

**Rationale for an Integrated Arts Unit:**

Integration of the arts is not only important in the classroom, but essential to the educational system as a whole. Arts integration helps develop the whole child by providing students with various entry points, as well as, expanding and deepening higher-level understanding. Art is a motivator for students. It can serve as an alternate entry point that can bring in and hook a learner when nothing else could. Also, students have strengths and preferences in various domains according to the Multiple Intelligence Theory. Art helps students tap into and utilize their other intelligences, such as visual, musical and kinesthetic (Cornett, 2014).

Creative thinking is also central to comprehension and communication. “Through creative thinking, we are able to solve problems, answer questions, and meet challenges” (Cornett, 2014, p. 3). Through art, students can show meaning in all subject areas, including science, math, social studies and ELA. With ELA, arts integration is especially integral because as Cornett (2014) explains, “children eventually understand that, just as they can unravel a piece of art, they will one day be able to comprehend a book” (p. 17). By helping students develop the crucial skills needed to analyze and appreciate artwork and illustrations, students can then begin to transfer these skills to literature and other complex texts. Other transferable skills include brain shifting, problem solving and meaning making (Cornett, 2014), which are STEAM skills especially necessary in our 21<sup>st</sup> century world.

By allowing students to express their knowledge of various content areas through the arts, students who struggle to showcase their understanding through traditional writing can more accurately and authentically respond. This form of expression can also be even more advanced than traditional assessments because it requires higher-order thinking skills, such as creative inquiry, critical thinking, comprehension and composition (Cornett, 2014). In my lessons that follow, students need to use critical and creative thinking skills to not only make connections to Jeffers's work, but then also construct their own interpretations in order to make meaning that translates to their own pieces.

**Link to Presentation-**

[https://docs.google.com/presentation/d/1IWpAEN94XPs7NtodV\\_VwHmdC0m\\_zl7xmAzroGs\\_h3tTI/edit#slide=id.g597c1c93c3\\_0\\_68](https://docs.google.com/presentation/d/1IWpAEN94XPs7NtodV_VwHmdC0m_zl7xmAzroGs_h3tTI/edit#slide=id.g597c1c93c3_0_68)

**References:**

Cornett, C. E. (2014). *Creating Meaning Through Literature and the Arts* (Fifth Edition)  
London, UK: Pearson.

## 1. Visual Arts- Multi-Media Tree

### Standards

2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.

2.VA.Cr2.A Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship.

Time: 1 hour

### Directions:

To begin, the teacher will read the book "*Stuck*" by Oliver Jeffers to the students. This book is about a boy who gets his kite stuck in a tree and then tries to use other objects to get it down, but all of those things get stuck too. (10 min)

After reading the book, the class will brainstorm a list of all of the things that got stuck in the tree. The teacher will dictate on the board. (5 min)

Once this is done the teacher will ask the students, "If your kite got stuck in a tree, what are some things you might use to try and get it down?" The students will be creating their own 3D, multi-media tree with all the things they can imagine getting stuck, using a variety of different art and classroom objects, such as construction paper, cotton balls, tissue paper, magazine cut outs, etc... The students will be instructed that they cannot use any of the same thing the author did in their tree. The students will have about 40 minutes to work on this. (40 min)

The students will then come together and share their trees that will be hung up in the classroom. (5) min

