.** When Matisse was sick and had to stay in bed for a long time, how did creating art help him recover? (*Answers may vary but could include that he was doing something positive with his time and keeping himself busy.*)
3. **Literal.** What did Matisse call the form of art where he worked with paper cutouts and had his assistant glue them down? (*He called it “drawing with scissors.”*)
4. **Inferential.** How can you tell that Matisse’s collages are abstract art? (*Answers may vary but should include the idea that his works do not look exactly like the objects that they are meant to represent.*)
5. **Evaluative.** How do you think Matisse found determination to keep doing what he enjoyed, despite the challenges he faced? Where do you think this determination came from? (*Answers will vary.*)

WORD WORK: DETERMINATION (5 MIN.)

1. In the Read-Aloud, you heard that Matisse showed great determination.
2. Say *determination* with me.
3. *Determination* is overcoming obstacles or challenges to achieve a goal.
4. Athletes show determination when they work through injuries or other setbacks to continue to improve their skills in their sport.
5. Describe how Matisse showed determination. Use the word *determination* in your sentence. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Matisse showed determination when . . .”]
6. What’s the word we’ve been talking about?

Use a Sharing activity for follow-up. Tell about a time that you showed determination when working toward a goal. Try to answer in complete sentences.

Lesson 5: Matisse's Collages

Application

25M

Writing: Students will plan by generating ideas for writing through class discussions and drawings.

 **TEKS K.10.A**

Students will generate questions for research using a KWL chart.

 **TEKS K.12.A**

Activity Page 4.1



Support

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

Challenge


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

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.

GENERATE RESEARCH QUESTIONS (20 MIN.)

- Ask students where they have already collected some questions they have about art. (*the KWL chart*)
- Display the KWL chart and review the questions. Teachers 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.

 **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.A** Generate questions for formal and informal inquiry with adult assistance.

- 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 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 1 of their research plan.
- Explain to students that just as they planned and chose their research question, they will also plan their writing by brainstorming ideas using facts and details they find that answer the research question.
- Display and distribute Activity Page 5.1. Alternatively, you may access a digital version provided in the online materials for this unit.
- 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 in the top center box of the graphic organizer. As they research, they will find facts, details, and answers to their questions. They will write these facts and details in the other boxes on their graphic organizer. These facts and details will be the ideas they are generating to plan for writing the class book.
- Model writing the research question in the top center box of the graphic organizer. 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 below.

Activity Page 5.1



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

Landscapes circles lines lots of paint outside nature	How do people make art?	Skyspaces frames the light in the sky uses changing light
Presidential Portraits pose – sit or stand standing, serious face use backgrounds sitting; at home; relaxed		Pottery made of clay molded shaped the clay decorated objects smooth the clay heated clay to harden it



Check for Understanding

Ask students to identify the question they will research.

End of Lesson

6

EXPLORING ART: THE BEAUTY WE SEE

Van Gogh's
Landscapes

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe what they see in various landscape drawings.

 **TEKS K.1.A**

Reading

Students will make inferences and use evidence to describe how Van Gogh used color and line to create his landscapes.

 **TEKS K.5.F**

Language

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


 **TEKS K.3.B**

Writing

Students will plan by generating ideas for writing through class discussions and drawings.

 **TEKS K.10.A**

With adult assistance, students will participate in a shared research activity in order to gather information on their favorite Van Gogh painting.


 **TEKS K.12.B; TEKS K.12.C**

FORMATIVE ASSESSMENTS

Activity Page 5.1

Research With adult assistance, students will participate in a shared research activity in order to gather information on their favorite Van Gogh painting.

 **TEKS K.12.C**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.B** Develop and follow a research plan with adult assistance; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	☐ Image 6A-4
Essential Background Information and Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 6A-1–6A-10
“Van Gogh: Lasting Landscapes”			
Comprehension Questions			
Word Work: <i>Realistic</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Organizing Information	Whole Group	20 min.	☐ Activity Page 5.1 ☐ Research Model (Digital Components) ☐ drawing supplies ☐ chart paper
Modeling Research			
Research: Gathering Information			

ADVANCE PREPARATION

Read-Aloud

- Prepare to display a world map and to guide students in locating Holland and France.
- Locate Image 6A-4.

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 require the display of 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 students selected this as their research question, we suggest preparing models with a different question, such as “What are some kinds of art?” While preparing for each lesson, determine whether or not to use these models or custom models. If needed, use a second copy of the Research Model to record additional facts gathered during research.
- Throughout the rest of the unit, lessons will incorporate the writing process in connection with the research project. As students conduct research, model and guide them through the steps of the writing process. As the class goes through the process locating facts and details, students will plan their writing through discussion and drawing.
- Prepare to display the Research Model from previous lessons.

Universal Access

Reading

- Gather different books about landscapes or images of various landscapes to pass around the class. The school or local library may be a good resource for this.
- Use the following extension activity to help students understand the experience of painting landscapes. Use one of the images from the Read-Aloud and allow students to paint a landscape with watercolors, finger paints, or other art supplies. Display the work in the classroom and allow students to discuss how their images of the landscape are both alike and unlike a real landscape.

CORE VOCABULARY

expression, n. a word or short phrase that is commonly used

Example: My mom always uses the expression “good things come to those who wait” when I am being impatient.

Variation(s): none

landscape, n. natural scenery that is painted or drawn

Example: The beach landscape shows the sky, the ocean, the shore, and grasses leading away from the sand.

Variation(s): landscapes

masterpiece, n. a painting or other artistic work that is of outstanding quality or skill

Example: A long line formed to view the masterpiece in the art museum.

Variation(s): none

realistic, adj. showing or representing things in a way that is true to life

Example: Viewers of the realistic painting pointed out the bumpy bark and leafy shadows in the corner.

Variation(s): none

talented, adj. having a natural skill for something

Example: The talented artist painted scenes that looked like real photographs.

Variation(s): talent, talents

Vocabulary Chart for “Van Gogh: Lasting Landscapes”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	landscape masterpiece	expression (<i>expresión</i>) realistic (<i>realista</i>) talented (<i>talentosa/o</i>)	
Multiple-Meaning Word			
Sayings and Phrases	push yourself		

Image 6A-4



Lesson 6: Van Gogh's Landscapes

Introducing the Read-Aloud



Support

Ask students to share words that describe the painting.

Challenge

Ask students to describe similarities and differences between collages and paintings.

EMERGENT BILINGUAL STUDENTS



Speaking and Listening

Exchanging Information and Ideas

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 3.B; ELPS 3.F

Speaking and Listening: Students will describe what they see in various landscape drawings.

TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Show Image 6A-4: Landscape of *View of the Sea at Scheveningen*

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

ESSENTIAL BACKGROUND INFORMATION AND TERMS (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.
- Display a world map and help students locate Holland and France on it.
- Explain that Van Gogh painted many different things, but today's Read-Aloud talks about his paintings of landscapes.
- Tell students that landscapes are works of art that show a natural scene, like a beach or the mountains.

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.



Check for Understanding

Recall: What is a landscape? (*A landscape is a painting of a natural scene.*)

Lesson 6: Van Gogh's Landscapes

Read-Aloud



Reading: Students will make inferences and use evidence to describe how Van Gogh used color and line to create his landscapes.

TEKS K.5.F

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

TEKS K.3.B

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.

"VAN GOGH: LASTING LANDSCAPES" (15 MIN.)



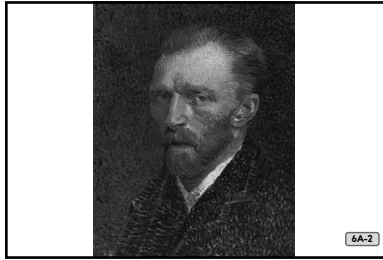
Show Image 6A-1: Children practicing

There is a famous **expression** that goes, "If at first you don't succeed, try, try again." *An expression is a phrase people say that usually gives some advice or wisdom to follow.* This phrase means that if something is hard, you keep practicing and don't give up. Learning to play a new musical instrument or a new sport

takes practice. *Can you think of a time you kept working at something that was hard at first? [Pause for students' responses and discuss.]* This is called determination—we discussed this word in our last lesson. *What artist did we learn about that showed determination? (Henri Matisse) How did we know*

TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Matisse was determined? [Pause for students' responses.] (Answers may vary but should support the idea that Matisse did not give up even when he was sick and things were difficult.)



Show Image 6A-2: Self-Portrait of Vincent Van Gogh

This is a self-portrait of Vincent Van Gogh. He is one of the most famous artists in history because of his determination. He made many paintings that are considered **masterpieces**.

A masterpiece is a piece of work that is considered excellent or outstanding. Even

though he is famous today, he was not a famous painter when he was alive. Listen to the story to learn how Van Gogh kept trying as a painter, even when it was hard.



Show Image 6A-3: Van Gogh's drawings

Even though Van Gogh was a painter at the end of his life, he did not always create art as his occupation, or job. He spent the early years of his life doing jobs that were not painting. One of his jobs was as an art dealer, trying to buy and sell other people's artwork. He liked art but never thought about creating it himself. As an

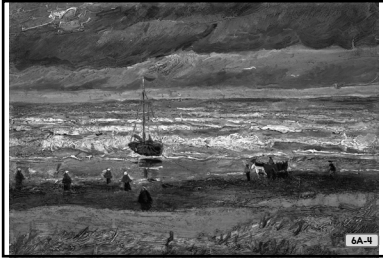
adult, Van Gogh kept searching for the occupation that would make him happy.

Theo, Van Gogh's younger brother, was one of his closest friends. Theo knew that Van Gogh could be a **talented** artist. *Talented means you can do things using special skills. People can be born with talents or work hard to develop new talents.* He pushed Van Gogh to consider being an artist. Theo was always by Van Gogh's side and encouraged him greatly when it came to his artwork. He believed in Van Gogh's talent and did not want his brother to give up.

Finally, at twenty-seven years old, Van Gogh decided to focus on his art and stop trying other jobs that did not make him happy.

Support

Show Images 6A-4 and 6A-5. Ask students what is similar about the painting and the real subject of the painting. Ask students what is different about them.



Show Image 6A-4: Landscape of *View of the Sea at Scheveningen*

He spent the next years studying painting and drawing from other artists. During this time, he practiced painting many **landscapes**. A *landscape is a painting of nature or a view of the countryside*. Van Gogh preferred to paint outdoors and enjoyed being around nature. As

Van Gogh continued to learn more about painting landscapes, he tried new ways to put his paint onto his **canvas**. *A canvas is a blank surface made of cloth that is used for painting.*

In 1882, Van Gogh painted a famous landscape. *View of the Sea at Scheveningen* painting is famous because it is one of his first paintings. *What do you notice about this landscape? [Pause for students' responses.] (Answers may vary but may include it is a beach, it looks cloudy, there is sand, etc.)* Van Gogh called this painting *View of the Sea at Scheveningen*.



Show Image 6A-5: A stormy beach

Van Gogh was sitting on the beach with his easel and paints when he painted this. Painting outside was a challenge. *Why would painting at the beach be challenging? [Pause for students' responses.] (Answers may vary but may include the weather, it was windy, the sand could get everywhere, etc.)* The harsh wind blew the sharp,

gritty sand around Van Gogh, hitting him in the face and getting into his paints. Some artists might have packed up and gone to paint inside, but not Van Gogh. Van Gogh knew he could paint the most **realistic** landscape outside. *Realistic means that something appears as it does in real life.* Today, if you put the painting under a microscope, grains of sand can be seen in the paint.

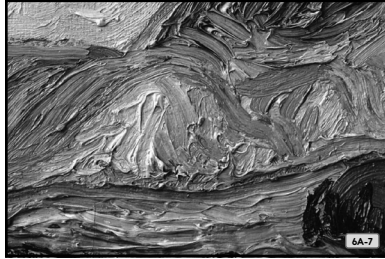


Show Image 6A-6: *Iris*

What do you notice about this painting? [Pause for students' responses.] (Answers may vary but may include that it is a painting of blue and orange flowers, some of the flowers seem to close up, it is a garden). This famous painting is called *Iris*. Van Gogh used thick outlines and unusual angles in this landscape. Notice the

yellow dabs in the rich blue flowers and the yellow and orange flowers scattered

throughout the background. Look at the difference between the shapes he used for the flowers and the flowing S-like shapes used for the leaves.



Show Image 6A-7: Painting like Van Gogh

Close your eyes and imagine you are going to paint. Your canvas is in front of you. You are holding a paintbrush. What is the first step you would take? [Pause for students' responses.] (Answers should include getting paint, dabbing paint from a cup or plate, etc.)

Van Gogh would put the paint directly from the paint tube onto the canvas and then use the brush to spread it around. His landscapes were often bumpy, with parts that were raised and parts that were smooth. You can feel the brush strokes if you run your fingers over this type of painting.

Pretend you have a canvas in front of you. Imagine you are holding a paint tube and squeezing it onto the canvas. Then, in his unique style, use the paintbrush to spread it out. Van Gogh continued to create beautiful paintings like *Iris* over the next few years. He went to Paris, where he kept studying and practicing. He learned from painters who lived there, and his style began to change. Here, he painted cafes, flowers, landscapes, and people in the style that he became famous for. There was only one problem. No one was buying his paintings. Why do you think Van Gogh continued painting when no one was buying his paintings? [Pause for students' responses.]

Support

Ask students to describe how Van Gogh used line and shape to create his landscapes.



Show Image 6A-8: The Starry Night

Even though people were not interested in his artwork, Van Gogh continued to show determination by pushing himself to keep painting. To "push yourself" is an expression that means trying something more difficult than what you think you can do. Van Gogh decided he needed to challenge himself and tried painting night scenes. He created his most famous painting in 1889, *The Starry Night*. How is this painting different from the other paintings you have seen today? [Pause for students' responses.] (Answers may vary but may include that it is dark or nighttime, there are big brush marks, there are circular shapes, etc.)



Show Image 6A-9: *Wheat Field with Cypresses*

Van Gogh tried new styles of painting. He practiced painting with other artists. Look at *View of the Sea at Scheveningen* and one of his later paintings, *Wheat Field with Cypresses*.

What differences do you see in the two paintings? How did his style change? [Pause for students' responses.] (Answers may vary but should include ideas such as he uses more color, there are fewer lines, there are bigger brushstrokes, etc.)



Show Image 6A-10 Van Gogh museum

Today, we celebrate Van Gogh's art. His paintings can be seen in museums around the world. Museums are places where art is displayed for people to see and enjoy. Because of museums, people can continue to view and appreciate this artwork. We can enjoy Van Gogh's art today because he showed

determination and did not give up. He truly lived by the saying "If at first you don't succeed, try, try again." *Which of Vincent Van Gogh's paintings did you enjoy studying today? What is something else you learned about Van Gogh? [Pause for students' responses and discuss.]*



Check for Understanding

In what ways does Van Gogh's work show the beauty of nature? (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.)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Why did Van Gogh spend so much time practicing drawing and painting with other artists? (*He wanted to become a better artist.*)
2. **Literal.** How did Van Gogh get the paint onto the canvas? (*Van Gogh squeezed the paint directly onto the canvas.*)



Reading

Exchanging Information and Ideas

Beginning

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.

Intermediate

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

Advanced/Advanced High

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.

ELPS 1.E; ELPS 3.F

3. **Literal.** What colors did Van Gogh use to paint *The Starry Night*? (Answers will vary but should include the main colors observed in the painting—black, blue, and yellow.)
4. **Inferential.** Why did Van Gogh choose to create many of his paintings outside? (He thought he could make the most realistic paintings outside; he preferred being outdoors.)
5. **Evaluative.** 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.)

