

# SCULPTURE

Theme	Lesson and Page Number	Grammar	Vocabulary	Academic Skills	Proficiency Level
	<b>Food: Yummy, Yummy!</b> <i>Page 73</i>	• Yes/no questions	• Food • Colors • Descriptive adjectives	• Focused listening • Brainstorming • Interpreting	Beginner to Low Intermediate
	<b>Sea Life Part A: Fishy Friends</b> <i>Page 79</i>	• Simple present: <i>be</i>	• Colors • Shapes • Sea creatures	• Evaluating • Interpreting • Focused listening	Beginner to Intermediate
	<b>Sea Life Part B: Under the Sea</b> <i>Page 88</i>	• Comparatives • Superlatives	• Sea creatures • Descriptive adjectives	• Comparing • Contrasting • Evaluating • Reviewing	Intermediate to Advanced
	<b>Imaginary Characters Part A: Meet the Wire People</b> <i>Page 97</i>	• Present progressive	• Action words	• Predicting • Focused listening • Surveying	Beginner to Low Intermediate
	<b>Imaginary Characters Part B: Robot Fun</b> <i>Page 110</i>	• Simple past • Past progressive	• Electronics • Action words • Place and time • Habits and routines	• Predicting • Summarizing • Evaluating	Intermediate to Advanced
	<b>Objects: Reduce, Reuse, Recycle</b> <i>Page 117</i>	• Adverbs of frequency	• Environment	• Surveying • Interviewing • Focused listening	Beginner to Intermediate

# CREATE *to* Communicate

**Art Activities for the English as a Foreign Language Classroom**

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# Rationale

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There are unlimited advantages to using the visual arts for developing English language learning skills. The arts can be a source of inspiration, imagination, and motivation for learners. They can engage students in a variety of themes, subjects, and issues, as well as introduce learners to new ways of seeing the world. Most importantly, the arts can provide students with a voice in a world where they have limited English proficiency.

This activity book is intended for English language teachers who would like to reap the benefits that the visual arts provide, but are unsure of where or how to begin. By providing art ideas and guidelines, matched with language objectives, this book seeks to use the arts as a tool to build and strengthen English reading, writing, listening, and speaking skills and develop the confidence students need to take risks and explore within a new language. Designed to supplement regular coursework, the purpose of this book is not to provide art lessons, but rather to provide ideas of how to incorporate the arts into the language classroom to make English accessible and understandable to students.

# Organization

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The art and language activities in this book are designed for primary and secondary school students. Each activity lists a language objective and suggested skill level. There are four media explored in this book: drawing, collage, sculpture, and mixed media. The activities are designed to be used independently rather than sequentially, giving the teacher the flexibility to choose an activity that best fits the desired topic, language focus, and available art materials of the language classroom.

In addition to flexibility, an important design feature of this book is adaptability. While art materials, language objectives, and skill levels are listed for each activity, most activities can be adapted and modified in numerous ways. Look for modification suggestions at the beginning and end of each lesson labeled as *Art Options* or *Extension Activities*, or at the *Additional Resources* to supplement and enhance the lesson plans. These features enable the teacher to use, adapt, and modify an activity in various ways to best suit the needs of the students.

The below grid is a model of what will be found at the beginning of each lesson:

**Objective:** This is the language-learning objective for the lesson plan.

**Level:** This indicates the student level for the lesson.

**Materials:** This lists the materials needed for the art project.

**Teacher Preparation:** This is what the teacher will need to do to prepare for the lesson.

**Art Options:** This will list variations in case the materials listed above do not work in the teacher's specific setting.

# Selecting an Activity

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There are three ways to select an activity to fit the needs of the students.

- **Language Focus:** The language focus of each activity is placed at the beginning of each activity. Most activities in this book are organized around an authentic communication goal and discrete language structures. These objectives are designed to be adapted and modified to best suit the needs of the students.
- **Topic:** In each chapter, the activities are organized under topic headings.
- **Art Medium or Materials:** Each chapter of this activity book is organized by art medium. This enables the teacher to easily search for an activity depending on what materials are available. However, most activities also offer suggestions for art material variations. The *Art Options* listed at the beginning of each lesson offers valuable suggestions on alternate materials. Likewise, adaptation and modification are encouraged.