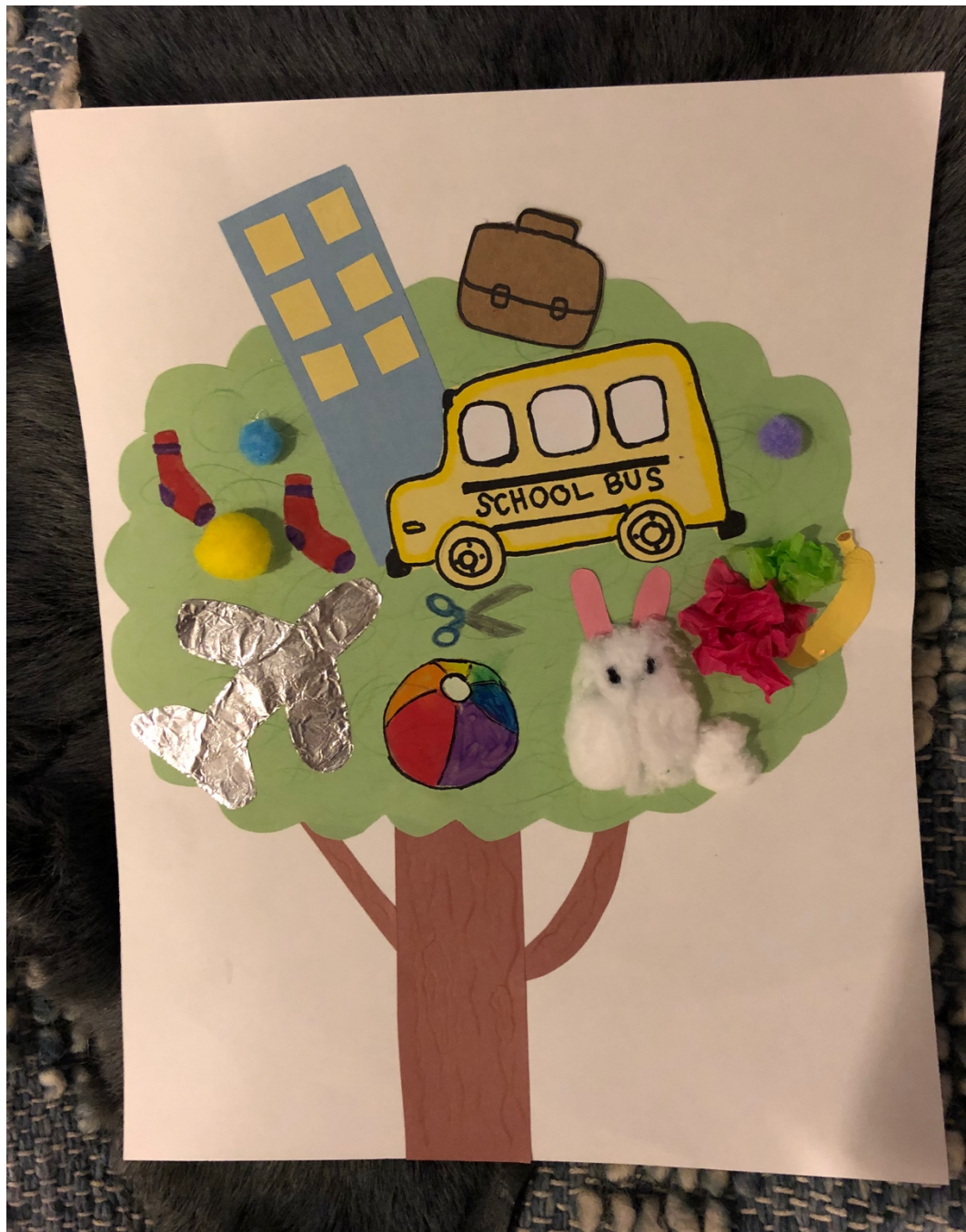
### Activities

- Read aloud
- Class discussion
- Tree creation
- Sharing

### Materials

- Mentor text- *Stuck* by Oliver Jeffers
- White board and dry erase markers
- Construction paper
- Markers, crayons, pencils
- Paint
- Tape and glue
- Tissue paper
- Cotton balls
- Magazine clippings
- Aluminum foil
- (anything else the teacher has available)

### Final Product



## 2. Visual Arts- Night Scene

Standards:

2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.

Time: 1 hour 30 min

Directions:

We will begin this lesson by reading two books by Oliver Jeffers. The two books are *"Here We Are"* and *"The Way Back Home"*. Both of these books text and illustrations about the night sky and outer space, which is a theme in much of Oliver Jeffers work. Before the read aloud, the teacher will ask the students to focus specifically on the illustrations of the night sky while he/she is reading. (30 min)

After the reading of the two books, the class will have a discussion about what types of illustrative features or things they notice in Jeffers's drawings of outer space. The students will break up into their table groups and use color copies of the text to make their observations, creating a collection of Post It notes. Once the students are done, they will share out as a class and the teacher will dictate. (15 min)

Once the students have noticed and discussed the types of things Jeffers's includes in the night sky, they will combine these observations with their own knowledge of what the night sky and outer space look like to create their own night sky scene using the artist technique I discovered from Ms. Atkinson. After seeing her camp use this technique to create images such as flowers, I saw it to be the perfect medium for students to create a night sky based on books by Oliver Jeffers. (15 min for directions)

To begin, the students will all be given thick pieces of white paper or cardstock. The students will be instructed to paint the night sky using water colors. (let dry until next day)

Picking up the next day, the students will paint over the parts they want to stand out in the night sky (maybe stars, planets, the moon, an alien etc like in Jeffers's books) with Mod Podge. (let dry while students are at recess). When the students come back in have them paint over their entire picture in black tempera paint. The important part to emphasize to the students is to wipe off the paint of their Mod Podged parts as they paint, so they will continue to stand out on the final product. (1 hour total for entire project)

Once all the final products are dry, they will be displayed all together on a wall of the classroom to create one large night sky.

Activities

- Read aloud
- Discussion of similarities between illustrations in 2 books
- Post It note brainstorm
- Night sky creation

Materials

- *Here We Are* by Oliver Jeffers
- *The Way Back Home* by Oliver Jeffers



- Mod Podge
- Water color paint
- Tempura paint
- Think white paper
- Water
- Paper towels
- Post It notes
- Color copies of text

Final Product



### 3. Musical Arts- Picture Book Sound Track

Standards:

2.GM.P3.B Using body percussion or instruments, perform, alone and with others, with expression and skill\*.

2.GM.Cr1.B Use body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.).

2.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces.

2.VA.R2.A Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary.

2.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).

Time: 1 hour

Directions:

To begin, the teacher will read the book, *"How to Catch a Star"* by Oliver Jeffers. This book is about the journey of a boy and his trials and tribulations of trying to catch a star of his very own. Before reading, the teacher will ask the students to think about how the boy is feeling during each part of the story, what the mood of the moment is, is what is happening. (15 min)

After the book is read, the teacher will project each page on the smart board and ask the students, "What is happening?" and respond to the student with, "What does that sound like?". For example, when the boy wishes for a star of his own he is probably very hopeful. The teacher will then ask the students to be creative and think about, "What does hopeful sound like?" The teacher will dictate the students' notes on the board on each of the pages. (15 min)

Once the students have put a mood or feeling to each part of the book, the teacher will instruct the students that they will create a piece of music or soundtrack that will go with this picture book. Each table group will be given a part of the text. They must find objects around the room or use their bodies and voices to help make the sound that conveys the mood/happening of their part of the story. (15 min)

Once all of the students have the music for their part of the soundtrack, the class will come back together and practice putting each piece of the soundtrack together with the pictures. As the students play their music, the teacher will read the book and flip through the pages. (10 min)

Once the class is pleased with their creation, they will record the final piece. (5 min)

Activities:

- Read aloud
- Illustration mood and sound pairing

- Music piece creation, small group then whole group then recording

Materials:

- Mentor text- *"How to Catch a Star"*
- Everyday classroom objects
- Recording device (phone, iPad, computer)
- White board and markers



#### 4. Music- The Effect Music Has on Mood- Book Trailers

##### Standards

2.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).