WORD WORK: REALISTIC (5 MIN.)

1. In the Read-Aloud, you heard “*Van Gogh knew he could paint the most realistic landscape outside. Realistic means that something appears as it does in real life.*”
2. Say the word *realistic* with me.
3. Something that is *realistic* looks as it would in real life. A realistic painting would have details that look or feel like they would if you saw the object in person.
4. Describe what details would be included in a realistic painting of a tree. Use the word *realistic* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “A painting of a tree would be realistic if it included . . .” or “A realistic painting would have . . .”]
5. What is the word we have been talking about?

Use a Making Choices activity for follow-up. If any of the details I name would be realistic in a painting, say, “That is realistic.” If the details are not realistic, say “That is not realistic.”

- a tree with apples (*That is realistic.*)
- a sky with cotton candy clouds (*That is not realistic.*)
- a dog with three heads (*That is not realistic.*)
- a lake with fish swimming (*That is realistic.*)
- a sky with cats flying (*That is not realistic.*)

Lesson 6: Van Gogh's Landscapes


Application



Writing: Students will plan by generating ideas for writing through class discussions and drawings.

 **TEKS K.10.A**

With adult assistance, students will participate in a shared research activity in order to gather information on their favorite Van Gogh painting.


 **TEKS K.12.B; TEKS K.12.C**

ORGANIZING INFORMATION (5 MIN.)

- Use the Read-Aloud to guide students through listing the famous masterpieces created by Van Gogh.
- Write the names of Van Gogh's paintings included in the Read-Aloud on a bulleted list. Record the information on chart paper.
- Explain to students that as they brainstorm and generate ideas, you will record that information on the chart. Tell students that this will help the class when planning the class book to share the research findings.

MODELING RESEARCH (5 MIN.)

- Ask students to name the question that they are researching in this unit.
- Ask students what step they are working on from the research plan. (*step 2, find answers or facts*)
- Ask students what step they are working on in the writing process. (*step 1, planning and brainstorming*)
- 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.

 **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.B** Develop and follow a research plan with adult assistance; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

- Demonstrate this process. If using the model question, consider using 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 Van Gogh made art. I think I will look at one of the paintings we listed on our bulleted list.
 - [Model looking at the illustrations and text from the Read-Aloud.] Van Gogh made art by painting circular and interesting lines and using large amounts of paint. I think that’s a good fact for my research. [Write *painting* and *unique lines* in one of the boxes on the graphic organizer.]
- Explain that now the class will all do more research together. This time, research the question students selected for the class book.

RESEARCH: GATHERING INFORMATION (10 MIN.)

Activity Page 5.1



- Display Activity Page 5.1, which features the question that students selected in the previous lesson.
- Guide students through the research process using the Read-Aloud and the question that 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.
- Explain to students that as they are finding facts and details to answer the research question, they are also brainstorming ideas for writing the class book.
- 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

7

EXPLORING ART: THE BEAUTY WE SEE

Portraits

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss portraits and how they are unique from other forms of art.

 **TEKS K.1.A**

Reading

With assistance, students will infer how portraits reflect daily life and have changed over time.

 **TEKS K.5.F**

Language

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

 **TEKS K.3.B**

Writing

Students will plan by generating ideas for writing through class discussions and drawings.

 **TEKS K.10.A**

Students will participate in a shared research activity to gather additional information about the class's favorite portrait from the story.


 **TEKS K.12.C**

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.

 **TEKS K.12.C**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

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"/> Images 7A-3, 7A-4, 7A-6, 7A-7, 7A-8, and other images of portraits
Essential Background Information and Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 7A-1–7A-8
“Say Cheese! A History of Portraits”			
Comprehension Questions			
Word Work: <i>Admired</i>			
This is a good opportunity to take a break.			
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

Speaking and Listening

- Collect and prepare to display images of portraits from both the Read-Aloud and elsewhere.
 - Prepare to show Images 7A-3, 7A-4, 7A-6, 7A-7, and 7A-8.
 - Locate images of portraits (e.g., school or family portraits).

Application

- Prepare to display Activity Page 5.1, which was used in previous lessons. Ensure that students have their copies of Activity Page 5.1.
- Throughout this unit, lessons will use 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 students selected this as their research question, it’s suggested to prepare models with a different question, such as “What are some kinds of art?” When preparing for each lesson, determine whether to use these models or custom models. If needed, use a second copy of the Research Model to record additional facts gathered during research.
- Throughout the rest of the unit, lessons will incorporate the writing process in connection with the research project. As students conduct research, model and guide them through the steps of the writing process. As the class goes through the process locating facts and details, students will plan their writing through discussion and drawing.
- Prepare to display the Research Model begun and used in previous lessons.

Universal Access

Reading

- 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. Another option is 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 the experience of creating their own portraits. Have students think about what they want to tell about themselves through their self-portraits. Say, “I am a teacher. I might want to draw myself in a classroom to show that.” Many families order their child’s school photos and will probably have an extra one at home. Ask parents to send one in so students can have that as an option to create their self-portrait. Or have a mirror or a device that can take a

picture, allow students to complete their self-portraits as they view their own images. Have students share their portraits with a partner and tell them why they drew themselves and the background the way they did.

CORE VOCABULARY

admired, adj. very well liked and respected

Example: Firefighters, police officers, and EMTs are admired for their bravery.

Variation(s): admire

apprentice, n. someone who is learning to do a job that needs special skills

Example: He went to work as an apprentice to a carpenter after high school.

Variation(s): none

festivals, n. celebrations

Example: Many communities hold festivals to celebrate Fourth of July.

Variation(s): festival

portrait, n. a painting of a person that captures the their likeness

Example: The portrait of George Washington in the museum allowed us to get a close-up view of what the artist thought his face looked like.

Variation(s): none

Vocabulary Chart for “Say Cheese! A History of Portraits”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	apprentice (<i>aprendiza/o</i>)	admired festivals portrait	
Multiple-Meaning Word			
Sayings and Phrases			

Support

Display images of portraits, including a formal school picture of a teacher or administrator, to help students recall information about portraits.

Challenge

Prompt students to describe portraits they have seen and what types of things they have noticed in the background of portraits.

**EMERGENT
BILINGUAL
STUDENTS**



**Speaking and
Listening**

**Exchanging Information
and Ideas**

Beginning

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 (e.g., “A painting is ___”).

Intermediate

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*) that students can connect with each image.

Advanced/Advanced High

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

ELPS 3.B; ELPS 3.F

Start Lesson

Lesson 7: Portraits

Introducing the Read-Aloud

10M

Speaking and Listening: Students will discuss portraits and how they are unique from other forms of art.

TEKS K.1.A

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 what type of painting they learned about in the previous lesson. (*landscapes*)
- Tell students that in today’s Read-Aloud, they will learn about a new type of painting, called a portrait.

ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

- Ask students what they already know about portraits. Prompt discussion with the following questions:
 - What is a portrait?
 - Where have you seen portraits?
 - Who have you seen portraits of?
 - Have you ever made a self-portrait?
- Ask students if they have any portraits at home. If they do, suggest asking students to take a picture of any portraits in their family (grandparents may have one) and bring that printed picture to school to share about their ancestor.

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 7: Portraits

Read-Aloud



Speaking and Listening: With assistance, students will infer how portraits reflect daily life and have changed over time.

📌 **TEKS K.5.F**

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

📌 **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students that in today's Read-Aloud, they will learn more about portraits.
- Tell students that as they listen to the Read-Aloud, they should think about how portraits today are different from portraits long ago and how portraits have changed over time.
- Tell students to also listen for ways that portraits give us clues about what the daily lives of the people in the portraits were like.

“SAY CHEESE! A HISTORY OF PORTRAITS” (15 MIN.)

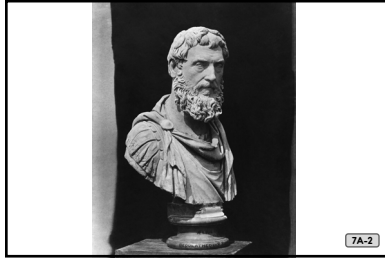


Show Image 7A-1: Say cheese!

When did you last smile for the camera or take a family picture using a smartphone? Today, cameras and smartphones can show us pictures immediately, but, long ago, people had to sit still while an artist painted their picture. This is called a *portrait*. *A portrait is a painting of a person that captures their*

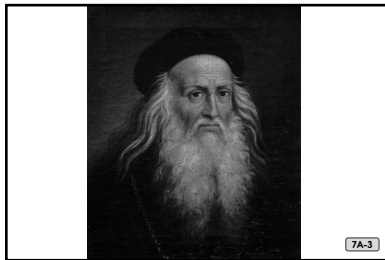
likeness. We can learn a lot about people in the past by looking at their portraits. *What things can you learn by looking at a picture or portrait?* [Pause for students' responses and discuss.]

📌 **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



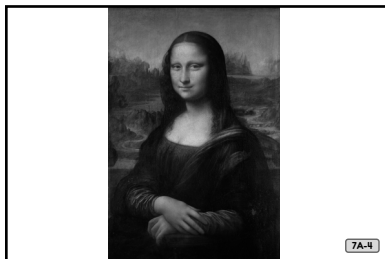
Show Image 7A-2: Sculpture of a person

Portraits have been around for a very long time. People have been creating portraits as representations of others' likenesses for thousands of years. Over the years, the style of portraits has changed many times. In ancient Egypt, people painted them on wood or cloth. In ancient Rome and Greece, people created portraits on coins or made them as sculptures. You can still find these portrayals, or portraits, on coins or as sculptures today. *Think about what you already know about sculptures. How does an artist make a sculpture? [Pause for students' responses.]* Portraits help us understand what life may have been like during a specific time period, including how people looked and dressed.



Show Image 7A-3: Leonardo da Vinci

Leonardo da Vinci was an Italian artist who created many famous works of art. He was born in 1452. Not only was he a talented painter, but he was also a scientist who focused on inventions. He kept books full of ideas and would become well known for these unique writings and drawings. Some of Leonardo da Vinci's drawings were engineering ideas, including flying machines. Others were early ideas for some of his paintings. When Leonardo was fifteen, he was an **apprentice** with a local artist. *An apprentice is someone who is learning to do a job that needs special skills.* Once he became a master artist, people hired him to do drawings, sculptures, and paintings and to design the court **festivals, or celebrations.** Although he created many types of art, he is best known for his portrait called the *Mona Lisa*.



Show Image 7A-4: Mona Lisa

This portrait is Leonardo da Vinci's painting called the *Mona Lisa*. This is considered by many to be the most famous painting of all time. *Has anyone seen this painting before? [Pause for students' responses.]* Take a close look at the *Mona Lisa*. *What do you notice about the lady in this portrait?* You may have noticed the dark colors used in the painting or the beautiful dress *Mona Lisa* is

wearing. Portraits show us how people live their everyday lives. Over the years, many people have tried to guess who the mysterious lady in the portrait is.

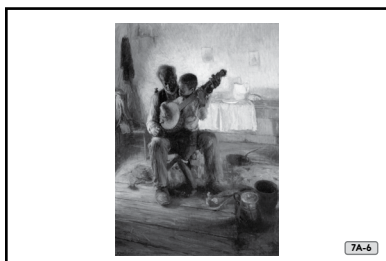


Show Image 7A-5: Close-up of Mona Lisa's mouth

Many people think the most interesting thing about the *Mona Lisa* is her smile. *What do you think is the most interesting thing about the Mona Lisa? Why? [Pause for students' responses and discuss.]* Some people who

have seen the portrait in real life say that her eyes seem to follow you when you move. This is an optical illusion, or a trick of the eye. People praised Leonardo da Vinci for creating such a realistic portrait. *What do you think realistic means? [Pause for students' responses.]* Realistic means that something appears as it does in real life. *Remember, people of long ago did not have cameras to take pictures. If someone wanted a picture of themselves or a family member, they would hire an artist to paint their portrait.*

An interesting fact about the *Mona Lisa* is that it took several years for Leonardo da Vinci to finish. If you look closely at her face, you can see cracks. This happened because Leonardo would paint one thin layer at a time. Then he would paint another layer on top. Over time, these layers would begin to crack. The bigger cracks in the painting are from using a thicker amount of oil paint. The thin cracks come from using a small amount of paint. *Ask the students to look closely at the portrait. Can you find the cracks? Have students point out the big and small cracks.*



Show Image 7A-6: The Banjo Lesson

This portrait is called *The Banjo Lesson* by the painter Henry Ossawa Tanner. *A banjo is a musical instrument similar to a guitar. How is this portrait different from the Mona Lisa? [Pause for students' responses and discuss.]* This portrait is considered one of the most **admired**, *or liked*, works in the last two hundred years. Tanner was

inspired to paint this painting in 1863 after reading a short story with a picture of a young boy learning to play the banjo from an older man. In the story, the man gave the boy his only possession, the banjo, for Christmas for them to share and enjoy. This painting tells a story of caring and determination as the man holds up the banjo for the boy, who looks as if he is concentrating and working hard.



EMERGENT BILINGUAL STUDENTS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students to point at, name, and describe some of the objects they observe in *The Banjo Lesson* and encourage them to ask their own questions about the portrait.

Intermediate

Provide students with specific sentence frames to ask and answer questions (e.g., "*The Banjo Lesson* looks different from the other portraits we've seen so far because . . .").

Advanced/Advanced High

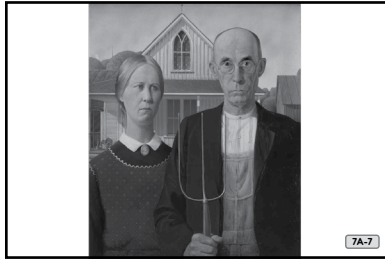
Encourage students to use content-related words in complete sentences to ask and answer questions (e.g., "What can the background in *The Banjo Lesson* tell us?").

ELPS 3.B

You can tell a lot more by looking carefully at the expressions on their faces, how they are standing, and what is in the background of the portrait. *How does the painting help you understand how the man and boy feel about the banjo?* [Pause for students' responses.] *(The boy and the man enjoy the banjo.) Why do you think this story inspired the artist to paint about the boy, the man, and the banjo?* [Pause for students' responses and discuss.]

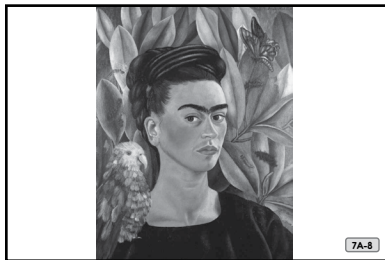
Support

Explain to students that when something inspires an artist, it encourages the artist, or makes the artist want to create something. Remind students that many artists are inspired by nature or things in everyday life.