# Teaching the Lesson

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There are no exact rules or steps for making art. The tips outlined below offer broad guidelines and suggestions to take into consideration when creating art with students.

## 1. Choose an appropriate activity for the students.

Before beginning an art activity, read through the activity instructions, extensions, and variations to make sure the activity is suitable or adaptable for the age and language ability levels of the students. Most activities can be adapted and modified in numerous ways to fit the needs of students.

## 2. Collect the necessary materials, or alternate materials, needed to complete the activity.

Read the materials list and the instructions for each lesson before beginning the activity with students. If the resources listed in the beginning of the activity are not available, read the *Art Options* section at the beginning of the activity for ideas on other ways to complete the activity.

## 3. Help students plan the basic design of the artwork: the composition.

Most art activities require some planning. The amount and type of planning will depend on the age of the students, the specific activity, and the amount of time desired to spend on the activity. With both two-dimensional and three-dimensional artwork, students have a limited amount of space to work with. The teacher can help students plan how they will use the space provided by asking them to think about the organization or arrangement of the subject(s), the size of the subject(s), and the desired colors and color combinations to be used. In many cases, the teacher can also show students how to organize the design of a piece of artwork by doing an example with the class, or by demonstrating with a student example.

# **Art Tips**

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Tips specific to each art medium can be found at the beginning of each chapter. Listed below are a few tips and suggestions that are common to all art media and activities included in this book.

- If possible, have students bring in old shirts or other old clothes that can be worn over their clothes to protect them from paint, glue, or any other messy art materials being used.
- If students are working with messy materials, try to cover and protect the surfaces students will be working on (desks, tables, and floor) with old newspapers or scrap (recycled) papers. By covering students' workspace, the furniture in the classroom will not only be protected but clean-up will also be faster and easier.
- Old baking supplies such as muffin tins or metal baking sheets make good paint mixing trays or palettes.
- Recycled materials such as magazines, papers, cardboard, plastic containers, and glass jars are utilized in many art activities throughout this book. If possible, collect these items for use in the classroom or ask students and other teachers to collect such recycled materials to donate for art activities.
- Each chapter includes a materials list. The lists provided are broad suggestions of common materials used in art activities. They are intended to give the teacher an idea of possible materials that can be used with the art medium. Not all of the materials listed are needed to complete an activity. ***Feel free to adapt, modify, or add additional materials to any activity to best suit the resources available and the needs of the students.***
- There is a glossary provided at the end of the book with definitions and images for art processes and materials that may be unfamiliar.

# UNIT III:

# SCULPTURE

A sculpture is a three-dimensional work of art. Sculptures can be created from a variety of different materials. They can be big, small, abstract, or representational. Sculpture provides students with a great tactile alternative to drawing or painting. Kinesthetic learners particularly benefit from the process of working with their hands. Similar to all art media, sculpture can help students make associations and deepen connections between any topic and the target language, English. In addition, sculptures students create in the language classroom can be used as a platform for conversation, description, comparison, and meaningful language use.



## Tips for Sculpture

- **Materials**

Traditionally, sculptures have been made from materials such as clay, stone, and wood. However, the activities in this book utilize recycled materials such as paper, cardboard, or plastic. Look for and collect old magazines, recycled cardboard, and recycled plastic bottles and containers to use for the sculpture activities. **\*NOTE:** Make sure plastic containers used in the activities are rinsed with water and clean. Do not use plastic containers that once held dangerous or harmful substances.

- **Using glue and tape**

Glue and tape are common materials used to construct sculptures. For more information about using glue with students, refer to the “Using Glue” tip in *Unit II: Collage*. In addition to glue, many different types of tape can be used to construct sculptures: duct tape, masking tape, electrical tape, or office tape. Stronger tapes, such as duct tape or electrical tape, can be used for plastic or cardboard. Office tape or other thin tapes can be used for paper.

- **Making sculpting dough**

Sculpting dough is a fun and versatile material that can be used to create numerous forms. Similar to clay, most sculpting dough is elastic and can be stretched, rolled, pulled, and molded into different shapes. Sculpting dough can be purchased in stores or made from simple recipes at home or in the classroom. Recipes for making sculpting dough are included in *Appendix C*.