Time: 1 hour

##### Directions:

To begin this activity, the teacher will introduce the book, *"The Incredible Book Eating Boy"* by Oliver Jeffers. The teacher will read the book in a very monotone way. The reason for this is because the students will be creating their own book trailers for this text, having it assume a variety of different genres. The teacher will first ask the students to brainstorm an idea for how to make the story more interesting (since the monotone voice of the teacher probably made it a little boring). (10 min)

After the brainstorm the teacher will ask the class what kind of genre they think this book is. While the students may come up with generic ideas such as fiction or "a fantasy story about a boy," the goal is to push the students to think outside the box of all the genres it could be. The goal in the end is to help the students come up with a list of at least 4 possible genres this book could be. The students will then be split up into groups and their job is to make a book trailer for the book, using theatrical music, that helps make the book their specific genre. (10 min)

Some example genres could be horror in which the incredible book eating boy is a monster who is going to come into your homes and eat all of your books. Another genre could be fantasy/super hero where the incredible book eating boy's super power is his smartness from eating book and he wants to use it to save the world. Another could be a romantic story about a boy and his love for books. (30 min)

After all of the students have made their trailers we will come back together as a class and talk about how the music in each trailer made us feel and how the music added to the experience. To close, we will talk about how it was the same story we all knew every time, but with the different background/thematic music, it seemed like a new story in each trailer. (10 min)

##### Activities:

- Read aloud
- Genre brainstorm
- Book trailer creation
- Closure discussion

##### Materials

- Computers/iPads with iMovie software
- "The Incredible Book Eating Boy" text
- White board and dry erase markers

## 5. Drama- Reader's Theater

Standards:

2.T.P1.A Interpret story elements in a guided drama experience(e.g., process drama, story drama, creative drama, etc.).

2.T.P1.B Alter voice and/or body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)

2.T.P3.A Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally share with peers.

2.T.R3.B Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) to describe characters, settings, or events.

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Time: 1 hour and 30 min total

Directions:

To begin this lesson, we will read the book *"The Day the Crayons Quit"* by Drew Daywalt and Oliver Jeffers. To prime the students before reading the text, the teacher will ask them to be thinking about which crayon character they like best or relate to most. (15 min)

After reading the book, the students will be told that they are going to act out the story of the crayons quitting and each take on the role of one of the crayons. The students will act this out in a reader's theater style by reading their crayon's letter. (5 min for instructions)

The teacher will make a sign-up sheet on a large piece of chart paper and select students to come sign up for a crayon based on table groups. If there are more students than crayons, the students will pair up. (5 mins for sign up)

Once the students have their assigned crayon color, they will be introduced to the brainstorm web. The goal of the brainstorm web is to get the students thinking beyond the book about the personality and back story of their crayon based on what the text tells them. For example, pink crayon talks about how he is mad that Duncan never uses him and that only his little sister uses him. Based on this, students can infer that a personality trait of pink crayon is that he is creative and sad. Students can also make up any backstory they want. For example, they could say, "before pink crayon was Duncan's crayon, he did....." (20 min)

Once the students have completed their personality and brainstorm webs, they will make costumes for their crayons. This means both using the correct color of their crayon and including any text evidence for how the crayon looks. For example, blue crayon was used so much that he is now small, so they would need to make their costume reflect that. (20 min)

Lastly, once the students have their costumes made and used their brainstorm webs to get into character, the students will participate in their reader's theater by reading the page dedicated to their crayon in the character of their crayon. (20 min)

#### Activities:

- Read aloud
- Sign up
- Character trait brainstorm web
- Costume design- make own crayon costume
- Reader's theater play

#### Materials

- Brainstorm web template
- Construction paper
- Chart paper
- Glue
- Tape
- Markers
- *The Day the Crayon's Quit* text

#### Reader's Theater Script- from text

Teacher Reads: "One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them."