Show Image 7A-7: American Gothic

Take a look at this portrait called *American Gothic* by an artist named Grant Wood. *What do you notice in this painting?* [Pause for students' responses.] Wood created this portrait almost one hundred years ago. Wood wanted to show what life was like in the country. *Think about what you have learned about life on the farm. What can you tell about the life of the people in this portrait?* [Pause for students' responses.] This portrait shows a father and daughter standing straight, wearing clothes that people would have worn long ago. Where do you think they are standing? [Pause for students' responses and discuss.] Grant Wood was also inspired by the world around him. When he traveled to Iowa, he noticed a farmhouse built in the 1800s. [Point to Iowa on a map of the United States.] This is where he got the idea for the setting of the painting. Wood wanted to show specific things in this portrait, including the pitchfork, the overalls the man is wearing, and the serious faces. *What do you think the artist wanted us to know about life on the farm?* [Pause for students' responses.] *(Answers may vary but should include the idea that life on a farm back then was not easy.)*



Show Image 7A-8: Self-Portrait with Bonito

This portrait is different from the other ones we have looked at. It is called *Self-Portrait with Bonito* by the artist Frida Kahlo. What makes this different is that Kahlo painted it of herself. This is called a self-portrait. Born in 1907, Kahlo is one of Mexico's most famous artists. Her home in Coyoacán has become one of the most popular museums in Mexico City. [Point to Coyoacán, Mexico City, Mexico, on a world map or globe.] In 2001, Kahlo was honored by being featured on a United States postage stamp. Kahlo showed great determination in her life by overcoming challenges and illness. What other

Challenge

Have students compare and contrast the challenges faced by artists Henri Matisse and Frida Kahlo.

artists can you think of that also showed great determination? [Pause for students' responses.] Look more carefully at this self-portrait. What do you notice about the colors the artist used? (She is wearing black. The background is bright green.) How is this painting different from other portraits you have learned about today? [Pause for students' responses and discuss.]

Portraits have changed a lot over the years. You can tell much about a specific period by looking closely at portraits from that time. Artists include details in their paintings that give us clues about what life was like when they created the art. What do you think the pictures we take today tell about our lives?



Check for Understanding

How do portraits reflect the everyday life of the time period shown in the portrait? (Answers may vary, but students should understand that things like the clothing that is worn, the background, and any objects the people are holding can teach us things about their everyday lives.)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What are some different materials that people have used to create portraits? (People have created portraits on wood, cloth, coins, and as sculptures.)
2. **Literal.** What caused the cracks in the Mona Lisa? (It was painted over a long period of time. The layers of oil paint that Leonardo da Vinci used would dry out and crack.)
3. **Inferential.** What inspires artists? (Answers may vary. Students may remember that artists can be inspired by nature. From the Read-Aloud, they can infer that artists can be inspired by stories like the one that inspired Henry Ossawa Tanner to paint The Banjo Lesson.)
4. **Evaluative.** Why do you think the story that Tanner read about the young boy learning how to play the banjo from the older man was so inspirational to him? (Answers may vary but could include ideas such as the man gave his only possession to the boy, he was being kind, he wanted to pass his knowledge and talent to the boy, etc.)
5. **Inferential.** How have portraits changed over time? (Answers may vary, but students should understand that the people and things represented in

portraits show what life was like during that time period. The clothing people wore and what is shown in the background will look different in different time periods. People also now use cameras and smartphones to take portraits today, whereas before they were all created by artists drawing and painting their subjects.)

WORD WORK: ADMIRED (5 MIN.)

1. In the Read-Aloud, you heard that *The Banjo Lesson* is one of the most admired works in the last two hundred years.
2. Say the word *admired* with me.
3. Something that is *admired* is very well liked and respected.
4. You may have admired someone's new clothes or shoes. You may have admired a cool toy you saw in the store. You may have admired a classmate's work, such as how quickly they answered math facts, or the story or artwork they created.
5. Describe something that you have admired. Use the word *admired* in your sentence. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I admired . . ."].
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 admiring things. For each example, I want you to tell me what is being admired and by whom. Try to answer in complete sentences. Format your responses as "___ admired ___."

- Lorna looked at the 500-piece puzzle her brother had completed and was amazed that he had been able to finish it. (*Lorna admired her brother and his puzzle skills.*)
- Sue told her friend Javier that she really liked his new shoes. (*Sue admired Javier's shoes.*)
- Juan has read all of the books by his favorite author and can't wait for new ones to come out. (*Juan admired his favorite author and their books.*)
- Mom couldn't stop talking about how well made her new dining table was. (*Mom admired the new table and the carpenter's skills.*)

Lesson 7: Portraits

Application



Writing: Students will plan by generating ideas for writing through class discussions and drawings.


 **TEKS K.10.A**

Students will participate in a shared research activity to gather additional information about the class's favorite portrait from the story.

 **TEKS K.12.C**

MODELING RESEARCH (10 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*)
- Ask students what step they are working on in the writing process. (*step 1, planning and brainstorming*)
- 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, 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 Leonardo da Vinci made art.
 - I think I will look at how he painted the *Mona Lisa*. [Model looking at the illustrations and text from the Read-Aloud.] Leonardo da Vinci worked on the *Mona Lisa* over a long period of time. He used dark colors and layers of oil paint.
 - I think that's a good fact for my research. [Write *oil paint* and *working over*

 **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

time on the graphic organizer.]

- Explain that now you will all do more research together. This time, you will research the question that students selected for the class book.

Activity Page 5.1



Support

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

Challenge

Ask students if they remember details from the Read-Aloud that help answer your question.

**EMERGENT
BILINGUAL
STUDENTS**



Writing

Writing

Beginning

Have students write a word that describes their information.

Intermediate

Have students write a phrase that describes their information.

Advanced/Advanced High

Have students write multiple phrases that represent their information.

ELPS 5.F

RESEARCH (10 MIN.)

- Display Activity Page 5.1, which features the question that students selected in the previous lesson.
- Guide students through the research process, using the Read-Aloud and the question that 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.
- Explain to students that as they are finding facts and details to answer the research question they are also brainstorming ideas for writing the class book.
- Tell students that they will return to this graphic organizer in other lessons. They will use it as they collect more research.



Check for Understanding

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

End of Lesson

8

EXPLORING ART: THE BEAUTY WE SEE

Presidential Portraits

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss what they notice about each presidential portrait.

 **TEKS K.1.A**

Reading

Students will use text evidence and analyze presidential portraits to infer details about former presidents' lives.

 **TEKS K.5.F**

Language

Students will demonstrate an understanding of the Tier 3 word *background*.

 **TEKS K.3.B**

Writing

Students will plan by generating ideas for writing through class discussions and drawings.

 **TEKS K.10.A**

Students will participate in a shared research activity to gather information about presidential portraits.


 **TEKS K.12.C**

FORMATIVE ASSESSMENTS

Activity Page 5.1

Research Students will participate in a shared research activity to gather information about presidential portraits.

 **TEKS K.12.C**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	
Making Predictions			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 8A-1–8A-7
“Presidential Portraits”			
Comprehension Questions			
Word Work: <i>Background</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Modeling Research	Whole Group	20 min.	<input type="checkbox"/> Activity Pages 4.1, 5.1 <input type="checkbox"/> Research Model (Digital Components) <input type="checkbox"/> drawing supplies <input type="checkbox"/> chart paper
Research			

ADVANCE PREPARATION

Application

- 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 use 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 students selected this as their research question, it’s suggested to prepare models with a different question, such as “What are some kinds of art?” When preparing for each lesson, determine whether to use these models or custom models. If needed, use a second copy of the Research Model to record additional facts gathered during research.
- Prepare to display the Research Model begun in previous lessons.

Universal Access

Reading

- Locate a map of the United States showing Illinois, Hawaii, and Texas.
- Locate a map of the world showing Indonesia.
- Gather different books about portraits or images of various portraits, including photographs that are portraits (e.g., formal school pictures), to pass around the class. The school or local library may be a good resource for this. Another option is to consult the website of the National Portrait Gallery, which is dedicated to this form of artwork.

CORE VOCABULARY

background, n. the area or scenery behind a subject (i.e., a person, place, or thing) that can contain clues about the subject

Example: The background of the image on the cover of the book told the reader that the story would take place near the beach.

Variation(s): none

collection, n. a related group of items or people

Example: The large collection of seashells had been gathered over many years.

Variation(s): none

presidential, adj. a way to describe something that is connected to the president, the job of serving as president, or the way a president acts

Example: Our class took a presidential tour of the White House on our school field trip today.

Variation(s): none

Vocabulary Chart for “Presidential Portraits”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	background presidential (<i>presidential</i>)	collection	
Multiple-Meaning Word			
Sayings and Phrases			

Support

Remind students that portraits are paintings of a person that include clues that describe the person, such as their clothing, their facial expressions, or items in the background.

Challenge

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

**EMERGENT
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STUDENTS**



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about portraits and encourage students to ask their own questions (e.g., “Is a portrait a picture of a real person?”).

Intermediate

Provide students specific sentence frames to ask and answer questions about portraits (e.g., “I saw a portrait of ___”) and encourage students to ask their own questions.

Advanced/Advanced High

Challenge students to ask and answer questions in complete sentences (e.g., “I saw a portrait in a museum.”).

ELPS 1.E; ELPS 3.F

Lesson 8: Presidential Portraits

Introducing the Read-Aloud

10M

Speaking and Listening: Students will discuss what they notice about each presidential portrait.



TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students that in today’s Read-Aloud, they will learn about paintings of presidents, called presidential portraits.
- Ask students what type of painting they learned about in the previous lesson. (*portraits*)
- Ask students what they remember about presidents. (*Answers may vary but should include that the president is chosen by the people and leads the country.*)
- Ask students if they remember the names of any presidents they have already learned about. (*Answers may vary but should include George Washington, Thomas Jefferson, or Abraham Lincoln.*)

MAKING PREDICTIONS (5 MIN.)

- Ask students to name any portraits they remember.
- Ask students to name what is included in a portrait.
- Explain that in this lesson, they will learn about a special kind of portrait. The portraits in today’s Read-Aloud are called presidential portraits.
- Tell students that *presidential* is a word that is used to describe a president.
- Ask students what they think a presidential portrait might be.
- Ask students what they think might be included in a presidential portrait.



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.



Check for Understanding

Recall: Ask students what a president is. (*A president is the leader of the country who is elected by the people.*)

Ask students to recall any presidents of the United States they remember. (*Answers may vary but should include George Washington, Thomas Jefferson, or Abraham Lincoln.*)

Lesson 8: Presidential Portraits

Read-Aloud



Reading: Students will use text evidence and analyze presidential portraits to infer details about former presidents' lives.

TEKS K.5.F

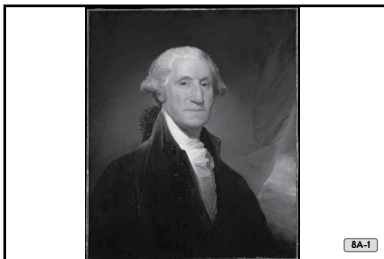
Language: Students will demonstrate an understanding of the Tier 3 word *background*.

TEKS K.3.B

PURPOSE FOR LISTENING

- Tell students that today they will learn about presidential portraits.
- Tell them to listen carefully to ways that presidential portraits are like and unlike other portraits.

“PRESIDENTIAL PORTRAITS” (15 MIN.)



Show Image 8A-1: Portrait of George Washington

Portraits are a special kind of artwork. *Do you remember what a portrait is? A portrait is a painting of a person.* To be in a portrait, you must sit still for hours every day while the artist paints your picture. *Would you be*

TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

able to sit still long enough for a portrait? [Pause for students' responses.] Many portraits are of famous or important people. Today you will learn about a special type of portrait called a **presidential** portrait, *which means it is a portrait of a United States president.* Do you recognize the person in this portrait? It is George Washington. *Who was George Washington?* [Pause for students' responses.] Washington was the first president of the United States. One of the traditions of being a United States president is to have a portrait made. This portrait hangs in the National Portrait Gallery in Washington, D.C. There is one portrait of each president there.

Long ago, a painted picture was the only way to see a president's appearance! People could learn important information about the president by a portrait. These portraits provided clues about the presidents, such as their facial expressions, the clothes they wore, and objects painted in the **background.** *The background is the part of a painting that is behind the person. What clues about George Washington does this portrait give us?* [Pause for students' responses.]



Show Image 8A-2: National Gallery of Art, Washington, D.C.

Gilbert Stuart painted the likeness of George Washington we just looked at. [Show Image 8A-1.] He ended up painting over one hundred portraits of George Washington throughout his life. He painted the portraits of the first five presidents: George Washington, John Adams,

Thomas Jefferson, James Madison, and James Monroe. Stuart is known for painting lifelike portraits. An interesting fact about these presidential portraits is that Stuart made two sets. Each set was meant to be displayed, or shown, together as a **collection.** *A collection is a group of objects.* However, there was a fire that destroyed one of the collections. Now only one collection of these paintings is left in the world. You can find the remaining portraits at the National Gallery of Art in Washington, D.C., our nation's capital.

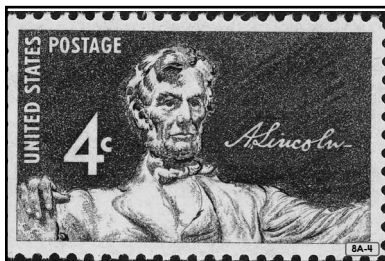


Show Image 8A-3: Portrait of Abraham Lincoln

Do you recognize the president in this portrait? Abraham Lincoln was the sixteenth president of the United States. *Where have you seen this president before? [Pause for students' responses and discuss.]* You may

have seen this president on a dime, the Lincoln

Memorial, Mount Rushmore, or even on TV. President Lincoln is known for his strong leadership, honesty, and integrity. *Integrity means doing what is right even when no one is looking. That is why we also refer to President Lincoln as "Honest Abe."* There are many different portrayals of President Lincoln. Most of them show him with a serious expression, a long, dark beard, and a top hat. Although he was six feet tall, President Lincoln loved wearing top hats, so people often painted him wearing one. The artist George Healy painted President Lincoln's portrait in 1887. *What clues does this portrait give us about him? [Pause for students' responses.] (Answers may vary but should support the idea that presidents have jobs with a lot of responsibility.) What do you think his facial expression reveals about him? [Pause for students' responses and discuss.]*



Show Image 8A-4: Lincoln's postage stamp

One of George Healy's portrayals of President Lincoln was used as a model for the postage stamp that was created in 1959 to honor Lincoln's birthday. *Who knows what a postage stamp is? [Pause for students' responses.]*

Postage stamps are stickers that are placed on envelopes when we mail letters. Stamps pay

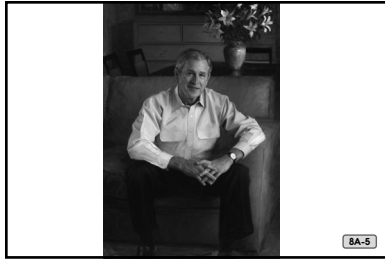
for the cost of sending a package or letter. [Show Image 8A-4.] How is this picture of President Lincoln on the postage stamp similar to Healy's painting? [Show Image 8A-3 again.] How is it different? [Pause for students' responses and discuss.]

Support

Have students compare the presidential portraits of George Washington and Abraham Lincoln.

Challenge

Have students explain the difference between a portrait that was painted and a portrait taken by a camera.

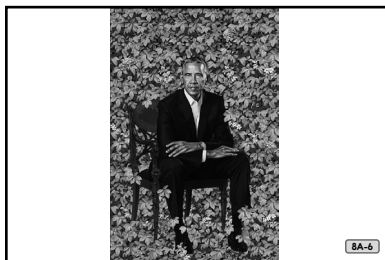


Show Image 8A-5: Portrait of George Walker Bush

Another president who sat for a portrait was our forty-third president, George W. Bush. George W. Bush graduated from Yale University, then he went to Harvard and received a degree in business. Before he became the president, George W. Bush was

the governor of Texas. *The governor is someone the people elect to be their state's leader.* An interesting fact about George W. Bush is that his father, George H. W. Bush, was also the president of the United States. Both father and son have presidential portraits.