## Sculpture Materials

This is a list of all the materials you and your students can use to create sculptures. Each lesson plan in this chapter will have a list of the specific materials you'll need to complete that particular project with suggestions for variations in case you have different resources on hand.

### Required

- Adhesive: glue or tape
- Paper
- Pencil
- Recycled cardboard

### Optional

- Brushes for glue and paint
- Crayons
- Glue: paste, white glue or glue sticks
- Magazines
- Markers
- Materials from nature: rocks, grass, straw, twigs, sand, small rocks, flowers, leaves, seeds, snow, ice
- Paper: cardstock, cellophane, colored paper, construction paper, poster board, recycled papers
- Recycled plastic: plastic soda, juice or water bottles, used laundry detergent containers, any other recycled plastic containers
- Scissors
- String or yarn
- Tempera paint

# SCULPTURE ACTIVITIES

## UNIT III

Title	Language Focus	Art Activity	Page
<b>Lesson 1: Food</b> Yummy, Yummy!	Guessing game using yes/no questions and adjectives	Food sculptures	73
<b>Lesson 2: Sea Life Part A</b> Fishy Friends	Speaking and listening game using descriptive adjectives	Fish sculptures	79
<b>Lesson 3: Sea Life Part B</b> Under the Sea	Compare-and-contrast poem using comparatives and superlatives	Fish mobiles	88
<b>Lesson 4: Imaginary Characters Part A</b> Meet the Wire People	Present progressive stories	Wire people sculptures	97
<b>Lesson 5: Imaginary Characters Part B</b> Robot Fun	Storytelling using simple past and past progressive	Robot sculptures	110
<b>Lesson 6: Objects</b> Reduce, Reuse, Recycle	Informational interviews using quantifiers	Recycled magazine bowls	117

# LESSON 1

## FOOD

### Yummy, Yummy!



Guessing game using yes/no questions and adjectives

**Objectives:** Students will ask questions and respond with answers in a food guessing game and will use descriptive adjectives in an information gap drawing activity.

**Level:** Beginner to Low Intermediate

**Materials:** Sculpting dough (various colors if possible), pencils, paper, and tape. Optional: markers, crayons, colored pencils, or images or samples of fruits and vegetables.

**Teacher Preparation:** 1. Photocopy the fruit and vegetable images on page 77. Cut each fruit or vegetable picture out and tape it to a note card. Another option is to find your own fruit and vegetable images to use, or draw fruits and vegetables on note cards. Each note card should have only one fruit or vegetable on it. Make sure there are enough cards for every student in your class. 2. If possible, make sculpting dough for students to use in this activity. Sculpting dough recipes are included in *Appendix C*. (If materials for sculpting dough are not available, students can complete this activity as a drawing activity.) 3. If possible, duplicate the mind map template in the *Reproducible Worksheet* section. 4. Prepare the signs for the human graph activity in Part Four.

**Art Options:** If sculpting dough is not available, this activity can be completed as a drawing or painting activity. Students can draw a fruit or vegetable with pencils, crayons, markers, or colored pencils. If tempera or watercolor paints are available, students can make a fruit or vegetable painting.

#### INSTRUCTIONS

##### Part One: Fruit and Vegetable Warm-Up Activity

1. Make fruit or vegetable cards before playing this game. See the instructions in the *Teacher Preparation* section.
2. Depending on the level of your students, review the names of the fruits and vegetables, adjectives that might describe the fruits or vegetables, and the words for colors, shapes, or sizes of the fruits and vegetables.
3. Mix the cards up and tape one fruit or vegetable card on the back of each student.
4. Tell students that when you say “Go!” they must walk around the classroom and find a partner. The pair should then ask yes/no questions to try to figure out which fruit or vegetable is taped on their backs. Possible yes/no questions may include the following:

*Is it a vegetable?  
Is it sweet?  
Is it salty?  
Is it red?  
Is it a small fruit (or vegetable)?  
Is it large?*