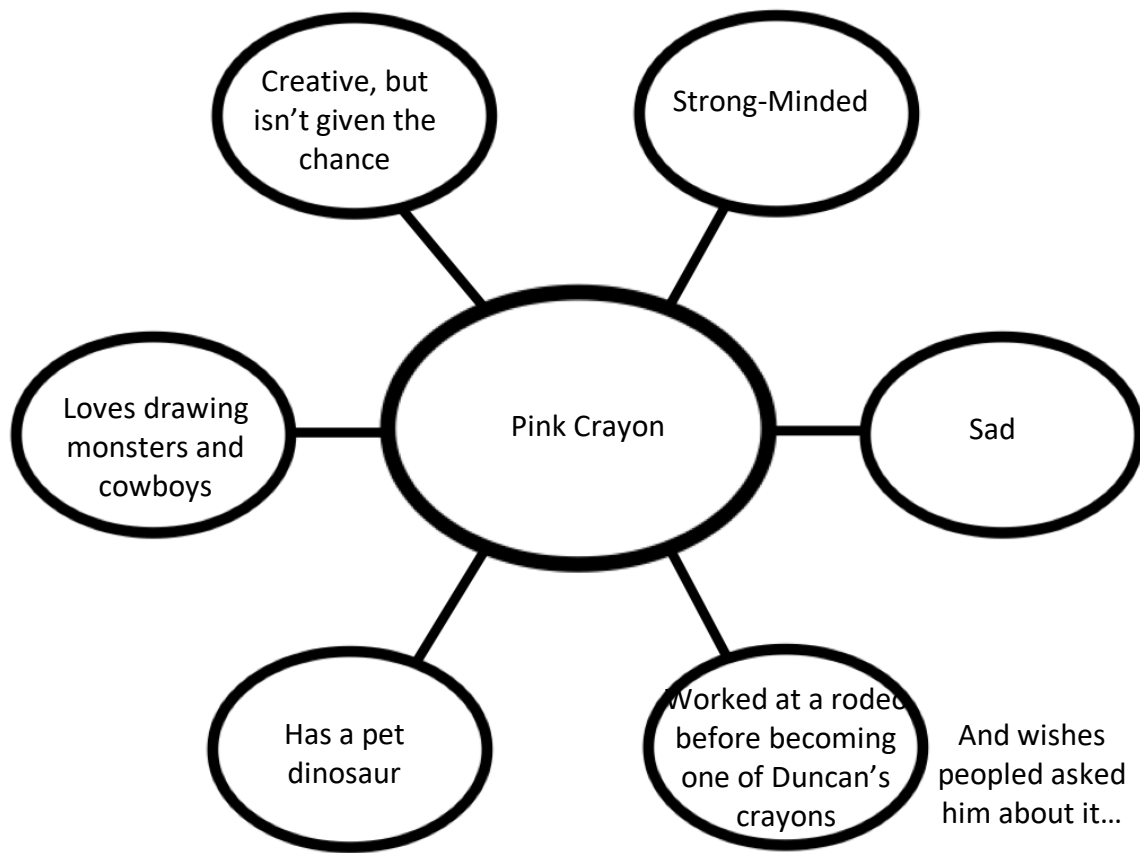
#### Order of crayon letter readings:

- Red
- Purple
- Beige
- Gray
- White
- Black
- Green
- Yellow
- Orange
- Blue
- Pink
- Peach

Teacher reads: "Well, poor Duncan just wanted to color... and of course he wanted his crayons to be happy. And that gave him an idea. When Duncan showed his teacher his new picture, she gave him an A for coloring... and an A+ for creativity."

[all of the students as crayons celebrate]

Brainstorm Web Template with filled in Example:



Costume Example: (chart paper, which I do not have access to, would be wrapped around the body of the student. The top of the crayon/hat (below), would be made out of construction paper.



## 6. Drama- Pantomime Sequence with “What If” Scenarios

### Standards

2.D. 2.D.Cr2.A Impvise a dance phrase with a beginning, middle that has a main idea, and a clear end.

P2.B Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.

2.T.P1.A Interpret story elements in a guided drama experience(e.g., process drama, story drama, creative drama, etc.).

2.T.Cr1.A Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Time- 1 hour and 10 minutes

### Directions:

To begin the teacher will read the book *“Lost and Found”* by Oliver Jeffers. This is a story about a boy who finds a penguin at his door and tries to return him to the South Pole, thinking that he is lost. After the boy returns the penguin to the South Pole, he is not sure that he did the right thing. In the end, the boy finds out that the penguin is just lonely and they both realize they started sailing back for each other. This book lends itself very nicely to acting out/pantomiming the sequence of events. There are also crucial events that contribute to the plot of the story that lend themselves to “what if” scenarios where the students can act out alternative endings to the book. (15 min)

To begin the students will pantomime the sequence. Half of the class will be the boy and half will be the penguin. They will be divided on each side of the carpet. The teacher will then slowly “read the pictures” or the full story, telling the students what to do. Since the students know the story, they will have an idea of what is coming and the type of pantomime actions they want to do. The actions that the students will act out are as follows... (20 min)

### Boy (1/2 of class)

- Penguin shows up at the boy’s door
- Boy checks at lost and found office to see if someone lost penguin
- Ask his duck if he knows who lost penguin
- Boy sleeps and dreams of how to help penguin
- Boy reads about penguins
- Boy goes to harbor to ask a boat to take them to the South Pole
- Boy tells the penguin stories along the way
- Boy leaves the penguin at the South Pole

- Boy goes back for penguin

Penguin (1/2 of class)

- Penguin shows up at boy's door
- Penguin is sad
- Penguin listen to stories in the boat
- Penguin stays at South Pole sad as boy leaves
- Penguin floats on an umbrella to find boy too

Both

- Row to the south pole through day and night and big and small waves
- Make it to the South Pole

Next, the teacher will instruct the students to act out what would happen "IF" the author decided these scenarios happened in the book instead! (10 min)

What If Scenarios:

- What if the penguin and boy never became friends?
- What if the waves crashed on the boy and penguin during their journey?
- What if they didn't make it to the south pole?
- What if the boy didn't come back for the penguin?
- What if the penguin didn't go back to find the boy too?

The students will act out all of their actions at the same time so the students can't see what their other classmates are thinking and so they are then not influenced by others' ideas. The class will have a discussion after each "what if" scenario and students will be allowed to offer up their ideas and what they pantomimed to change the story. (10 min)

Activities:

- Read aloud
- Sequence pantomime
- "What If" pantomime
- Sharing/discussion

References- Inspired by Cornett, C. E. (2014). *Creating Meaning Through Literature and the Arts* (Fifth Edition) London, UK: Pearson. p. 355

## 7. Drama- Book Characters Stuck in an Elevator

### Standards

- 2.T.P1.B Alter voice and/or body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)
- 2.T.Cr2.B With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
- 2.T.R3.A Contribute to a scene in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).