George W. Bush selected artist Robert Anderson to paint his picture. The former president and Anderson attended Yale University as college students. *[Show Image 8A-5.] What do you notice about this picture of President Bush? Pause for students' responses and discuss.]* This portrait is unique because it shows George W. Bush very relaxed, smiling, and posing in a long-sleeved shirt instead of a suit and tie. *Why is this unique, or different? [Pause for students' responses.] (Answers may vary but should support the idea that Bush's portrait looks more modern and is less formal.)*



Show Image 8A-6: Portrait of Barack Obama

Presidential portraits continue to be a tradition in the United States. In 2008, after voters elected President Barack Obama as our forty-fourth president, artist Kehinde Wiley painted his portrait. *What do you notice about this portrait of President Obama? [Pause for students' responses and discuss.]* Kehinde

Wiley did not paint the former president at a desk with papers. Instead, he used the natural world in his painting. He painted Barack Obama in front of many different plants. Many of Wiley's portraits contain flowers or plants in the background. This is another way that his portraits are unique. *Think about the styles of some of the other portraits you have studied. What were some special things you can remember about each? [Pause for students' responses.] (Answers may vary but should note similarities and differences in style to Image 8A-6.)* The plants in this portrait are from places that were important to President Obama. These places include Indonesia, where he lived as a boy, and Hawaii, where he grew up. *[Point to Indonesia and Hawaii*

on a world map or globe.] One of the plants is the state flower of Illinois, where Barack Obama lived before becoming president. [Point to Illinois on a United States map.] Why do you think Wiley painted all these colorful plants in the background? [Pause for students' responses.] (Answers will vary but should support the idea that Wiley shows important things about who the former president is.)



Show Image 8A-7: Portraits in a museum

Have you ever seen a portrait in a museum?

[Pause for students' responses.]

Portraits, like those of the presidents, give us details about a person's life. Whether a portrait is of someone famous or an everyday person, it can help us understand things about the person and the time they lived. Artists often

include personal objects or other things in the background that tell us more about the person in the portrait. What can a portrait tell us about a person?

[Pause for students' responses and discuss.] The next time you see a

painting that is a portrayal of someone, look closely to see what you can tell about that person's life. If you had a portrait made of yourself, what kinds of

things would you want to include in the background of your portrait? [Pause

for students' responses.] What do you think you would like people to learn

about you if they were to someday view your portrait? [Pause for students'

responses and discuss.]



Check for Understanding

Recall: What makes presidential portraits unique, or different from other portraits? (Answers may vary but could include that presidential portraits are portraits of presidents and that each president has a portrait.)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is one place we can go to see presidential portraits? (*The National Portrait Gallery in Washington, D.C.*)
2. **Literal.** Why are the portraits of presidents painted? (*Long ago, they were painted so that people could view the president's appearance. Another reason, both past and present, is to share details about a president's life with viewers.*)



**Exchanging Information
and Ideas**

Beginning

Ask students simple yes/no questions (e.g., “Does a presidential portrait have a background?”) and have them ask their own questions about presidential portraits.

Intermediate

Provide students with specific sentence frames to ask and answer questions (e.g., “Presidential portraits show . . .”).

Advanced/Advanced High

Encourage students to use content-related words in complete sentences to ask and answer questions (e.g., “Presidential portraits show information about presidents, such as what they looked like, the clothes they wore, and things they did as president.”).

ELPS 1.E; ELPS 3.F

3. **Inferential.** Why do the presidential portraits hang in the museum called the National Portrait Gallery? Why do you think the portraits of presidents are displayed for people to view? (*Presidential portraits hang in the National Portrait Gallery and other places for people to enjoy and learn about the presidents.*)
4. **Inferential.** What can we learn by viewing a presidential portrait? (*Answers may vary but should reflect the idea that each portrait represents the unique qualities of each president, such as physical appearance, background, what may have been happening at that time, what is important to that president, portrait style, etc.*)
5. **Evaluative.** What style of portrait would you like to see painted of yourself? What kinds of things would you have the artist place in the background to tell someone about your life? (*Answers may vary, but students should draw on information from the text, such as a traditional pose, a casual pose, or a pose inspired by nature.*)

WORD WORK: BACKGROUND (5 MIN.)

1. In the Read-Aloud, you heard “These portraits provided clues about the presidents, such as their facial expressions, the clothes they wore, and objects painted in the background. The background is the part of a painting that is behind the person.”
2. Say the word *background* with me.
3. The *background* of a painting might be a room or a scene from nature.
4. Presidential portraits contain a background. The background can provide clues about the time period when the president was alive.
5. Describe what you would include in the background of a portrait painted of yourself. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The background of my portrait would have . . .” or “My portrait’s background would have . . .”]
6. What is the word we have been talking about?

Use a Making Choices activity for follow-up. [Show Image 8A-1.] What kinds of things do you see in the background of George Washington’s portrait? Be sure to begin your responses with “The background has . . .” Try to answer in complete sentences.

Lesson 8: Presidential Portraits

Application



Writing: Students will plan by generating ideas for writing through class discussions and drawings.

TEKS K.10.A

Students will participate in a shared research activity to gather information about presidential portraits.

TEKS K.12.C

MODELING RESEARCH (5 MIN.)

- Ask students to name the question that 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 using the model question, 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 presidential portraits are made. I think I will look at how some portraits are posed in a traditional way, while others are posed more casually.
 - [Model looking at the images and text from the Read-Aloud.] The portrait of George Washington is traditional because this portrait shows a serious background and pose. I think those are good facts for my research. [Write *standing, serious face* on the graphic organizer.]
 - Now I need a way in which some presidential portraits are not traditional. [Model looking at the images and text from the Read-Aloud.] The portrait of George W. Bush is not traditional. The pose and background are not

Support

Review the research plan, Activity Page 4.1.

Challenge

Ask students to recall details from the Read-Aloud that help them answer their question.



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Write or Draw

Beginning

Prompt students with simple questions that students can write or draw a response to (e.g., "Who is in a presidential portrait?").


Intermediate

Provide an image and give students specific sentence stems to write (e.g., "The background in this portrait shows ...").

Advanced/Advanced High

Encourage students to include content-related words, such as *background*, in their work.

ELPS 5.B

 **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

traditional. President Bush is sitting on a couch. The background is a regular room. I think those are good facts for my research. [Write *sitting at home, relaxed* on the graphic organizer.]

- Explain that now you will all do more research together. This time, you will research the question that students selected for the class book.

Activity Page 5.1



RESEARCH (15 MIN.)

- Display Activity Page 5.1, which features the question that students selected in the previous lesson.
- Guide students through the research process, using the Read-Aloud and the question that 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.
- Tell students that they will return to this graphic organizer in other lessons. They will use it as they collect more research.



Check for Understanding

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

End of Lesson

Pausing Point

- You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.
- You may have students do any combination of the activities listed below, in any order. You may choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

REVIEW AND ENRICHMENT

Nature Creativity (Texture, Shape, Color, Form)

Materials: sticks, leaves, flower petals, etc., drawing paper and utensils, heavy paper, glue

- Have students take a nature walk outdoors to hunt for sticks, leaves, flower petals, small pebbles, and other items from nature. Have students lay out their treasures and encourage them to try to group similar colors and shapes together. On a piece of paper, have students draw (or print a template) of something they saw in nature — a tree, a bird, a pond, etc. Then, have them glue their natural elements into the drawing, using lines, shapes, textures, and form to make the drawing come to life! Students will then compare their creation to the works of Miro, Asawa, etc.

Sand Painting (Texture, Color, Shape)

Materials: sand, tempera paint, heavy paper

- Ask students to recall what they learned about Van Gogh painting in the sandstorm. Discuss that Van Gogh liked how the grains of sand mixed with the paint. Have students apply what they learned about Van Gogh's experience painting on the beach by mixing sand with tempera paint. Allow students to create landscapes using their fingers to apply the paint, instead of brushes. Encourage students to describe the texture as they paint their landscapes.

Line and Color

Materials: sticks, leaves, flowers, rocks, other items from nature

- Talk about the different kinds of lines — straight, angled, curly, etc.—that students have seen in different pieces of art. It would be helpful to show a diagram of different types of lines or draw examples of each on chart paper or the board.
- Ask students to think about different kinds of lines. Discuss the words *horizontal* (when a line runs side to side, like the horizon), *vertical* (when a line runs up and down) and *diagonal* (when a line runs on an angle). Display a landscape they previously learned about and display a three-column chart labeled *I see...I think...I wonder*. Have students share what they see, think, and wonder about as they look closely at the different lines present in the painting. Next, have students draw different types of lines on their papers using oil pastels. Do this by saying aloud the type of line and the direction in which to draw the line.
- When each line is complete, ask students to switch to a new color to get ready for the next line. Once the lines have been drawn, children fill in the spaces between the lines using brightly colored tempera paints.

9

EXPLORING ART: THE BEAUTY WE SEE

Texas Skyspaces

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss how art can connect to nature, with a focus on the Texas sky.

 **TEKS K.1.A**

Reading

Students will make inferences about art found in nature and use evidence in discussing the Read-Aloud “Texas Skyspaces.”

 **TEKS K.5.F**

Language

Students will demonstrate an understanding of the Tier 3 word *exhibit*.

 **TEKS K.3.B**

Writing

Students will plan by generating ideas for writing through class discussions and drawings.

 **TEKS K.10.A**

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


 **TEKS K.12.C**

FORMATIVE ASSESSMENTS

Activity Page 5.1

Texas Skyspace Research Students will participate in a shared research activity to gain information about works of art.

 **TEKS K.12.C**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

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 6A-9 <input type="checkbox"/> Image 9A-2 <input type="checkbox"/> map of Texas
Essential Background Information and Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 9A-1–9A-9
“Texas Skyspaces”			
Comprehension Questions			
Word Work: <i>Exhibit</i>			
Application (20 min.)			
Multiple-Meaning Word: <i>Frame</i>	Whole Group	20 min.	<input type="checkbox"/> Poster 3M: Frame (Flip Book) <input type="checkbox"/> Activity Pages 4.1, 5.1
Modeling Research			
Research			

ADVANCE PREPARATION

Application

- 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.
- Throughout the rest of the unit, lessons will incorporate the writing process in connection with the research project. As students conduct research, model and guide them through the steps of the writing process. As the class goes through the process locating facts and details, students will plan their writing through discussion and drawing.
- Prepare to display the Research Model, which you worked on 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: There is one Skyspace that uses light bulbs, which are an artificial light source, when the sky is not bright.

Variation(s): none

exhibit, n. a place where art is shared with people

Example: The art exhibit will be at the city museum this Friday night.

Variation(s): none

observatory, n. a place where you can observe, or watch, the sky

Example: We went to the observatory last night to observe the stars in the sky.

Variation(s): none

university, n. a type of school or college you can go to after you graduate from high school

Example: My brother decided to attend a local university after he graduates high school.

Variation(s): universities

Vocabulary Chart for “Texas Skyspaces”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	exhibit observatory (<i>observatorio</i>)	artificial (<i>artificial</i>) university (<i>universidad</i>)	
Multiple-Meaning Word			frame
Sayings and Phrases			

Image 6A-9



Start Lesson

Lesson 9: Texas Skyspaces

Introducing the Read-Aloud

10M

EMERGENT BILINGUAL STUDENTS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about what Van Gogh painted and encourage students to ask their own (e.g., “Did Van Gogh paint the stars in the night sky”).

Intermediate

Provide students specific sentence frames to ask and answer questions about paintings (e.g., “Van Gogh painted the sky because ___”).

Advanced/Advanced High

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

ELPS 1.E; ELPS 3.F

Challenge

Ask students to use the map to determine which Skyspace is closest to them.

Image 9A-2



Speaking and Listening: Students will discuss how art can connect to nature, with a focus on the Texas sky.

TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Show Image 6A-9: The Starry Night

- Ask students to describe what the sky looks like in Vincent Van Gogh's *The Starry Night*. (*Answers may vary, but students should note details such as the colors used and the presence of stars, clouds, and the moon.*)
- Ask students why artists might be interested in painting the sky. (*Answers may vary, but students may note that Matisse and Van Gogh painted many things from nature.*)

ESSENTIAL BACKGROUND INFORMATION AND TERMS (5 MIN.)

- 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.
- Explain to students that James Turrell created places called Skyspaces that frame the light in the sky. A Skyspace is a room with an opening in the ceiling. The room is painted a solid color, and when you look at the sky through the opening, it makes the sky seem flat.

Show Image 9A-2: Image of a Skyspace

- Ask students to describe what they notice in the photo.
- Tell students that there are three Skyspaces in Texas. [Point to Austin, Houston, and Fort Worth on a map to show the locations of the Skyspaces.]

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.



Check for Understanding

Recall: Ask students to explain how one of the artists they have studied uses nature in their work. (*Answers may vary, but students may remember that Ruth Asawa's sculptures are inspired by the lines and forms found in plants and in nature. She used wire to make animals, spiderwebs, and butterfly wings.*)

Lesson 9: Texas Skyspaces

Read-Aloud



Reading: Students will make inferences about art found in nature and use evidence in discussing the Read-Aloud “Texas Skyspaces.”

 **TEKS K.5.F**

Language: Students will demonstrate an understanding of the Tier 3 word *exhibit*.

 **TEKS K.3.B**

PURPOSE FOR LISTENING


- Tell students that today they will learn about an artist named James Turrell and the art he created in Texas. 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 and to find out where in Texas they can go to view his art.

“TEXAS SKYSPACES” (15 MIN.)



Show Image 9A-1: Texas sun setting in the sky

Have you ever been awake early enough to see a Texas sunrise? Maybe you have seen a beautiful sunset. The Texas sunrise and sunset can be very pretty, with many colors. *What colors have you noticed in the sky at sunrise or sunset?* [Pause for students’ responses.] If

 **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

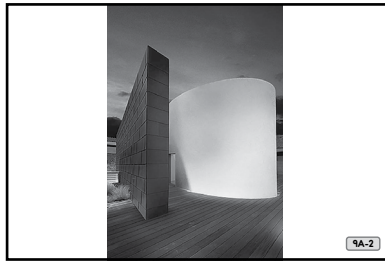
Flip Book Poster 3M



Support

The word frame has multiple meanings. Show Poster 3M and use the definitions and pictures to explain the different meanings of frame.

you have ever taken the time to notice how beautiful the Texas sky is, you are not alone! There are many ways to capture the beauty of the sky, and we are going to learn about one artist who was inspired by the world around him and framed mother nature for others to view and enjoy.

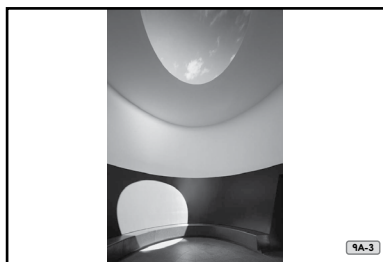


Show Image 9A-2: What is a Skyspace?

Special photographs, drawings, and paintings often have frames around them. Many artists frame their artwork. But one artist decided to frame something very different. *Can you name some things he might have wanted to frame?* [Pause for students' responses and discuss.]

James Turrell wanted to frame something you would not usually think about framing. This artist wanted to frame the sky.