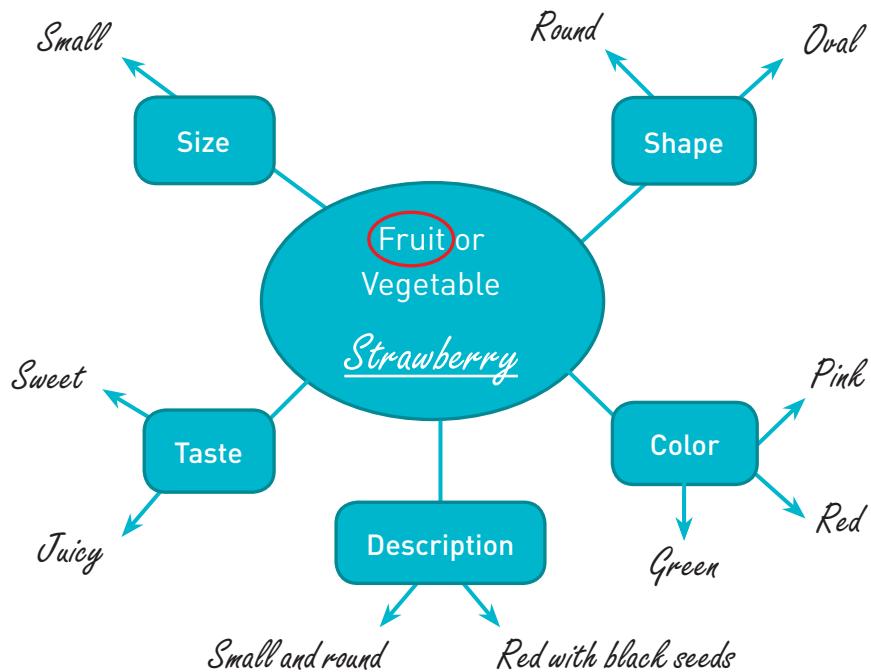
*Is it bitter?  
Do you eat the vegetable (or fruit) with a fork?  
Do you eat it with a spoon?  
Does it grow in the ground?  
Does it grow on a tree?*

- When one student answers “no” to a question, it is the other student’s turn to ask questions about the fruit or vegetable card on his or her back. If both students get a “no” answer, the students must continue walking around the classroom to find different partners.
- Students should continue asking questions until they can figure out which fruit or vegetable is taped to their backs.

## Part Two: Fruit and Vegetable Mind Maps and Sculptures

- Break students up into small groups.
- Use the fruits and vegetables note cards from the previous activity and assign a fruit or vegetable to each group. (If possible, bring in actual samples of different types of fruits and vegetables.)
- Tell each group they must brainstorm adjectives to describe their fruit or vegetable. Students can focus on describing its size, shape, color, and taste.
- Groups should create a mind map to record their brainstormed answers. Groups can use the mind map template included at the end of this section, or they can create their own.
- After the groups have finished filling out their mind maps, have them switch mind maps and fruit or vegetable cards with another group.
- The new group should add any additional descriptive adjectives they can think of to the mind map.
- If desired, repeat the activity and have groups fill out another mind map for a different fruit or vegetable.

Example Mind Map



8. Tell students they will be creating a small sculpture of one of the fruits or vegetables they have described.
9. Demonstrate to students how to create a food sculpture. For example, to create a strawberry, use red sculpting dough and form the dough into a small round shape. Next, you could take a small amount of green sculpting dough and roll it into a skinny rectangle to use for the stem. You could then flatten a piece of green dough to make a little leaf and attach it to the base of the stem. Lastly, you could use a pencil to poke holes into the strawberry to represent the seeds, or stick small pieces of sculpting dough to the strawberry for the seeds.
10. Pass out sculpting dough to students and have them begin working.
11. Tell students to refer to their mind maps or fruit and vegetable cards if needed.