Time: 1 hour

### Directions:

To begin, the teacher will reintroduce some of the texts written and/or illustrated by Oliver Jeffers that the class has read over the year. These books will include, *“Lost and Found,” “The Way Back Home” “The Day the Crayon’s Quit” “The Day the Crayons Came Back Home” and “The Incredible Book Eating Boy.”* These texts were selected because they have prominent characters that the class can identify a personality for and relate to. The class will review these books by having a quick whole class discussion about the plots and identify the main characters in each. The teacher will dictate the characters on the board as follows: Note: since many of the “boys” in Jeffers’s books are called just “boy” the students can come up for a name for each to help them distinguish. \* (20 min)

- Lost and Found
  - Boy- let’s call him Jack
  - Penguin
- The Way Back Home
  - Boy- let’s call him Dave
  - Alien
- Crayon Books
  - All the colors
- The Incredible Book Eating Boy
  - Henry

The teacher will first split the class into groups where everyone takes on the role of one of these characters. The amount of crayons the students play will depend on class size and student interest. The teacher will tell the students that they are going to be acting out an “elevator scene.” This means they are going to assume the role of their character and pretend they are that character stuck in an elevator with all of the other Oliver Jeffers book characters. The students will have about 10 minutes of time to brainstorm their character with all the other people assigned to their character and then they will begin the “elevator scene”. To scaffold the students, they can first write up loose script and act them out, then transition to improvising based on their character. The students will have 2 minutes to have a conversation and act like their characters, based on the personality they would give them from what they learned about them in the book. This will repeat 3 times. (10 min brainstorm, 20 min elevator scene rotations with transition time built in).



Following the elevator scene, the students and teacher will debrief what it felt like to assume the role of their character. (10 min)

#### Activities

- Book refresher
- Brainstorm with like characters
- Elevator scene acting with various Jeffers's book characters
- Debrief

References- Inspired by Cornett, C. E. (2014). *Creating Meaning Through Literature and the Arts* (Fifth Edition) London, UK: Pearson. p. 363

#### Final Product Example Script-

Maroon Crayon- Oh no!! Guy's we're stuck in an elevator! This reminds me of the time I was trapped under Duncan's couch for weeks! At least no one's dad is sitting on me this time.

Penguin- I know how you feel. I was so lonely when I was left on the South Pole with no friends. At least Jack came back for me and were all in this elevator together!

Henry- There are no books though and I'm hungry! Maybe I can use my super smartness from all those books I ate to help get us out of here. I must have eaten a book about getting out of elevators before. Give me a second to search through my brain.

Dave- At least this isn't as scary as space!

Alien- Hey! You found me out there!

Dave- Okay, you're right, that made it not so bad.

Big Chunky Toddler Crayon- Trust me guys, nothing is worse than getting your head bitten off by Duncan's little brother.

Henry- Guys! I found it. I knew I read a book on this, "Escaping Elevators for Dummies." All we have to do is press the call button. Who can we call?

Crayons (all together)- WE can call Duncan! He owes us for overusing us and forgetting about us all these years. He will come save us!

[scene]

## 8. Field Trip- National Air and Space Museum- Washington, D.C.

### Standards

2.VA.R1.B Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.

### Science DCI:

#### EARTH AND SPACE SCIENCE: COURSE OVERVIEW

The Earth and Space Science course examines the role of Earth's place in the universe, the interplay of Earth's systems, and the interrelationships between Earth's systems and human activity. Inherent in this course is a look at how Earth has changed over time and the dynamics that continue to affect it. As events have impacts on the hydrosphere, biosphere, atmosphere, and geosphere, there are also sphere-to-sphere dynamics taking place in the short, medium, and long-term. This is a lab course, with an emphasis on important 21<sup>st</sup> century critical thinking skills.

Earth and Space Science (ESS)
Earth and Space Sciences (ESS)
Earth's Place in the Universe <ul style="list-style-type: none"><li>• The universe and its stars</li><li>• Earth and the solar system</li><li>• The history of planet Earth</li></ul>

Time: 1 hour before, 2 hours at museum, 30 mins after (can be extended to 1 hour for larger science project)

### Directions

Prior to heading to the Air and Space Museum in Washington, D.C., the students will complete 2 activities. The first activity will be to create their own mission patches. This video explains the instructions <https://airandspace.si.edu/stories/editorial/meaning-mission-patches>. The twist our class will take is to create their matches in the style of Olive Jeffers. They may use ideas and symbols from Jeffers's illustrations. Color copies of pages from the 3 mentor texts for this lesson will be displayed on each table and the books themselves will be available as well. The students will then wear these badges on the field trip to help identify our group. (20 min)

The second activity the students will do is to compare the images NASA has released through the Air and Space Museum website to the Oliver Jeffers's illustrations of outer space. The students will individually create a Venn Diagram to express their findings and then they will share out to create a whole class one. An example could be, "in Jeffers's book, *How to Catch a Star*, he draws his stars with 5 points, in NASA's images, the stars look like a circle." (40 min)

Before heading on the field trip, each group of students will be given a focus based off the mentor text, "*Here We Are*". In this text Jeffers touches on many phenomena about air and space, such as the planets, atmosphere and stars, but he does not go into depth explaining them. The students will select one thing mentioned in the text that they would like to learn more about and use that as their focus throughout the museum. For example, all of the students that pick stars will be in a group with a chaperon, all of the students that pick the solar system will be in a group with a chaperon etc... The students will bring notebooks in which they write all they learn about their topic from the museum. The students will have chaperons and museum staff to help with reading above their level. (10 min)