Turrell created places called Skyspaces that frame the light in the sky. Skyspaces are rooms with an opening in the ceiling. The room is painted a solid color, and when you look at the sky through the opening, it makes the sky seem flat. *Skyspaces sometimes have walls and sometimes they do not. The room could be open to nature with just a ceiling and floor.* When someone sits in a 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?* 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-3: View of clouds from Skyspace

Some Skyspaces use only sunlight. When the sun is in the sky directly above the Skyspace, you will not see a shadow. But if you sit and watch all day, you will start to see shadows in the Skyspace. You may see clouds come and go, a bird fly by, or an airplane zoom past. For

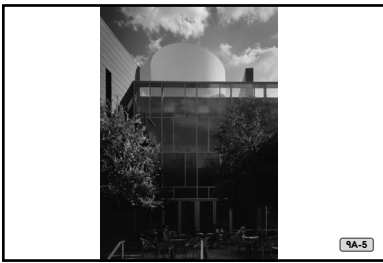
a moment, those things become part of the artwork, too. When you look at something through an opening, it can change the appearance of the object. *[Have students form a circle with their hands to create a "telescope."]* *Look through your "telescope" at objects around the room. What do you notice?* (Answers may vary but should include the concept that students notice more detail because they can focus on only a small area.)



Show Image 9A-4: Turrell experimenting with light

Some artists paint, draw, or use torn scraps of paper, but James Turrell uses light to create art. Born in California in 1943, Turrell enjoyed the desert and was interested in light. When in college, he studied math and science. Later, he decided to go to school to study art. In art

school, when students were deciding what materials they wanted to work with, Turrell began experimenting with light. He found that playing with light can make objects look different. He would shine a light on different objects around the room. He would move behind the wall to see how light traveled. He changed the brightness of the lights to see what the objects looked like in the light and in the dark. *Have you ever cast shadows on the wall in the dark with your fingers? What did you notice? [Pause for students' responses.] (Students may say that they can create shadow puppets in the dark.)*



Show Image 9A-5: Skyspaces as exhibits

Turrell constructed his first Skyspace in Italy in 1974. This became such a popular **exhibit** that he was asked to build more of them.

An exhibit is a place where art is shared with people. Since then, he has built more than

eighty Skyspaces in many places all around the world. Each place Turrell selected has its own

unique view of the sky. Texans do not have to travel far to see the famous Turrell Skyspaces—the vast Texas skies make it an especially good place for Skyspaces. We are going to learn about three Skyspaces built in the state of Texas!



Show Image 9A-6: Twilight Epiphany Skyspace in Houston, Texas

Twilight Epiphany is the name of the Skyspace in Houston, Texas. The *Twilight Epiphany* Skyspace is located on the Rice **University** campus. *A university is a type of school or college you can go to after you graduate from high school. Many people go to universities*

to learn more about the job they want to have when they grow up. For James Turrell, the most important part of the Skyspace is light. Some Skyspaces only use light from the sun, so you would probably not be able to see a

shadow when the sun is directly above the Skyspace. However, *Twilight Epiphany* has a special kind of **artificial** light that can be seen around sunrise or sunset. *Artificial means something is man-made, not found in nature.* This light comes from differently colored light bulbs. While watching the sunrise or sunset, these artificial lights also shine in the Skyspace, changing colors to help people see the sky in a new way.



Show Image 9A-7: The Color Inside Skyspace at University of Texas in Austin

Another Skyspace, called *The Color Inside*, is located at the University of Texas in Austin. *The Color Inside* is designed to be viewed for an hour at both sunrise and sunset. During these times, the changes of light make the colors of the Skyspace especially beautiful.

Visitors can sit inside a circular **observatory** and look through the opening in the ceiling to see the sky. *An observatory is a place where you can observe, or watch, the sky. Think about what the sky looks like when you wake up in the morning, at lunchtime, and later in the evening. The sky changes throughout the day as the earth moves.* This is what is happening outside. The earth is spinning, and this makes it look like the sun is moving. James Turrell created this observatory as a peaceful place for people to sit and think.



Show Image 9A-8: The Keith Skyspace in Fort Worth, Texas

The Keith Skyspace is the newest Skyspace, located in Fort Worth, Texas. Keith House is in the middle of the city, surrounded by green spaces, in a wooded area near the Trinity River. It is considered to be a natural spot surrounded by a vast, growing city. *How do*

you think the view in the Skyspace changes when it is surrounded by trees? [Pause for students' responses and discuss.]

Visitors to *The Keith Skyspace* enter the Skyspace and sit in pews, or long benches, around the room. These pews can be moved around the room to follow the movement of the sky. *What do you imagine you would see if you were able to observe the sky from this Skyspace during the day? [Pause for students' responses.] (Answers may vary but should include ideas such*

as clouds, rain, the sun, and airplanes.) Adding this exhibit to the local community offers opportunities for people to explore and see art in an exciting and different way.



Show Image 9A-9: Colorful Texas sunrise

James Turrell found inspiration in the beauty of the sky and wanted people to see things differently. *How do you think viewing the sky in a Skyspace is different from viewing it from somewhere else, such as from a park or school? [Pause for students' responses and discuss.]* You don't have to wait long to

experience the sky in a Skyspace the way Turrell wants you to. The next time you go outside, slow down for a moment, stop, and look up. Stay quiet for a minute. Pay attention to the way the light looks. Do you notice anything different? What wonderings do you have about how James Turrell uses light in his Texas Skyspaces?



Check for Understanding

Recall: In what three Texas cities can you find James Turrell's Skyspaces? (Austin, Houston, Fort Worth)

COMPREHENSION QUESTIONS (10 MIN.)

- Inferential.** Why are Turrell's artworks called Skyspaces? (*because he works with the changing light in the sky, etc.*)
- 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.*)
- Inferential.** Do people like Turrell's Skyspaces? How do you know? (*Yes. He has been asked to build them in many countries.*)
- 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.*)



EMERGENT BILINGUAL STUDENTS

Speaking and Listening

Exchanging Information and Ideas

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 1.E; ELPS 3.F

Support

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

Challenge

How is James Turrell's artwork similar and different from other artists you have learned about?

5. **Inferential.** How do people in Texas benefit from having three Skyspaces in the state? (*People are able to travel to the different Skyspaces to learn more about James Turrell, how he uses light to create art, and the opportunity to explore different Texas cities.*)
6. **Evaluative.** Would you rather visit a Skyspace or visit a museum with a painting of the sky? Why? 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 Van Gogh saw them or that they would like to focus on the light as Turrell wants them to.*)

WORD WORK: EXHIBIT (5 MIN.)

1. In the Read-Aloud you heard “Turrell constructed his first Skyspace in Italy in 1974. This became such a popular exhibit that he was asked to build more of them.”
2. Say the word *exhibit* with me.
3. An *exhibit* is a place where art is shared with people.
4. The art exhibit will be at the city museum this Friday night.
5. Use the word *exhibit* in a sentence. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The art exhibit is . . .”]
6. What’s the word we’ve been talking about?

Lesson 9: Texas Skyspaces

Application



Writing: Students will plan by generating ideas for writing through class discussions and drawings.

 **TEKS K.10.A**

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

 **TEKS K.12.C**

MULTIPLE-MEANING WORD: FRAME (5 MIN.)

Display Flip Book Poster 3M: Frame

- Remind students that in the Read-Aloud they heard, “Special photographs, drawings, and paintings often have frames around them. Many artists frame their artwork.”
- Explain that these sentences 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.
- As a follow-up activity, help children use a piece of posterboard or cardstock to make a frame. Cut out the center in the shape of a square or circle. Go

Flip Book Poster 3M



Support

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



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Writing

Beginning

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


Intermediate

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

Advanced/Advanced High

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

ELPS 5.B

 **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

outside. One child holds the frame up to the sky while another child draws what they see in the frame. Then swap places. It is also fun to imagine what the shapes of the clouds are in their imagination. Books like *Little Cloud* by Eric Carle and *The Cloud Book* by Tomie de Paola are good resources.

Support

Review the Research Plan, Activity Page 4.1.

Challenge

Ask students to retell the steps in the research plan.

MODELING RESEARCH (5 MIN.)

- Ask students to name the question that they are researching in this unit.
- Ask students what step they are working on from the research plan. (*step 2, find answers or facts*)
- Ask students what step they are working on in the writing process. (*step 1, planning and brainstorming*)
- 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 light in the sky, uses changing light* on the graphic organizer.]
- Explain that now you will all do more research together. This time, you will research the question that students selected for the class book.

RESEARCH (10 MIN.)

- Display Activity Page 5.1, which features the question that students selected in the previous lesson.
- Guide students through the research process, using the Read-Aloud and the question that 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.
- Explain to students that as they are finding facts and details to answer the research question, they are also brainstorming ideas for the class book.
- Tell students that they will return to this graphic organizer in other lessons. They will use it as they collect more research.

Activity Page 5.1



Check for Understanding

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

End of Lesson

10

EXPLORING ART: THE BEAUTY WE SEE

Museums

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss museums.

 **TEKS K.1.A**

Reading

Students will make inferences and use evidence in discussing *Luna Loves Art*.

 **TEKS K.5.F**

Language

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

Students will demonstrate an understanding of the multiple meaning word *sketch*.

 **TEKS K.3.B**

Writing

Students will plan by generating ideas through class discussions and drawings.

 **TEKS K.10.A**

Students will edit drafts for verbs.

 **TEKS K.10.D.ii**

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


 **TEKS K.12.C**

FORMATIVE ASSESSMENTS

Activity Page 5.1

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

 **TEKS K.12.C**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.D.ii** Edit drafts with adult assistance using standard English conventions, including verbs; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

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
<i>Luna Loves Art</i>			
Comprehension Questions			
Word Work: <i>Massive</i>			
Application (25 min.)			
Multiple-Meaning Word: <i>Sketch</i>	Whole Group	25 min.	<input type="checkbox"/> Poster 4M: Sketch (Flip Book) <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 Modern Art Museum of Fort Worth, Texas; the Blanton Museum of Art in Austin, Texas; and the Museum of Fine Arts, Houston, Texas.

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.
- Throughout the rest of the unit, lessons will incorporate the writing process in connection with the research project. As students conduct research, model and guide them through the steps of the writing process. As the class goes through the process locating facts and details, students will plan their writing through discussion and drawing.
- 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

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 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	bronze	massive pulse thrash	
Multiple-Meaning Word			
Sayings and Phrases			

Lesson 10: Museums

Introducing the
Read-Aloud

5M

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.

**EMERGENT
BILINGUAL
STUDENTS**

Speaking and
ListeningExchanging Information
and Ideas

Beginning

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

Intermediate

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

Advanced/Advanced High

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

Speaking and Listening: Students will discuss museums.

TEKS K.1.A

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 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*)

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 10: Museums

Read-Aloud



Reading: Students will make inferences and use evidence in discussing *Luna Loves Art*.

 **TEKS K.5.F**

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

 **TEKS K.3.B**

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.

LUNA LOVES ART (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 style of the artwork on the page.] We have learned about this artist, but we have not seen this painting before. This is a painting called *Sunflowers* by Vincent Van Gogh. What do you recall about Van Gogh's artwork?
 - 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

Challenge

Tell students that they might have noticed the spellings of *colour* (p. 7) and *colourful* (p. 20) in the trade book, *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 images from Lesson 6 to determine the painter of this artwork.

 **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

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.

- 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. 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 wonderings 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.** 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.*)
3. **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.*)
4. **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 things 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.*)



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

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

Intermediate

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

Advanced/Advanced High

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

ELPS 3.B

Lesson 10: Museums

Application

25M

Language: Students will demonstrate an understanding of the multiple meaning word *sketch*.

✦ **TEKS K.3.B**

Writing: Students will plan by generating ideas through class discussions and drawings.

✦ **TEKS K.10.A**

Students will edit drafts for verbs.

✦ **TEKS K.10.D.ii**

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

✦ **TEKS K.12.C**

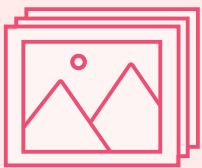
MULTIPLE-MEANING WORD: SKETCH (5 MIN.)

Display Poster 4M: 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.
 - The word *sketch* is a verb because it shows what Luna was doing.
- 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*)

✦ **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.D.ii** Edit drafts with adult assistance using standard English conventions, including verbs; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

Flip Book Poster 4M



- 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.

MODELING RESEARCH (5 MIN.)

- Ask students to name the question that they are researching in this unit.
- Ask students what step they are working on from the research plan. (*step 2, find answers or facts*)
- Ask students what step they are working on in the writing process. (*step 1, planning and brainstorming*)
- 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 the process for conducting research and brainstorming ideas. 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. These facts are also ideas we can use for writing the class book.
 - 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.
 - Draw students’ attention to the words “make” and “see.” Remind students that these words are verbs because they show actions. Ask students if they can think of other verbs for the word “make.” (*create, design, mold*)
 - 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.

Support

Direct students to the top center box 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.



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Writing

Beginning

Have students write a word that describes their information.

Intermediate

Have students write a phrase that describes their information.

Advanced/Advanced High

Have students write multiple phrases that represent their information.

ELPS 5.F

- Ask students to listen for words in the phrase, “make art from things they imagine,” that show actions. (*make and imagine*) Ask students to recall what words are called when they express actions. (*verbs*) Ask students if they can think of another word for “imagine.” (*picture, think, visualize*)
- 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.)

Activity Page 5.1



- Display Activity Page 5.1, which features the question that students selected in the previous lesson.
- Guide students through the research process, using 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.
- Explain to students that as they are finding facts and details to answer the research question they are also brainstorming ideas for writing the class book.
- 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.



Check for Understanding

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

End of Lesson

11

EXPLORING ART: THE BEAUTY WE SEE

Researching, Part 1

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss research plans.

 **TEKS K.1.A**

Writing

Students will plan by generating ideas through class discussions and drawings.

 **TEKS K.10.A**

Students will edit drafts for adjectives.

 **TEKS K.10.D.iv**

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


 **TEKS K.12.C**

FORMATIVE ASSESSMENTS

Activity Page 5.1

Research Students will record information about works of art.

 **TEKS K.12.C**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.D.iv** Edit drafts with adult assistance using standard English conventions, including adjectives; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

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 (50 min.)			
Modeling Research	Whole Group	50 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Trade Book: <i>A Life Made by Hand</i> by Andrea D'Aquino <input type="checkbox"/> "Pottery" <input type="checkbox"/> Images 3A-1–3A-11 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.
- Throughout the rest of the unit, lessons will incorporate the writing process in connection with the research project. As students conduct research, model and guide them through the steps of the writing process. As the class goes through the process locating facts and details, students will plan their writing through discussion and drawing.
- Prepare to display the Research Model, which you began in previous lessons.
- Prepare to model gathering research using 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 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.

Lesson 11: Researching, Part 1

Reviewing the Research Plan

10M

Speaking and Listening: Students will discuss research plans.

TEKS K.1.A

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*)

What step of the writing process did we work on in the previous lesson? (*planning, brainstorming*)

- 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 there will be several steps in the writing process to work on, as well: organizing ideas and sharing writing.
- Explain that before moving to the next step, students should consider if they have completed the step they are on.

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.

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.



Speaking and Listening

Exchanging Information and Ideas

Beginning

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.

Intermediate

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.

Advanced/Advanced High

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 the graphic organizer.”) and encourage students to ask questions and express ideas they have about their research plan.

ELPS 3.F; ELPS 3.G

- Ask students to name the step they have been working on. (*finding answers or facts*) Ask students to name the steps they have been working on during the researching and writing process. (*finding answers or facts, generating ideas*)
- 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 unit. (*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



Writing: Students will plan by generating ideas through class discussions and drawings.