### **Part Three: Information Gap Drawing Activity**

1. To further reinforce descriptive adjectives, do an information gap drawing activity with students:
  - a. When students are finished with their sculptures, ask them to place their sculptures on one central desk or table.
  - b. Tell students to find a partner. One person in the pair should be the describer, while the other person is the drawer.
  - c. The describer should pick one fruit or vegetable sculpture from the central desk and bring it to his or her desk, without showing it to his or her partner.
  - d. The describer should then begin describing the fruit or vegetable sculpture to his or her partner. The partner should draw what he or she hears. Remind the describer to explain the primary shapes of the item first and the small details of the item last.
  - e. If crayons, colored pencils, or markers are available, the describers can also use color in their descriptions.
  - f. When they are finished, students can compare their drawings to the sculptures.
  - g. Have partners switch roles and choose a new fruit or vegetable sculpture to describe.

### **Part Four: Human Graph Closing Activity**

1. To poll which fruits and vegetables students prefer the most, have students make a human graph as a closing activity.
2. Before starting the activity make five signs. The signs should say *Love it*, *Like it*, *It's okay*, *Don't like it*, and *Hate it*.
3. Review what each sign means with students. Use gestures and facial expressions to demonstrate the meanings.
4. Tape the signs in five different locations around the classroom.
5. Tell students that when you hold up a fruit or vegetable sculpture they must walk to the sign that expresses how they feel about that fruit or vegetable: *Love it*, *Like it*, *It's okay*, *Don't like it*, and *Hate it*.
6. When each student has chosen a sign, ask students under the different categories why they love, like, or hate that particular fruit or vegetable. Students should naturally use some of the previously brainstormed descriptive adjectives. For example, "I love strawberries because they are sweet and juicy."
7. Keep repeating the activity by holding up a new fruit or vegetable sculpture. Students must move again to the sign that best describes how they feel about that item. Again, keep asking different students about their feelings.

- For each fruit or vegetable sculpture that is held up, count how many students are standing under each category. Students can then make graphs that show which fruits or vegetables the class likes the best and least.

### Extension Activity:

#### Alphabet Food Poem

Have students write an alphabet poem about fruits, vegetables, or other foods. An alphabet poem follows the order of the alphabet, listing a word or phrase that begins with the corresponding letter. Alphabet poems can be simple and can be used with beginning learners to reinforce vocabulary and the alphabet, or they can be made more difficult for intermediate learners by instructing students to list adjectives that describe food. See the examples below. Students can work in pairs, groups, or together as a class to complete the poem.

Using Foods	Using Food Adjectives
Apple	Aromatic, acidic, appetizing
Banana	Buttery
Carrot	Crunchy, crispy, creamy
Dates	Delicious, dry
Eggplant	Edible
Fish	Fragrant, flavorful, fruity
Garlic	Good
Hamburger	Hot
etc.	etc.

### Internet Resources:

#### Fruit and Vegetable Word Search

Create a word search with the fruit and vegetable vocabulary used in this activity. Word searches are a fun way to reinforce vocabulary words and their spellings. You can easily create word searches on the website below.

Discovery Education Puzzle Maker: [www.discoveryeducation.com/puzzlemaker/](http://www.discoveryeducation.com/puzzlemaker/)

#### Learn About Healthy Eating!

Visit the U.S. Government's Food Plate website for information, activities, multimedia and more on healthy eating.