Once the students return to school with their notes there are 2 routes. The first possibility is to have the students share their findings informally, so students can learn a little about each topic. If this is being done in a larger science unit or science class, the students can use their notes to create larger projects on a trifold, incorporating images from Jeffers's books and their new knowledge from the museum. If students need gaps filled, they may also use the class computers to look up information on the Smithsonian's website. The students' posters would then be shown in science fair style. (30min to 1 hour)

#### Activities

- Design own space badges
- Compare and contrast illustrations and NASA pictures
- Museum focus exploration
- Class share

#### Materials

- Construction paper
- Markers
- Crayons
- Glue
- Scissors
- NASA pictures link- <https://airandspace.si.edu/stories/editorial/wow-factor-new-nasa-images-library> <https://images.nasa.gov>  
<https://www.nasa.gov/multimedia/imagegallery/index.html>
- Badge instructions link- <https://airandspace.si.edu/stories/editorial/meaning-mission-patches>
- Oliver Jeffers mentor texts
  - *Here We Are*
  - *The Way Back Home*
  - *How to Catch a Star*
- Notebook
- Museum tickets
- Busses
- Chaperones
- Computers
- Color copies of mentor text pages

- Poster boards

Final Product: Space badge



## 9. Visual Arts- Crayon Melting Gallery Exhibition

Standards:

2.VA.Cr2.C Repurpose objects to create something new.

2.VA.R2.A Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary.

2.VA.Cn1.A Create art about events in home, school, or community life.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Time- 1 hour and 30 min

Directions

To begin this lesson, we will read the book *"The Day the Crayons Came Home"* by Drew Daywalt and Oliver Jeffers, which is the sequel to *"The Day the Crayons Quit"* by Drew Daywalt and Oliver Jeffers. The teacher must make sure to pause and put the focus on the final few pages where the book states, "But Duncan's crayons were all so damaged and differently shaped than they used to be that they no longer fit in the crayon box. So Duncan had an idea..." When the teacher reaches this page, he/she must ask the students what they think Duncan's idea is. As the students offer up ideas, the teacher will jot them down on the board. (30 min for read aloud and pause)

Once the students have all offered up ideas, the teacher will finish the text. After the book is finished, he/she will ask the students what they think of Duncan's solution. The class will have a discussion. (10 min)

After the discussion, the teacher will explain the art project. In this project, the students will be visually and artistically representing what happened to the crayons during their journey, they changed and became something more beautiful due to the new experiences they had. Just because the crayons look different now, or are repurposed (as the art standard states), that does not mean they are any lesser. Instead they became something new. (5 min for instructions)

The students will create melted crayon art. The instructions can be found here. <https://www.wikihow.com/Make-Melted-Crayon-Art> (30min)

Once the students have finished this, they must create a caption for their art, like artwork has in a museum. Their caption must explain the mood of the art and how it relates to the message from the mentor text of equity, appreciating others for their differences and seeing the beauty in that. The students will also be asked to build off of this interpretation and put any spin on it they wish, tying in personal experiences as well. (20 min)

Once everyone's art is complete, the students will hang up their artwork on the wall and do a gallery walk. (10 min)

Activities

- Read aloud
- Class discussion during reading
- Class discussion after reading
- Melted crayon art project