 **TEKS K.10.A**

Students will edit drafts for adjectives.


 **TEKS K.10.D.iv**

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

 **TEKS K.12.C**

MODELING RESEARCH (20 MIN.)

- Explain that you will show students how to do this using one of the texts from this unit, *A Life Made By Hand*. 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 sculptures, which Ruth Asawa created by weaving wire.*)

 **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.D.iv** Edit drafts with adult assistance using standard English conventions, including adjectives; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

- 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 and use these ideas to plan your writing.
- Read aloud the trade book *A Life Made by Hand* by Andrea D’Aquino. As you read, use the following supports to demonstrate reading for research.
 - pp. 5–6: I know my question is “How do people make art?” The girl sees shapes in lots of things from nature. What are some of those things? (*snail shells, dragonfly wings, spider webs*) 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 girl certainly has an artistic way of looking at the world. But my question is about making art, not seeing it. Should we include this information on the graphic organizer? Would this be a good detail to use as a part of my brainstorming? This would make the sentence here the possible answer choice. However, this information does not answer my question. I’m going to keep reading to see if there is a better answer.
 - pp. 9–10: Remember, my question is “How do people make art?” This page shows me an example of that. The girl is using a different kind of tool to draw. Here, she is using her bare feet. She is also drawing in the dirt rather than paper. That means she is using a tool from nature or from her environment. [Write *use tools from nature* on the graphic organizer.]
 - p. 11–12: This page also shows me an example of how people make art. Some people make art by using paint or special pens to make fancy letters and characters. [Write *paint* or *write with special pens to make fancy letters* on the graphic organizer.]
 - Ask students to listen for and notice the words “special” and “fancy.” Explain to students that these words describe the pen and the letters. Tell students that these words are called adjectives and they help give us have a better of idea about what kind of pen and letters.
 - 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.)

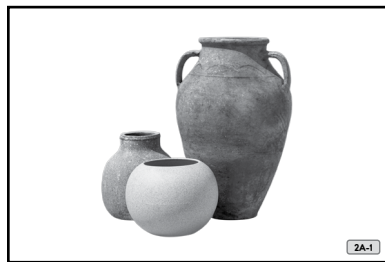
- Explain that now students will gather information for their research questions using a different text, the Read-Aloud “Pottery.”
- Explain that the first time the class heard this Read-Aloud, they listened to learn about the steps for making pottery.

Activity Page 5.1



- 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 ancient Maya, Aztec, Greeks, and Caddo, 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, so that they can write down ideas to plan for writing the class book.
- 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.

Images 3A-1–3A-10



Show Image 2A-1: Pottery

Did you know that art can help us understand the past? We can learn how people lived long ago by looking at the art and other items left behind. One form of art that is very old is called **pottery**. Pottery is an object made of clay. Some pottery is considered art, but it can also include items created for practical reasons, such as bowls, cups, or other objects. Pottery is made in a very special way that makes the clay harden, and it can last a long time. Scientists can use ancient pottery as evidence for reconstructing life long ago. Reconstructing means building a model or acting out a past event. Scientists can use the clues left behind to figure out what life was like in ancient times.

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 2A-2: Mayan pottery

One of the oldest examples of pottery is from the Maya. The Maya lived as long ago as 1500 BC in what is now Mexico, Guatemala, and Belize. They had cities with pyramids, courts for playing ball, and palaces. They were also talented at

Support

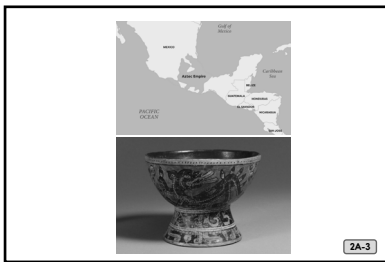
Have students orally describe the relevant information, then model writing that information and allow them to copy it onto their activity pages.

creating many forms of art, including pottery. The Maya are famous for a type of pottery in which they mixed different colors of clays and layered them to create a scene. Archaeologists have learned a lot about how the Maya lived by looking at the scenes painted on their pottery. Some of their pottery has drawings of musicians using different wind instruments and drums. Other scenes tell stories of activities, such as having feasts or playing ball. Still others show images of animals, such as birds catching fish. *What can you tell about the Maya based on the drawings they made on their pottery? [Pause for students' responses.] (Answers may vary but should include ideas about the Maya enjoying music, playing sports with balls, and the types of animals they had near their home.)*

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]

Challenge

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



Show Image 2A-3: Aztec pottery

The Aztec were an early civilization of people that lived in central and southern Mexico about 400 years after the Maya. They built a very powerful empire with a lot of land and millions of people. The Aztec people are known for their advanced system of agriculture. *This means they were very good at farming.* They

also left behind more than forty types of pottery in the shapes of bowls, jars, and plates. Bowls, jars, and plates are all **functional** objects. *Functional means they serve a purpose, and we can use them to help us.* For example, the Aztec created bowls to store water and soak maize. *Maize is another word for corn. How else do you think the Aztec used their pottery to help them? [Pause for students' responses.] (Answers may vary but should include ideas connecting use to modern-day use of bowls, jars, and plates.)* The Aztec pottery had hand-carved, detailed designs and patterns, which made these everyday functional objects beautiful.

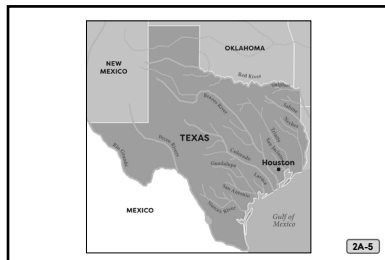
Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 2A-4: Greek pottery

The earliest pottery from the ancient Greeks dates back to 1000 BC, about the same time as the Maya were making their pottery on the other side of the world. The Greeks mainly used pottery to store liquids and perfume. Their style of decoration changed over the years. At first, they drew geometric designs, like circles, on their pottery. Later, they drew patterns, like triangles and checkers. *A checkerboard design alternates, or goes back and forth, between black and white squares in rows.* At one time, they drew entire scenes from popular stories on their pottery and even shaped their pottery into different figures, like lions and large birds. How did Greek pottery change? [Pause for students' responses.] (Answers may vary but should include ideas about how their art became more advanced.)

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 2A-5: Map of Texas

The Caddo are Native Americans who moved into what is now Texas around twelve hundred years ago. The Caddo people settled by rivers, such as the Brazos River, which runs from the Gulf of Mexico to the northern part of the state. The Caddo have existed for a long time. The Caddo people make **unique** pottery. *This means it is unlike other kinds of pottery.* Different groups of Caddo made different kinds of pottery. Sometimes, they made special objects for important occasions. The Caddo often made things like bottles, pots, bowls, and other useful items for cooking and eating. *Let's find out how the Caddo people made pottery.*

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 2A-6: Clay

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? [Pause for students' responses.] One way to shape clay is to use your hands. You 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.

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 2A-7: A potter's wheel

Many potters also use special tools to help shape their pottery. Shape is a word that can have more than one meaning. It can mean a shape, like a circle, triangle, or rectangle. In this sentence, it means to form or mold something.

Potters often use a surface, such as a table or flat rock, to shape their clay. 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 part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 2A-8: Caddo pottery

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

Caddo were known for using a design called a scroll. A scroll is a shape made up of curled lines. They also decorated jars with other designs, such as triangles and small lines. What kind of design would you use to decorate pottery? [Pause for students' responses.]

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 2A-9: Burnishing

Another kind of decoration is called burnishing. When a potter burnishes clay, they rub it with a stone to make it shiny. Sometimes when Caddo burnished, *or smoothed*, their work, they also covered it with a wash. Wash is another word that can have more than one meaning. When we wash our hands, dishes,

or clothing, we are trying to get them 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 part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 2A-10: Image of kiln

The final step in making pottery is firing. This means heating the pottery until it is very, very hot. Heating it 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 gray. 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 part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 2A-11: Modern pottery

Pottery is a type of art that has existed for thousands of years. *Who remembers why people study ancient pottery? [Pause for students' responses.] (Answers may vary but should support the ideas that people can learn about life long ago from studying ancient pottery.)* Different civilizations have used

pottery to make their daily life easier and as a way to create beautiful art.

Today, artists create pottery for the same two reasons. After all these years, we can still find beauty in our everyday life.

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [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. Conference with students and encourage them to think about where they could include an adjective in their graphic organizers. If students need support in adding their information, help students add details.

WRAP-UP (5 MIN.)

- Have students turn and talk with a partner to describe a piece of information they found in the Read-Aloud using an adjective. (*ancient, beautiful, colorful, hard, special, unique, functional, etc.*)



Check for Understanding

Recall: Name a fact or piece of information from this Read-Aloud that answers your research question. (*Answers may vary but will include titles of Read-Alouds from previous lessons.*)

- Ask students to name other texts from this unit that they have not yet used for research. (*Van Gogh: Lasting Landscapes, Matisse: Determination to Keep Creating, Presidential Portraits, etc.*)
- Explain that you will research using some of those texts in the next lesson.

End of Lesson



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Writing

Beginning

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.

Intermediate

Have students gather details from the Image Cards, then discuss those details with a peer or teacher before writing them on their activity page.

Advanced/Advanced High

Allow students to refer to the Image Cards as they gather and write their information.

ELPS 5.F

12

EXPLORING ART: THE BEAUTY WE SEE

Researching, Part 2

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss research plans.

 **TEKS K.1.A**

Writing

Students will plan by generating ideas for writing through class discussions and drawings.

 **TEKS K.10.A**

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


 **TEKS K.12.C**

FORMATIVE ASSESSMENTS

Activity Page 5.1

Research Students will record information about works of art.

 **TEKS K.12.C**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.

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
Research			<input type="checkbox"/> Research Model (Digital Components)
Wrap-Up			<input type="checkbox"/> “Van Gogh: Lasting Landscapes” <input type="checkbox"/> Images 6A-1–6A-10

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.
- While modeling examples based on the research question, continue to guide students to understand that the facts and details they are gathering as a part of the research are also the ideas they are brainstorming to write the class book.
- Prepare to display the Research Model, which you began in previous lessons.

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.

TEKS K.1.A

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*)

What steps of the writing process have we been working on? (*planning, brainstorming*)

- 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*) Ask students to name the steps they have been working on during the researching and writing process. (*finding answers or facts, generating ideas for the class book*)
- 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.

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Speaking and
ListeningExchanging Information
and Ideas

Beginning

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.

Intermediate

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

Advanced/Advanced High

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 the graphic organizer.”) Encourage students to ask questions about their research plan.

ELPS 3.F; ELPS 4.I

Lesson 12: Researching, Part 2

Research

55M

Writing: Students will plan by generating ideas for writing through class discussions and drawings.

✦ **TEKS K.10.A**

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

✦ **TEKS K.12.C**

MODELING RESEARCH (25 MIN.)

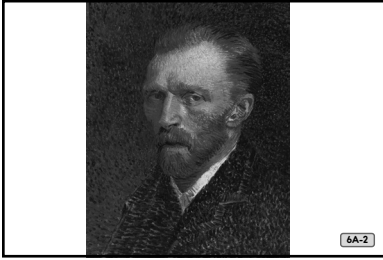
- Explain that you will show students how to do research using one of the texts from this unit, “*Van Gogh: Lasting Landscapes*.”
- Explain that the first time the class heard this text, they listened to understand more about how Van Gogh’s art connects to nature.
- Ask students to share what they recall from this text 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 trees, flowers, and the sky.*)
- Display the Research Model and review your research question. Explain that this time, you will read the text and look for facts or answers to your question and use these ideas to plan for writing the class book.
- Read aloud the first five sections of the text, displaying the appropriate images.

**Show Image 6A-1: Children practicing**

There is a famous **expression** that goes, “If at first you don’t succeed, try, try again.” An **expression is a phrase people say that usually gives some advice or wisdom to follow.** This phrase means that if something is hard, you keep practicing and don’t give up. Learning to play a new musical instrument or a new sport

takes practice. *Can you think of a time you kept working at something that was hard at first? [Pause for students’ responses and discuss.]* This is called **determination—we discussed this word in our last lesson.** *What artist did we learn about that showed determination? (Henri Matisse) How did we know Matisse was determined? [Pause for students’ responses.]* (*Answers may vary but should support the idea that Matisse did not give up even when he was sick and things were difficult.*)

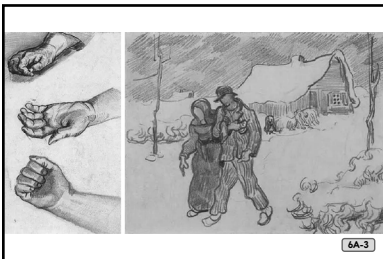
✦ **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.12.C** Gather information from a variety of sources with adult assistance.



Show Image 6A-2: Portrait of Vincent Van Gogh

This is a portrait of Vincent Van Gogh. He is one of the most famous artists in history because of his determination. He made many paintings that are considered **masterpieces**. *A masterpiece is a piece of work that is considered excellent or outstanding.* Even though he is famous today, he

was not a famous painter when he was alive. Listen to the story to learn how Van Gogh kept trying as a painter, even when it was hard.



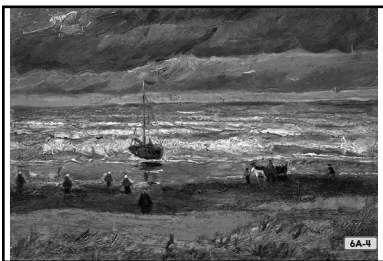
Show Image 6A-3: Van Gogh's drawings

Even though Van Gogh was a painter at the end of his life, he did not always create art as his occupation, or job. He spent the early years of his life doing jobs that were not painting. One of his jobs was as an art dealer, trying to buy and sell other people's artwork. He liked art but never thought about creating it himself.

As an adult, Van Gogh kept searching for the occupation that would make him happy.

Theo, Van Gogh's younger brother, was one of his closest friends. Theo knew that Van Gogh could be a **talented** artist. *Talented means you can do things using special skills. People can be born with talents or work hard to develop new talents.* He pushed Van Gogh to consider being an artist. Theo was always by Van Gogh's side and encouraged him greatly when it came to his artwork. He believed in Van Gogh's talent and did not want his brother to give up.

Finally, at twenty-seven years old, Van Gogh decided to focus on his art and stop trying other jobs that did not make him happy.



Show Image 6A-4: Landscape of View of the Sea at Scheveningen

He spent the next years studying painting and drawing from other artists. During this time, he practiced painting many **landscapes**. *A landscape is a painting of nature or a view of the countryside.* Van Gogh preferred to paint outdoors and enjoyed being around nature. As

Van Gogh continued to learn more about painting landscapes, he tried new

Support

Show Images 6A-4 and 6A-5. Ask students what is similar about the painting and the real subject of the painting. Ask students what is different about them

Support

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

ways to put his paint onto his **canvas**. *A canvas is a blank surface made of cloth that is used for painting.*

In 1882, Van Gogh painted a famous landscape. *View of the Sea at Scheveningen* painting is famous because it is one of his first paintings. *What do you notice about this landscape? [Pause for students' responses.] (Answers may vary but may include it is a beach, it looks cloudy, there is sand, etc.)*

Show Image 6A-5: A stormy beach

Van Gogh was sitting on the beach with his easel and paints when he painted this. Painting outside was a challenge. *Why would painting at the beach be challenging? [Pause for students' responses.] (Answers may vary but may include the weather, it was windy, the sand could get everywhere, etc.)* The harsh wind blew the sharp, gritty sand around Van Gogh, hitting him in the face and getting into his paints. Some artists might have packed up and gone to paint inside, but not Van Gogh. Van Gogh knew he could paint the most **realistic** landscape outside. *Realistic means that something appears as it does in real life.* Today, if you put the painting under a microscope, grains of sand can be seen in the paint.