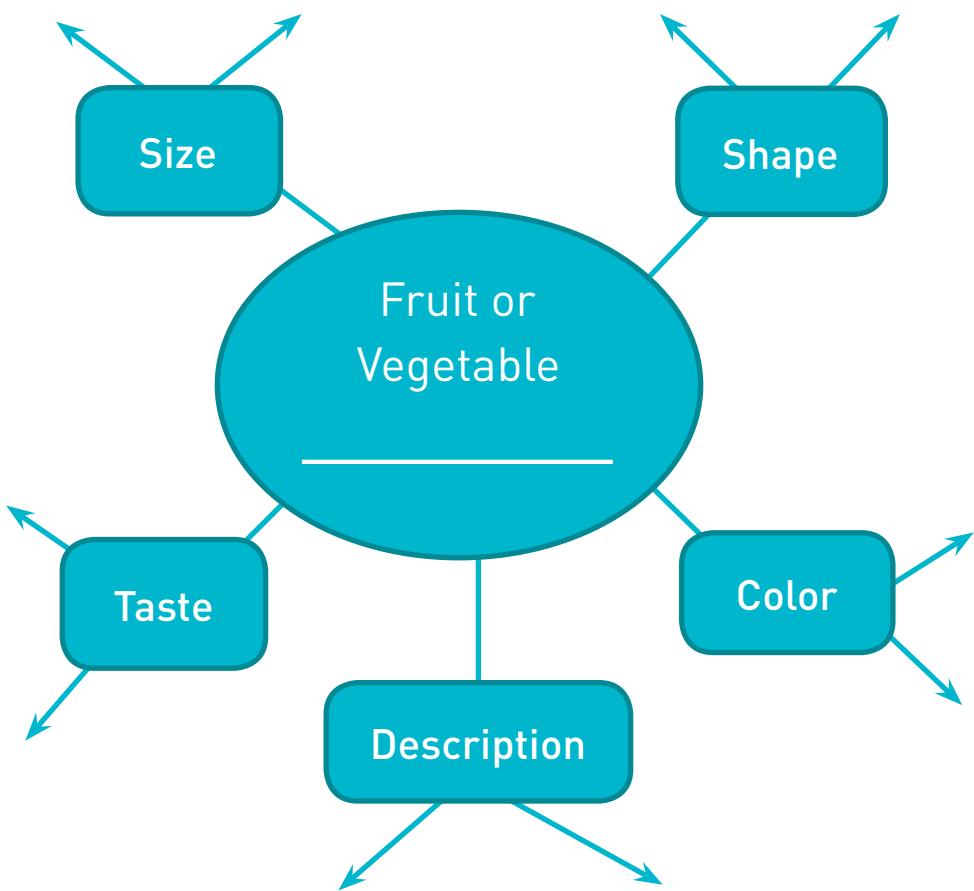
<http://www.choosemyplate.gov>

# EAT YOUR FRUITS AND VEGETABLES!



# MIND MAP

**Directions:** Describe your fruit or vegetable using the mind map below.



## LESSON 2

# SEA LIFE PART A

## Fishy Friends



Listening and drawing game using descriptive adjectives

**Objective:** Students will create fish sculptures and use these to participate in a description game using descriptive adjectives.

**Level:** Beginner to Intermediate

**Materials:** Large recycled plastic bottles, string, stapler, scissors, markers. Optional: tempera paint, paint brushes.

**Teacher Preparation:** 1. If possible, duplicate the fish cards included in the *Reproducible Worksheets* section of this activity, or find other fish images to use. 2. Ask students, other teachers, or parents to bring in recycled plastic bottles. Cut the bottoms off the plastic bottles with scissors or a razor. 3. Cut pieces of string, two or three feet long, one for each student.

**Art Options:** If recycled plastic bottles are not available, this activity can be completed as a drawing or painting activity. Students can draw their fish with pencils, crayons, markers, or colored pencils, or if tempera or watercolor paints are available, students can paint their fish.

### INSTRUCTIONS

#### Part One: “I Spy Something...” Warm-Up Activity

1. Before groups begin playing the “I Spy” game, introduce vocabulary words associated with fish body parts: fins, gills, eyes, mouth, and scales.
2. Show students the pictures of fish parts on page 84 and the fish cards on pages 85–87.
3. Have students play the “I Spy” game in groups:
  - a. Tape the fish cards in the *Reproducible Worksheets* section on the board or someplace where all students can see them.
  - b. Demonstrate the game to students. Pick one card, and start to describe it, saying “I spy something...”

For example, if you pick the card below you might say:



*I spy something yellow.*

*I spy something yellow and white.*

*I spy something yellow and white with a long, skinny white mouth.*

- c. Students should guess which picture is being described.
- d. When students play the game in their groups, the student who guesses correctly then becomes the describer.