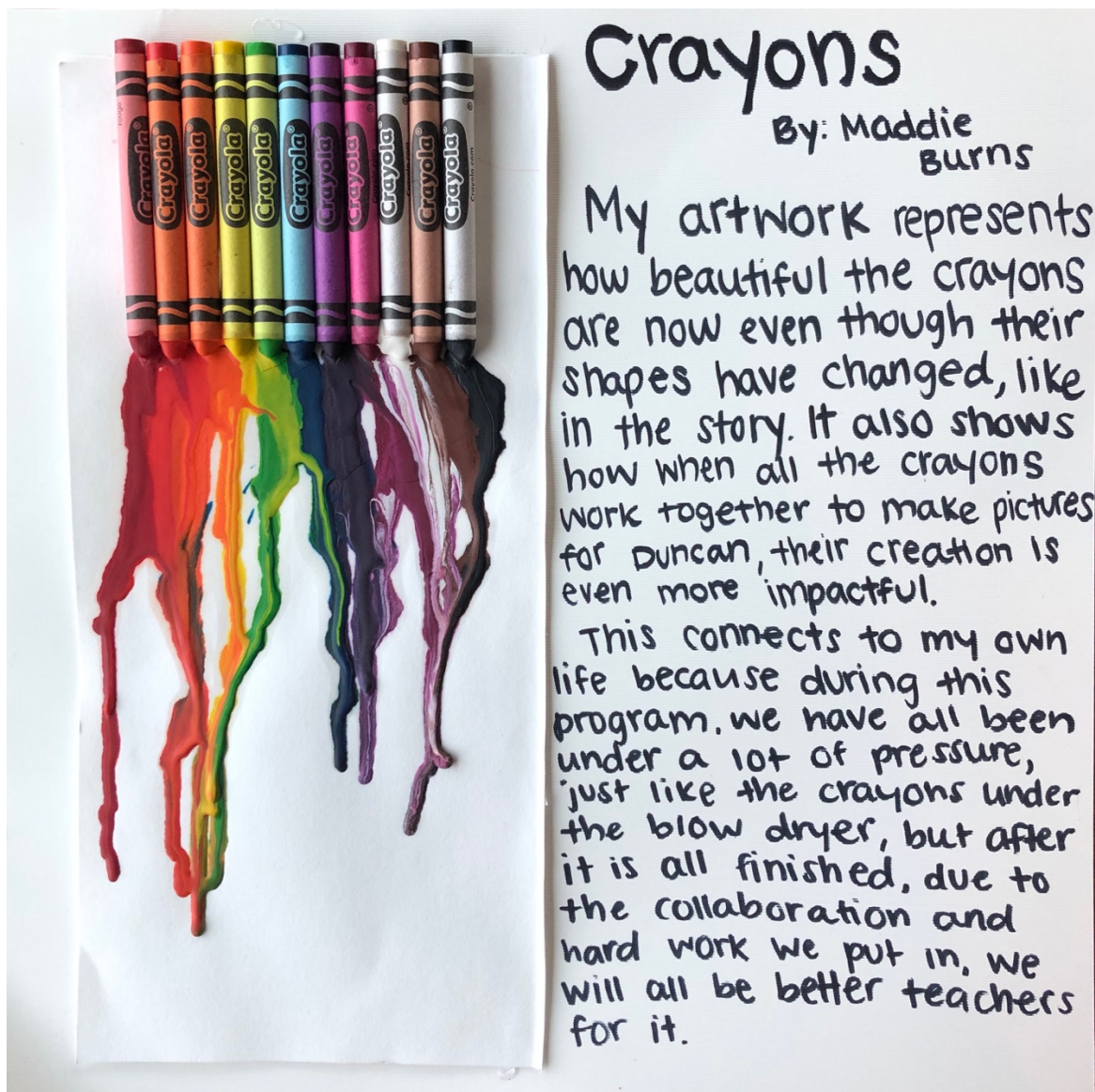


- Art description write up
- Gallery walk

#### Materials:

- Canvas or thick paper/card board
- Crayons
- Hot glue gun
- Blow dryer
- White board

#### Final Product:



## 10. Visual Arts- Illustration Addition

### Standards

- 2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.
- 2.VA.Cr3.A Discuss and reflect with peers about choices made in creating artwork.
- 2.VA.R1.A Categorize images based on determined key information and relevant details.

### CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Time- 2 and a half hours

### Directions:

To begin this lesson, we will read the book *"The Day the Crayons Quit"* by Drew Daywalt and Oliver Jeffers. This time, the students will be primed by being asked to think about a crayon's story that was not represented in the text. (15 min)

After reading the text, the students will be asked to write and illustrate their own page for this text based on the story of a crayon that was not represented. The students will be instructed to pick a color of a crayon that was not discussed in the story and come up with a page for that crayon to add to the book in the style of Oliver Jeffers. (5 min for instructions)

After the directions for the final product have been explained, the teacher will lead the students in an exploration of the illustration style of Oliver Jeffers. The teacher will hand out color copies of pages from the text for each table to explore and jot down noticings on Post It notes. Once the students have jotted them down, the teacher will call on tables and record the students' observations on the board. This will serve as guidelines for the students' own page creations. (30 min)

To begin brainstorming their color and story, the students will turn and talk with a partner on the carpet. After the students have done their turn and talk, they will head back to their table groups and brainstorm there. The students will be given a large piece of chart paper that will cover their table. The students will be instructed to stand at a chair and have 10 minutes to brainstorm some ideas for why their crayon quit. After that has passed, the students will rotate, read what the student before wrote, and help them build off that idea. They will have 5 minutes for each rotation. This will repeat until each student is back where they started. Now, all of the students will have ideas and help from their classmates to begin constructing their crayon's story. (30 min)

Each student will be given a piece of printer paper folded in half to make their "page" of the story. The students will write about why their crayon quit as well as create their illustration in the style of Oliver Jeffers. (45 min)



Once every student is finished, they will come back together as a class and share their new page as the teacher adds it to the story. The student will discuss why they made specific artistic choices and relate it back to the elements of Oliver Jeffers's style that they came up with as a class. (30 min)

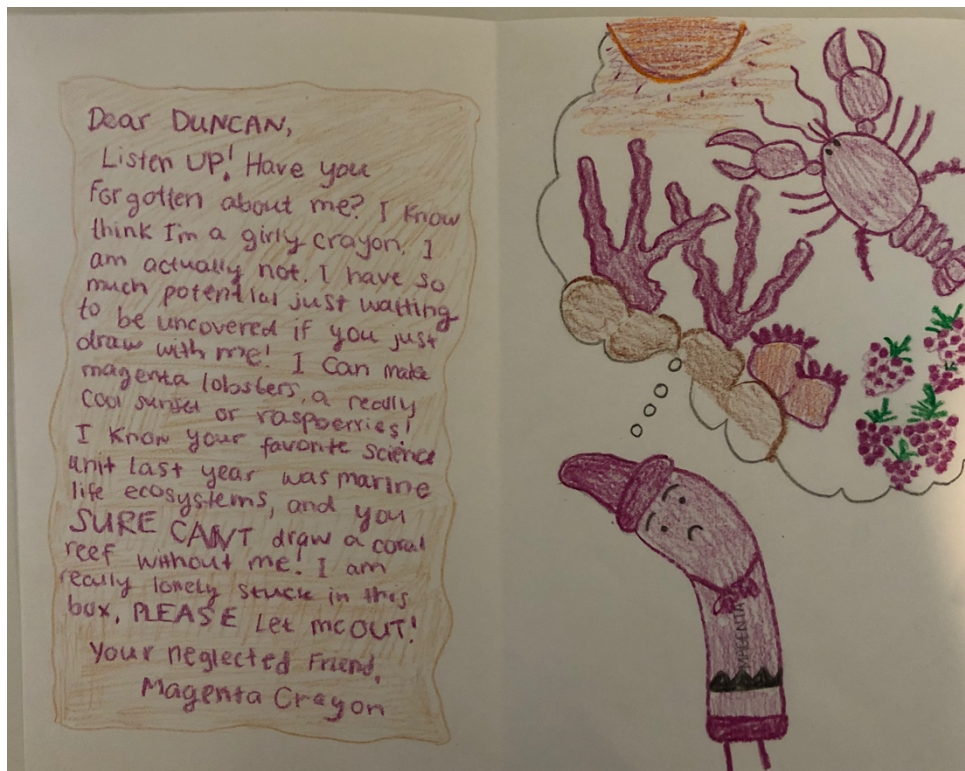
Activities:

- Read aloud
- Discussion of Oliver Jeffers's illustration style
- Post It Note exploration
- Turn and talk
- Table brainstorm
- Writing own page for text
- Illustrating own page for text
- Publishing/Sharing

Materials:

- *The Day the Crayon's Quit* text
- Chart paper
- Pencils
- Markers
- Crayons
- Printer paper
- Color copies of pages of mentor text
- Post It notes
- Projector

Final Product:



## **11. Field Trip- National Center for Children's Illustrated Literature- Abilene, TX**

### Standards-

2.VA.R3.A Use art vocabulary to express preferences about artwork.

2.VA.R1.A Categorize images based on determined key information and relevant details.

Time: 2 hours at museum, 30 mins for sharing back at school

### Description:

The students will take a field trip to the National Center for Children's Illustrated Literature. At this museum, there are a variety of different exhibitions of famous children's picture book illustrators, including Oliver Jeffers. The exhibition is called "Oliver Jeffers- 15 Years of Picturing Books." It contains over 100 of his original works from the past decade and a half. It has pieces from *The Boy*, the Huey characters and illustration from the books, *The Day the Crayons Quit*, *The Day the Crayons Came Home*, *This Moose Belongs to Me*, *The Incredible Book Eating Boy*, *The Heart and the Bottle*, *The Great Paper Caper*, *A Child of Books*, *Here We Are* and *Once Upon an Alphabet*.

At the museum, students will be instructed to critique the artwork, decide which one is their favorite and provide an explanation why using both literary and art terminology. It will be interesting to see if the students pick favorite pieces of art due to its visual elements or due to the fact that they have formed relationships with the characters and their stories. (2 hours at museum)

After the students have done this, they will be asked to find another illustrator's exhibit in the museum and compare and contrast Jeffers's style to that of the illustrator they choose. For example, if they choose Peter Brown, who is another artist about to be on display, they can discuss how Peter Brown uses more geometric shapes with rigid lines, while Jeffers's lines are looser. Students may use a Venn Diagram, a double bubble map or any graphic organizer that helps them organize this information.

Once students get back to campus, they will share their favorite illustration, finding an image online, and their explanation with the class. (30 min for sharing)

### Activities

- Critique of Jeffers's work
- Compare and contrast of Jeffers's illustrations with another illustrator
- Class sharing

### Materials

- Notebooks
- Pencils

## 12. Visual Arts- Augmented Earth Scene

### Standards

2.MA.Cr3.B Test and describe expressive effects when altering and revising media artworks.

2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.

2.VA.Cr2.C Repurpose objects to create something new.

2.VA.R1.B Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Time 1 hour class time- 1 day outside of school for picture taking

### Directions:

This lesson plan is modeled after an event Oliver Jeffers actually did with Apple for Earth Day this year on April 18<sup>th</sup>. Jeffers's hosted a session with kids where he had them take photographs of the world around them and then use an iPad drawing app to sketch the world the way they want to see it on top of their image. This goes with a theme that Jeffers represents in many of his picture books, as well as gallery work, of caring for our planet, celebrating what it has to offer and contributing what we can to make our Earth stay beautiful. As the article says, [the event] "will be held at every store on Earth Day to promote making the planet a better place." <https://9to5mac.com/2019/04/18/apple-store-today-at-apple-earth-day-2019-everyone-can-create/> (5 min)

To begin, the teacher will show this video Apple Education posted of Oliver Jeffers explaining the project. Jeffers asks students to "draw the world the way they want to see it." <https://twitter.com/appleedu/status/1117801125036609536?lang=en> (5 min)

The teacher will then share the book this idea is based off on, "*Here We Are*" by Oliver Jeffers, which shows beautiful, intricate and exciting images of our planet Earth to hopefully give the students inspiration. (10 min)

The students will then go home and have 24 hours to take a picture of our Earth with their iPad (if available at the school), iPhone or disposable camera and bring it back to school the next day.

If iPads are accessible, the students will begin drawing how they wish to see the world on their image using a drawing app from the app store. If iPads are not accessible, the teacher will print the photos from the disposable camera for the students to draw on with markers, crayons or color pencils. (30 min)

The students will then all share their work and share with the class the way they wish to see the world and how they can help make that happen and make the planet a better place. (10 min)

### Activities:

- Watch Apple Education video instructions
- Read *Here We Are* mentor text
- Take pictures

- Illustrate on pictures
- Share

Materials:

- Computer to access video links
- *Here We Are* mentor text
- iPads, iPhones or disposable cameras with any drawing app- I used “Color Notes”
- If doing non-electronically
  - Pencils
  - markers
  - crayons
  - colored pencils

Examples from students who did the project with Jeffers- <https://enabling-environments.co.uk/2019/04/28/celebrating-earth-day-with-oliver-jeffers/>





My Final Product:

Before- The view from my apartment building of empty parking lots



After- I added more animals (birds in the sky), gardens full of vegetables and flowers where the parking lots were, a river flowing through the alley and fruits growing on the nearby trees. It is supposed to represent sustainable living and leaving less waste on our planet.