Activity Page 5.1



- 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 the remainder of the text, the Read-Aloud “Van Gogh: Lasting Landscapes.”
- Ensure that students have Activity Page 5.1. Ask them to review the class research question.
- Explain that as they listen to the remainder of the Read-Aloud that they are listening 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 graphic organizer 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. Additionally, take this time to conference with students about what they are writing and offer feedback and assistance as needed.

Challenge

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

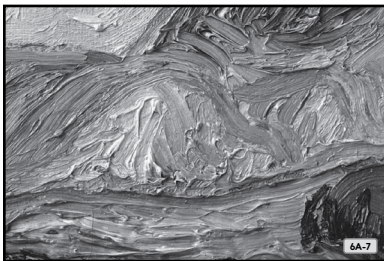


Show Image 6A-6: *Iris*

What do you notice about this painting? [Pause for students' responses.] (Answers may vary but may include that it is a painting of blue and orange flowers; some of the flowers seem to close up; it is a garden). This famous painting is called *Iris*. Van Gogh used thick outlines and unusual angles in this landscape. Notice

the yellow dabs in the rich blue flowers and the yellow and orange flowers scattered throughout the background. Look at the difference between the shapes he used for the flowers and the flowing S-like shapes used for the leaves.

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 6A-7: Painting like Van Gogh

Close your eyes and imagine you are going to paint. Your canvas is in front of you. You are holding a paintbrush. What is the first step you would take? [Pause for students' responses.] (Answers should include getting paint, dabbing paint from a cup or plate, etc.)

Van Gogh would put the paint directly from the paint tube onto the canvas and then use the brush to spread it around. His landscapes were often bumpy, with parts that were raised and parts that were smooth. You can feel the brush strokes if you run your fingers over this type of painting.



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Writing

Beginning

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.

Intermediate

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.

Advanced/Advanced High

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

ELPS 5.F

Support

Ask students to describe how Van Gogh used line and shape to create his landscape.

Pretend you have a canvas in front of you. Imagine you are holding a paint tube and squeezing it onto the canvas. Then, in his unique style, use the paintbrush to spread it out. Van Gogh continued to create beautiful paintings like *Irises* over the next few years. He went to Paris, where he kept studying and practicing. He learned from painters who lived there, and his style began to change. Here, he painted cafes, flowers, landscapes, and people in the style that he became famous for. There was only one problem. No one was buying his paintings. *Why do you think Van Gogh continued painting when no one was buying his paintings? [Pause for students' responses.]*

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 6A-8: *The Starry Night*

Even though people were not interested in his artwork, Van Gogh continued to show determination by *pushing himself* to keep painting. To “*push yourself*” is an expression that means trying something more difficult than what you think you can do. Van Gogh decided he needed to challenge himself and tried painting

night scenes. He created his most famous painting in 1889, *The Starry Night*. *How is this painting different from the other paintings you have seen today? [Pause for students' responses.] (Answers may vary but may include the fact that it is dark or nighttime, that there are big brush marks, etc.)*

Pretend you have a canvas in front of you. Imagine you are holding a paint tube and squeezing it onto the canvas. Then, in his unique style, use the paintbrush to spread it out. Van Gogh continued to create beautiful paintings like *Irises* over the next few years. He went to Paris, where he kept studying and practicing. He learned from painters who lived there, and his style began to change. Here, he painted cafes, flowers, landscapes, and people in the style that he became famous for. There was only one problem. No one was buying his paintings. *Why do you think Van Gogh continued painting when no one was buying his paintings? [Pause for students' responses.]*

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a

Support

Ask students to describe how Van Gogh used line and shape to create his landscapes.

brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]

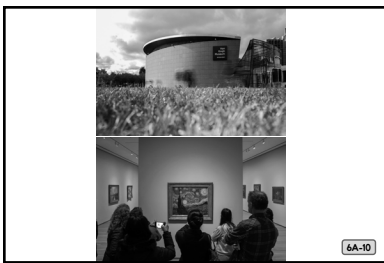


Show Image 6A-9: Wheat Field with Cypresses

Van Gogh tried new styles of painting. He practiced painting with other artists. Look at *View of the Sea at Scheveningen* and one of his later paintings, *Wheat Field with Cypresses*.

What differences do you see in the two paintings? How did his style change? [Pause for students' responses.] (Answers may vary but should include ideas such as he uses more color, there are fewer lines, and there are bigger brushstrokes.)

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]



Show Image 6A-10: Van Gogh museum

Today, we celebrate Van Gogh's art. *In this story, treasure is a thing we do, meaning we care for something important.* His paintings can be seen in museums around the world. Museums are places where art is displayed for people to see and enjoy. Because of museums, people can continue to view and appreciate

this artwork. We can enjoy Van Gogh's art today because he showed determination and did not give up. He truly lived by the saying "If at first you don't succeed, try, try again." Which of Vincent Van Gogh's paintings did you enjoy studying today? What is something else you learned about Van Gogh? [Pause for students' responses and discuss.]

Did this image or part of the Read-Aloud have any information that answers your research question and can be added to the graphic organizer as a brainstorming idea? [Assist students in adding information to Activity Page 5.1 as needed.]

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.
- Tell students they have also completed the step of writing where they plan, brainstorm, and write their ideas down for the class book.
- 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

EXPLORING ART: THE BEAUTY WE SEE

Organizing
Research

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss steps in the research plan.

 **TEKS K.1.A**

Writing

Students will develop drafts in oral, pictorial, or written form by organizing ideas.

 **TEKS K.10.B**

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


 **TEKS K.12.D**

FORMATIVE ASSESSMENTS

Activity Page 5.1

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

 **TEKS K.12.D**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.12.D** Demonstrate understanding of information gathered with adult assistance.

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 <input type="checkbox"/> chart paper and markers
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.
 - Explain to students that when they prepare writing for others to read, they need to organize the information so that the reader or viewer can understand the topic.
- On chart paper, prepare a three column chart, titled Class Category Chart to guide students to identify categories for organizing the research. Note: the categories as seen below are examples. Students will brainstorm ideas for categories and provide details from Activity Page 5.1 to be written on the three column chart.

Class Category Chart

Kinds of Art	Tools	What the art shows

- 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.

Start Lesson

Lesson 13: Organizing Research

Reviewing the Research Plan



Speaking and Listening: Students will discuss steps in the research plan.

 **TEKS K.1.A**

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*)

Activity Page 4.1



Check for Understanding

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

What step in the writing process have we been working on? (*planning, brainstorming*)


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.

- Ask students what step is next. (*organizing*)
- Tell students it is important to organize your information when researching and writing. 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.

Challenge

Ask students why it is important to organize information.

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

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.

Intermediate

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.

Advanced/Advanced High

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 the graphic organizer.”) Encourage students to ask their own questions about their research plan.

ELPS 3.F; ELPS 4.I

Lesson 13: Organizing Research

Research

55M

Writing: Students will develop drafts in oral, pictorial, or written form by organizing ideas.

✚ **TEKS K.10.B**

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

✚ **TEKS K.12.D**

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. (*in the boxes*)
- Explain that when you have a lot of different pieces of information, it can help to organize them by grouping similar ideas together.
- 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.
- Use the previously prepared Class Category Chart to model organizing information. First, guide students through creating categories for the chart.
- Model how to think of a category that would be helpful to include on the chart: Ask students “What are some important ideas we’ve learned so far about art? We’ve learned that there are many different kinds of art. I think that would make a helpful category for the chart.”

✚ **TEKS K.10.B** Students will develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.12.D** Demonstrate understanding of information gathered with adult assistance.

- With students, brainstorm two additional categories would be helpful to include on the chart. If necessary, support students by providing them with the categories given in the example in the Advance Preparation section of this lesson.
- Model how to decide where to place an idea on the Class Category Chart: This box says *sculpting*. That is a kind of art. I think that may be a good category. [Model circling *sculpting* 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: sculpting, drawings, portraits
 - Tools: wire, different materials, clay, canvas, paper, pencils, paint
 - What the art shows: nature, animals, everyday people, models, what they see, what they imagine
- Explain that this piece of information is now organized. You have completed the next steps in the research plan and the writing process.



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.*)

ORGANIZING INFORMATION (25 MIN.)

- Explain that now students will organize the rest of information they have gathered about their research question. Remind them that they will want to group similar ideas into categories.
- With guidance, students will examine the rest of the information they gathered on their graphic organizers and share their ideas for placement in each of the categories. As students share their ideas, record and display this information as an anchor chart for students to reference.
- Have students share ideas as a class. As students share their ideas, record and display this information as an anchor chart for students to reference.
- After the categories have been determined as a class, have students share

Challenge

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

Activity Page 5.1



**EMERGENT
BILINGUAL
STUDENTS**



**Speaking and
Listening**

**Exchanging Information
and Ideas**

Beginning

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.

Intermediate

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.

Advanced/Advanced High

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.

ELPS 3.F; ELPS 3.G

facts from their graphic organizers. As a class, discuss and select the category they think best fits each fact. Record the ideas in the appropriate spaces on the chart. The chart should look similar to the example below when complete.

Class Category Chart

Kinds of Art	Tools	What the art shows
sculptures	wire	nature
collages	canvas	outside
pottery	paper	animals
paintings	clay	presidents
portraits	paint	people
skyspaces	pencils	the sky
drawings	things in nature	the past
sketches		

- 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.

WRAP-UP (5 MIN.)



Check for Understanding

Recall: Name a category we determined as a class, along with one fact that fits in that category.

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

End of Lesson

14

EXPLORING ART: THE BEAUTY WE SEE

Organizing and Drafting

PRIMARY FOCUS OF LESSON


Speaking and Listening

Students will discuss the research plan.

 **TEKS K.1.A**

Writing

Students will organize ideas for and revise their drafts by adding details.

 **TEKS K.10.B; TEKS K.10.C**


Students will dictate or compose informational texts.


 **TEKS K.11.B**

FORMATIVE ASSESSMENTS

Activity Page 14.1

Sharing Research Students will dictate or compose informational texts.

 **TEKS K.11.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.10.C** Revise drafts by adding details in pictures or words; **TEKS K.11.B** Dictate or compose informational texts.

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"/> Class Category Chart <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.
- During this lesson, model how to revise a draft by adding details to a fact such as “artists can sculpt” and then revise another fact together as a class.
- 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 the research plan.

 **TEKS K.1.A**

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*)

What steps in the writing process have we already worked on? (*planning, brainstorming, organizing*)

- Explain that students will continue organizing their ideas in this lesson. Then they will begin preparing to share the information that answers their question.

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.

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*)



EMERGENT BILINGUAL STUDENTS

Speaking and Listening

Exchanging Information and Ideas

Beginning

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.

Intermediate

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.

Advanced/Advanced High

Prompt students to describe how the work on Activity Page 5.1 connects to the research plan (e.g., “I colored these words 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.

ELPS 3.F; ELPS 3.G

Challenge

Have students recall a fact from each category.

Support

Pre-determine categories for student information and give the first category to students.

EMERGENT BILINGUAL STUDENTS



Speaking and Listening

Exchanging Information and Ideas

Beginning

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.

Intermediate

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.

Advanced/Advanced High

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.

ELPS 3.F; ELPS 3.G

Lesson 14: Drafting and Developing

Research

55M

Writing: Students will organize ideas for and revise their drafts by adding details.

TEKS K.10.B; TEKS K.10.C

Students will dictate or compose informational texts.

TEKS K.11.B

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 and add each to the class chart 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.*)
- Display the Class Category Chart created in the previous lesson and have students review it to determine if they want to add any additional details. You will use it to demonstrate how to share your work.
- Explain that you will show students a model of sharing information using the facts you gathered about your research question.

TEKS K.10.B Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.10.C** Revise drafts by adding details in pictures or words; **TEKS K.11.B** Dictate or compose informational texts.

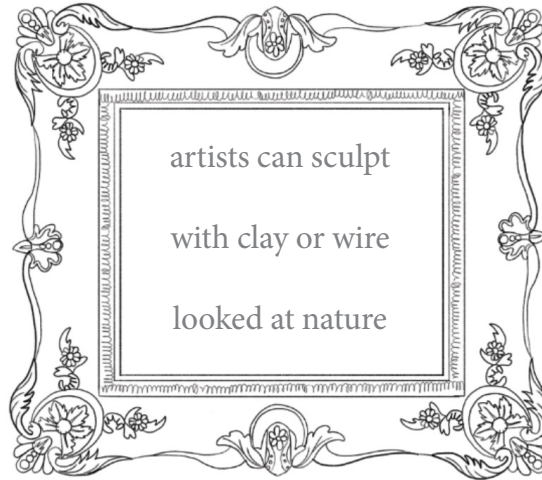
- Display Activity Page 14.1 and review it with students. Explain that each student will complete their own page. They will share their information in words and pictures, then put these together into a class book about their research question.
- Display a blank copy of Activity Page 14.1 and use it to 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?” We created different categories of information about that question on our chart. Example: Our categories are “kinds of art,” “tools,” and “what art shows.”
 - I want to start with our “kinds of art” category. I will look at all of the facts we gathered about different kinds of art.
 - [Model consulting the Class Category Chart and reviewing the information students shared on the displayed Activity Page 14.1.] While researching we found that artists can make sculptures, drawings, and portraits. Before we started studying art, I did not know artists could sculpt. I will add that to my page because it is an important piece of information I want to share. [Model writing artists can sculpt on the displayed Activity Page 14.1. Because you will use this to teach editing later, do not include a capital letter or period.]
 - I want to include something from the “tools” category. Let’s look at all of the facts about the kinds of art we researched. [Model consulting the Class Category Chart.] That’s right! In research, I found that artists can sculpt with wire, metal, or clay. Before we started studying art, I did not know that artists could sculpt with some of those things. I will add this to my page because it is an important piece of information I want to share. [Model adding with clay or wire under artists can sculpt on the displayed Activity Page 14.1. Because you will use this to teach editing later, do not include a capital letter or period.]
 - Take one more fact from a category and have the class revise it together to add details. Example: Write looked at nature on Activity Page 14.1 below the other two facts written above. Ask students: Would this fact give us much information? How can we add details to this to make it more interesting? Guide students to add a noun and some interesting details. Use questions like: Who looked at nature? Why did they look at nature?
 - Keep the Activity Page 14.1 you used for modeling in this lesson, as you will also use it in the next lesson.
 - I have not added anything from the category “what the art shows.” That’s because I am going to draw some sculpting to help share what it can look like.

Activity Page 14.1



- 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.

How do people make art? (example for modeling)



DRAFTING (20 MIN.)

- Explain that students will now 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 and think about what details they want to add to their facts.
- 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.
- Guide students through conferencing to revise their facts and information as well as add more details to make their information interesting.



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.)

Why is it important to organize and revise our ideas when writing to share information? (Answers may vary but should include the ideas that it helps us connect to different facts to one another, it helps make our writing clearer and more interesting, etc.)

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


EXPLORING ART: THE BEAUTY WE SEE

Editing and Sharing

PRIMARY FOCUS OF LESSON

Writing

With assistance, students will edit work for complete sentences, including capitalization and end punctuation.

 **TEKS K.10.D.i; TEKS K.10.D.vii; TEKS K.10.D.viii**

Speaking and Listening

Students will share their writing by reading or describing it to the class.