## Part Two: Recycled Fish Sculpture

1. After playing the “I Spy” game, tell students they will be creating their own fish. Students can create any type of fish they would like, real or imaginary, as long as the fish has eyes, a mouth, and fins.
2. Have students make a quick drawing of their fish and discuss their fish with a partner or with the teacher. For example, a student might say, “I want to make a blue fish with big eyes and small fins.”
3. Begin the fish sculpture by passing out a plastic bottle to each student. (The plastic bottle should already be prepared for the activity; see the *Teacher Preparation* instructions at the beginning of the activity.)
4. Have students poke a hole in the top of the plastic bottle close to the center with scissors. For young learners, do this step for students ahead of time.
5. Pass out a piece of string to each student. Have students pull the string through the hole on the top of the plastic bottle. Tie a small bead, twig, or small piece of cardboard onto the end of the string inside the bottle. This will secure the string to the bottle and allow students to hang their fish sculptures when they are completed.
6. Students should next staple together the ends of the plastic bottle to create the tail fins. Younger learners might need help in stapling the two sides of the plastic together. The top or opening of the plastic bottle will be the mouth of the fish.
7. Once students have created the tail fins, they can begin coloring their fish and adding designs with markers, or, if you have tempera paint available, by painting the plastic bottle.
8. Tell students to look at the fish cards for ideas and inspiration.
9. Once students have colored or painted the plastic bottles, they can begin to draw details on the bottle: fins, gills, eyes, and other designs. If students used markers, have students draw the fish details with a black marker so the details stand out against the colors. If they used paint, make sure the paint is completely dry before they begin adding details.
10. When the sculptures are finished and dry, hang them around the classroom or school.

## Activity Example



## Part Three: Information Gap Activity

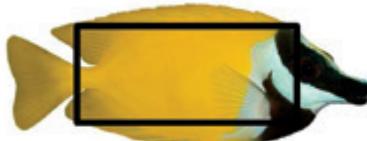
**\*NOTE:** The information gap activity can be conducted with either the fish cards provided in this activity or the sculptures that students created. If you would like to use students’ sculptures for the activity, substitute them for the fish cards in the instruction below.

1. To begin, hold up different fish cards for the class to see, and ask students for adjectives to describe the fish. Specifically ask about the shape of the body, size of the body, color(s) of the fish, and details about the fins, eyes, or mouth.

2. Make a list of the adjectives on the board for students to refer to. See the example chart below.

Shape of the Body	Size of the Body	Color(s) of the Fish	Details about the Fins, Eyes, and Mouth
rectangular	small	black	large, black eyes
oval	large	white	short, yellow tail fin
round	tiny	blue	skinny, black fins
triangular	huge	red	long, pointy mouth
long		yellow	
narrow		orange	
		green	

3. To increase students' understanding of the adjectives, draw pictures next to the words or over the fish pictures to help students remember their meaning. For example, if you have a list of adjectives under the category "Shape of the Body" you might have the word *rectangular*, and then a picture like this:



Add the word *oval*, and then a picture like this:



4. Depending on the level of students, leave the chart or list on the board for students to refer to while playing the information gap game.

5. Demonstrate the game to the class before students begin playing.

- Put the fish cards in a pile, with the images facing down, so that the pictures cannot be seen. (If using the fish sculptures, place or hang them in a location where every student can see them.)
- Pass out a piece of paper and pencils to students. Optional: Use crayons and markers as well if they are available.
- The student who will be describing the fish should pick one card.
- He or she should begin by describing the basic shape of the fish and details about the fish on the card that he or she picked.

e. The other students should be listening to the description and drawing what they hear. Make sure the student who is describing the fish goes slowly, so that the other students have time to listen, think, and draw. For example, if the student picks the card below, he or she might say:

*The fish has a long, rectangular body.  
The body is yellow.  
The fish has a short, yellow tail fin.  
The fish has a long, pointy mouth that is black.  
The fish has a small black eye.  
The fish has a white stripe underneath its eye.*



6. After this, have students compare their drawings to the fish card.
7. This activity can be completed in pairs or small groups. Stress to students that their drawings do not need to be perfect or complete.
8. Make sure that students switch roles and get a chance at being both the describer and drawer.

#### **Part Four: Exit Ticket Closing Activity**

1. Have students line up before leaving class.
2. Give students a category used in describing the fish cards and sculptures. The category could be shape of the body, size of the body, colors, or details about the fins, eyes, or mouth.
3. Tell students they have to say an adjective from the specified category before leaving class. Students cannot repeat answers.