 **TEKS K.10.E**

Students will use an appropriate mode of delivery to present results.


 **TEKS K.12.E**

FORMATIVE ASSESSMENTS

Activity Page 14.1

Sharing Research Students will share their writing by reading or describing it to the class.

 **TEKS K.10.E**

 **TEKS K.10.D** Edit drafts with adult assistance using standard English conventions, including (i) complete sentences; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; **TEKS K.10.E** Share writing; **TEKS K.12.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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 provided in the online materials for this unit.

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.

Universal Access

Writing

- Allow students to draw their work and dictate text to be added.


Start Lesson

Lesson 15: Editing and Sharing

Editing

30M

Writing: With assistance, students will edit work for complete sentences, including capitalization and end punctuation.


 **TEKS K.10.D.i; TEKS K.10.D.vii; TEKS K.10.D.viii**

CAPITALIZATION (15 MIN.)

- Ask students to recall what they did in the previous lesson to make their ideas better (*revised to add details*)
- 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.

Challenge

Ask students to name when a word should be capitalized.

 **TEKS K.10.D** Edit drafts with adult assistance using standard English conventions, including (i) complete sentences; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences.

- Tell students that they will work on revising their thoughts by correcting spelling and editing for capital letters and end punctuation.
- 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 sculpt with clay 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.
 - I can check the spelling of words I wrote. Model correcting the spelling of a word with taught spelling patterns, for example, “can” or “with”. Model correcting the spelling of a High Frequency word such as “or”.
- Shared Writing: Provide an opportunity for the class to edit an idea together. Have the class choose an idea that they previously revised to add details. Edit this sentence together (for a complete sentence, including capitalization and end punctuation), prior to having students attempt this skill independently.
- Allow students to review their own work and look for any words that should be capitalized or any spelling that should be corrected. 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

Activity Page 14.1



Support

Allow students to consult a chart or classroom display showing capital and lowercase letters.



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Editing

Beginning

Ask students yes/no questions to help them consider editing choices (e.g., “Does this sentence need a period?”).

Intermediate

Ask students short answer questions to help them consider editing choices (e.g., “Which kind of punctuation is best for this sentence: a period or question mark?”).

Advanced/Advanced High

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?”).

ELPS 5.D

looking at sample sentence.] I think that's the right punctuation for this sentence. [Model adding a period to the end of the sentence.]

- Have students work in pairs to review their drafts and peer edit for punctuation, as needed. Circulate as students work, assisting, conferencing, and providing feedback as needed.
- Encourage students to illustrate their sentences, if time permits.



Check for Understanding

Recall: Why do we revise our work? (*to add details*)
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 writing by reading or describing it to the class.

TEKS K.10.E

Students will use an appropriate mode of delivery to present results.

TEKS K.12.E

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.

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 in small groups before they add their pages to the class book.
- 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 sculpt with wire, metal, and clay.
- Arrange students in small groups of 3–4 students and tell students to share their work with their groups. Have students take turns sharing, ensuring that all students get an opportunity to share.

TEKS K.10.E Share writing; **TEKS K.12.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.



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.*)



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

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.

Intermediate

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.

Advanced/Advanced High

Encourage students to expand and/or build from other students’ responses and ask their own questions about their research.

ELPS 2.H; ELPS 3.F

COMPILING THE CLASS BOOK (15 MIN.)

- Explain that now the class will add all their activity pages to a class book. Below is an example of a completed page from the 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

Kindergarten Inquiry, Research, and Presentation Rubric

- A. Generate questions for formal and informal inquiry with adult assistance. **TEKS K.12.A**
- B. Gather information from a variety of sources with adult assistance. **TEKS K.12.C**
- C. Develop drafts in oral, pictorial, or written form by organizing ideas. **TEKS K.10.B**
- D. Present and share writing. **TEKS K.10.E, TEKS K.12.E**

	4	3	2	1
Ask a question	Student did generate formal and informal questions with adult assistance	Student did generate and ask 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



TEKS K.12.A Generate questions for formal and informal inquiry with adult assistance; **TEKS K.12.C** Gather information from a variety of sources with adult assistance; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.10.E** Share writing; **TEKS K.12.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Pausing Point

REVIEW AND ENRICHMENT

Poetry

- Additional resources to support with the study of the poem “At the Sea-Side” by Robert Louis Stevenson can be found in the Digital Components for this unit, and in the Teacher Resources section of this Teacher Guide. **TEKS K.8.B**

Art Extension Activities

- Utilize this time to revisit any of the art extension activities that were included in Lessons 4, 5, 6, 7, and 9:
 - Sculpture (Lesson 4): 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.
 - Collage (Lesson 5): Using an image of an animal as a model, allow students to create a collage using colored paper, scissors, and glue. Display the work in the classroom and allow students to discuss how their collages of the animal are both alike and unlike the actual image.
 - Landscape Painting (Lesson 6): Use one of the images from the Read-Aloud and allow students to paint a landscape with watercolors, finger paints, or other art supplies. Display the work in the classroom and allow students to discuss how their images of the landscape are both alike and unlike a real landscape.
 - Self-Portraits (Lesson 7): Have students think about what they want to tell about themselves through their self-portraits. Say, “I am a teacher. I might want to draw myself in a classroom to show that.” Ask parents to send in a school photo or use a mirror or a device that can take a picture so that students may view it as they create their self-portraits. Have students share their portraits with a partner and tell them why they drew themselves and the background the way they did.
 - Sky Frames (Lesson 9): 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.


TEKS K.8.B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

Self-Selecting Text

Materials: Classroom library

- Use this routine to instruct early/emergent readers in how to select books on their own for independent reading.
- Explain that sometimes students read assigned books in groups, but sometimes they have the opportunity to choose reading materials to read on their own. Tell students that they can make good choices about books by thinking carefully about what they are interested in.
- Gather three or four books of different levels and genres from the classroom library. Display the titles, and call students' attention to the pictures on the cover. Adapt the modeling that follows to match the books you selected.
- Say, "Some of these books look more interesting to me than others. Here's one about rainforests. I'd like to find out more about rainforests today! But here's a story about tigers, and that looks interesting too. I think I'll look at the words and pictures in both books before I choose one."
- Finally, have students find books that they think they will like. Ask them to give a reason why they chose the books. **TEKS K.4**



 **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

Teacher Resources

Kindergarten	Unit 11
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Teacher Guide

Teacher Resources

In this section you will find:

- “At the Sea-Side” by Robert Louis Stevenco
- Measures of Text Complexity
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

At the Sea-Side

Robert Louis Stevenson

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.



MEASURES OF TEXT COMPLEXITY

Text Title & Author	Text Complexity (Quantitative & Qualitative Measures)
<p>“What Does Art Show Us?”</p>	<ul style="list-style-type: none"> • 1,004 words • The text introduces basic concepts of art, creativity, and learning through observation • Simple, concrete ideas about art are presented with minimal assumed prior knowledge • Vocabulary includes more unit-specific words related to art, such as pigment, statue, and sculpt
<p>“Pottery”</p>	<ul style="list-style-type: none"> • 936 words • The text presents concrete ideas about pottery and ancient civilizations without assuming prior knowledge • Images include simple maps • Each paragraph focuses on a single civilization or aspect of pottery keeping the narrative simple and direct
<p>“Genesis: Creation”</p>	<ul style="list-style-type: none"> • 954 words • Vocabulary begins to include academic language such as inspiration and creation • The text is accompanied by bright, colorful images that engage and explain the story • Includes simple questions and prompts within the text to engage readers
<p><i>A Life Made by Hand: The Story of Ruth Asawa</i> by Andrea D’Aquino</p>	<ul style="list-style-type: none"> • 466 words • 710L Lexile® text measure • The text introduces basic concepts like creativity and the process of making art by hand • Simple, concrete ideas presented about Ruth Asawa’s life and work with minimal assumed prior knowledge • The book features clear and consistent text placement with a large, easy-to-read font, making it accessible for young readers • Frequent illustrations directly connect to the text to aid understanding
<p>“Matisse: Determination to Keep Creating”</p>	<ul style="list-style-type: none"> • 801 words • Simple, concrete ideas presented about Henri Matisse’s life and work with minimal assumed prior knowledge • Images complement the text, helping to explain and expand ideas • Vocabulary begins to include academic language such as determination and recover
<p>“Van Gogh: Lasting Landscapes”</p>	<ul style="list-style-type: none"> • 783 words • The narrative follows a chronological structure, detailing Van Gogh’s life and artistic journey • Frequent illustrations directly connect to the text to aid understanding • Simple, concrete ideas presented about Van Gogh’s life and work with minimal assumed prior knowledge
<p>“Say Cheese! A History of Portraits”</p>	<ul style="list-style-type: none"> • 931 words • The text clearly explains the concept of portraits through historical examples and famous artists • Images complement the text, helping to explain and expand ideas • Includes simple questions and prompts within the text to engage readers

<p>“Presidential Portraits”</p>	<ul style="list-style-type: none"> • 734 words • The text focuses on relatable topics such as historical figures • The text covers familiar topics with new details and ideas about portraits and famous presidents • The text introduces simple factual information alongside the narrative • Images complement the text, helping to explain and expand ideas
<p>“Texas Skyspaces”</p>	<ul style="list-style-type: none"> • 914 words • The text presents concrete ideas about Skyspaces and art with minimal assumed prior knowledge • The text introduces simple factual information about Skyspaces alongside the narrative • Frequent illustrations directly connected to the text to aid understanding • Includes questions and prompts at the end of the text to encourage reflection
<p><i>Luna Loves Art</i> by Joseph Coelho</p>	<ul style="list-style-type: none"> • 489 words • Clear and consistent text placement with large, easy-to-read font • The text introduces early concepts of art appreciation and family diversity • The text is accompanied by bright, colorful images that engage and explain the story • Simple sentences and familiar vocabulary tailored for young readers

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—KINDERGARTEN

Unit 11

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	p. 6, p. 11, p. 18, p. 22, p. 32, p. 36, p. 46, p. 50, p. 58, p. 62, p. 72, p. 76, p. 86, p. 90, p. 100, p. 104, p. 116, p. 120, p. 130, p. 134, p. 142, p. 145, p. 154, p. 157, p. 166, p. 169, p. 174, p. 177
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	p. 6, p. 10, p. 46, p. 50
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS K.2.A.i	identifying and producing rhyming words	
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	
TEKS K.2.A.iv	identifying syllables in spoken words	
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	

(B) demonstrate and apply phonetic knowledge by:

TEKS K.2.B.i	identifying and matching the common sounds that letters represent	
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>	
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.	

(C) demonstrate and apply spelling knowledge by:

TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and	
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	

(D) demonstrate print awareness by:

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—KINDERGARTEN

Unit 11

Correlation—Teacher’s Guide

TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	
TEKS K.2.D.v	identifying all uppercase and lowercase letters	
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	p. 6, p. 11, p. 18, p. 24, p. 29, p. 32, p. 38, p. 46, p. 51, p. 55, p. 58, p. 63, p. 72, p. 77, p. 86, p. 91, p. 100, p. 105, p. 116, p. 121, p. 130, p. 135, p. 138
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS K.4	self-select text and interact independently with text for increasing periods of time	p. 190
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS K.5.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, ideas in other texts, and society with adult assistance	
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	p. 18, p. 24, p. 46, p. 51, p. 58, p. 63, p. 72, p. 77, p. 86, p. 91, p. 100, p. 105, p. 116, p. 121, p. 130, p. 135
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	
TEKS K.5.H	synthesize information to create new understanding with adult assistance	
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—KINDERGARTEN

Unit 11

Correlation—Teacher’s Guide

(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS K.6.A	describe personal connections to a variety of sources	
TEKS K.6.B	provide an oral, pictorial, or written response to a text	p. 32, p. 44
TEKS K.6.C	use text evidence to support an appropriate response	p. 32, p. 38
TEKS K.6.D	retell texts in ways that maintain meaning	
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	
TEKS K.7.B	identify and describe the main character(s)	
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	
TEKS K.7.D	describe the setting	

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes	p. 4
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	p. 189
TEKS K.8.C	discuss main characters in drama	

(D) recognize characteristics and structures of informational text, including

TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	
TEKS K.8.D.ii	titles and simple graphics to gain information	
TEKS K.8.D.iii	the steps in a sequence with adult assistance.	p. 18, p. 29, p. 32, p. 38, p. 44
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS K.8.F	recognize characteristics of multimodal and digital texts	

(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS K.9.A	discuss with adult assistance the author’s purpose for writing text	
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author’s purpose	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—KINDERGARTEN

Unit 11		Correlation—Teacher’s Guide
TEKS K.9.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings	p. 58, p. 68, p. 72, p. 83, p. 86, p. 97, p. 100, p. 111, p. 116, p. 127, p. 130, p. 138, p. 142, p. 146, p. 154, p. 158
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	p. 166, p. 170, p. 174, p. 178, p. 188
TEKS K.10.C	revise drafts by adding details in pictures or words	p. 174, p. 178
(D) edit drafts with adult assistance using standard English conventions, including:		
TEKS K.10.D.i	complete sentences	p. 32, p. 44, p. 182, p. 184
TEKS K.10.D.ii	verbs	p. 130, p. 138
TEKS K.10.D.iii	singular and plural nouns	
TEKS K.10.D.iv	adjectives, including articles	p. 142, p. 146
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	p. 182, p. 184
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	p. 182, p. 184
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	p. 182, p. 186, p. 188
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS K.11.A	dictate or compose literary texts, including personal narratives	
TEKS K.11.B	dictate or compose informational texts	p. 6, p. 17, p. 174, p. 178
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance	p. 4, p. 58, p. 68, p. 188
TEKS K.12.B	develop and follow a research plan with adult assistance	p. 5, p. 46, p. 55, p. 72, p. 83
TEKS K.12.C	gather information from a variety of sources with adult assistance	p. 5, p. 72, p. 83, p. 86, p. 97, p. 100, p. 111, p. 116, p. 127, p. 130, p. 138, p. 142, p. 146, p. 154, p. 158, p. 188
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	p. 5, p. 166, p. 170
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	p. 182, p. 186, p. 188

ENGLISH LANGUAGE PROFICIENCY STANDARDS—KINDERGARTEN

Unit 11

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	p. 17, p. 25, p. 28, p. 42, p. 82, p. 104, p. 110, p. 120, p. 125, p. 134
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—KINDERGARTEN

Unit 11		Correlation—Teacher’s Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	p. 16, p. 187
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	p. 50, p. 53, p. 76, p. 90, p. 93, p. 137
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	p. 16, p. 17, p. 25, p. 28, p. 42, p. 50, p. 62, p. 66, p. 76, p. 82, p. 90, p. 104, p. 110, p. 120, p. 125, p. 134, p. 146, p. 158, p. 170, p. 172, p. 177, p. 178, p. 187

ENGLISH LANGUAGE PROFICIENCY STANDARDS—KINDERGARTEN

Unit 11

Correlation—Teacher’s Guide

ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	p. 62, p. 146, p. 172, p. 177, p. 178
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	p. 44
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—KINDERGARTEN

Unit 11

Correlation—Teacher’s Guide

ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	p. 158, p. 170
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	p. 56, p. 111, p. 127
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	p. 185
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	p. 31, p. 44, p. 56, p. 98, p. 139, p. 153, p. 161
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

EXPLORING ART: THE BEAUTY WE SEE
KINDERGARTEN UNIT 11 | TEACHER GUIDE

EDITION 1