#### **Extension Activity:**

##### **Go Fish!**

To play the game Go Fish, you will need to make a deck of fish cards from the *Reproducible Worksheets* at the end of the section. Duplicate each sheet twice so that there are two of every card. Have

students cut out the cards. Three to four students can play with one deck of cards. (If you need more than one deck of cards, duplicate the fish card worksheets as many times as necessary.) Pass out two cards to each student playing. Students should not show their cards to anybody else. The remaining cards go in a pile in the middle of the students, face down, so that students cannot see the pictures. One student begins by asking another student if he or she has the match to one of their cards. The student asking has to explain what

the card looks like. For example, if the first student was looking for the match to the fish card above, he or she might say “Do you have a fish that has an oval body with a yellow mouth and white spots?”

If the answer is yes, the second student has to give his or her card. If the answer is no, the second student says, “Go fish!” This means that the first student gets to pick one card from the pile to find the match. When students can make a match, they should display the two cards in front of them. Students take turns asking questions and trying to find the matches for their cards until the cards in the middle run out. The student with the most matches wins.

## **Additional Resources:**

The Monterey Bay Aquarium has many ocean and sea life resources on their website: animal fact cards, matching games, “I Spy” games, coloring pages, memory games, online books, crossword puzzles, tic-tac-toe, bingo, songs with lyrics, and information about science careers, animals, sea life, and the ocean.

[http://www.montereybayaquarium.org/lc/kids\\_place/](http://www.montereybayaquarium.org/lc/kids_place/)

On the National Oceanic and Atmospheric Administration’s (NOAA) website you can find many ocean and sea life resources for students and teachers. They have facts and information about the ocean, fish, and reefs, as well as coloring pages, games, puzzles, word searches, and stories.

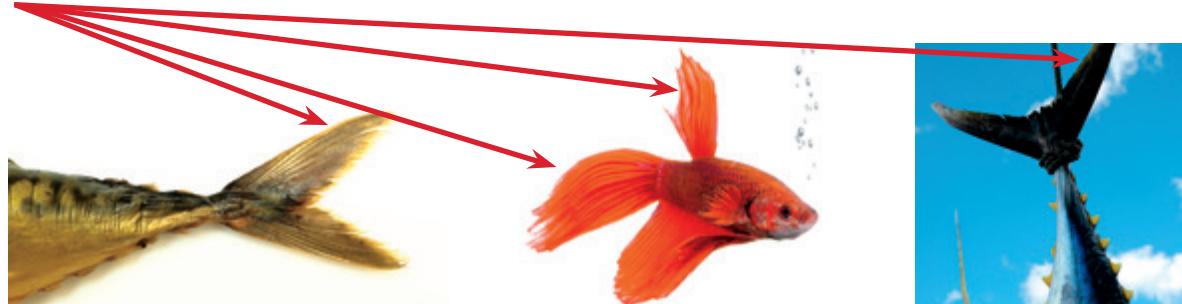
<http://www.education.noaa.gov/socean.html>

The Smithsonian’s Ocean Portal is an amazing site for teachers and students. Visit this site for further lesson plans, photo journeys, multimedia, and more!

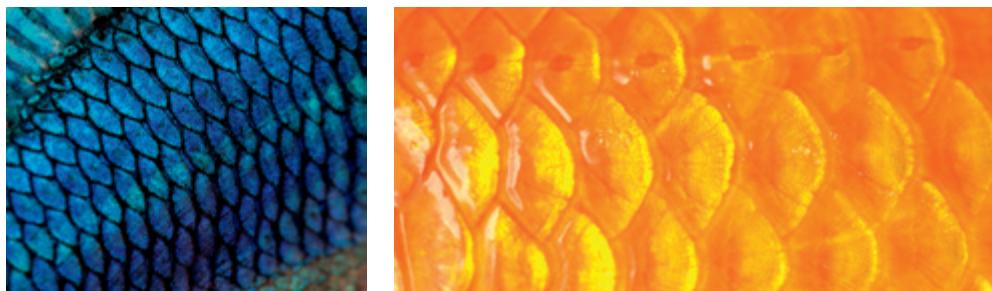
<http://ocean.si.edu/>

# GET TO KNOW YOUR FISHY FRIENDS!

## FINS



## SCALES



## MOUTH



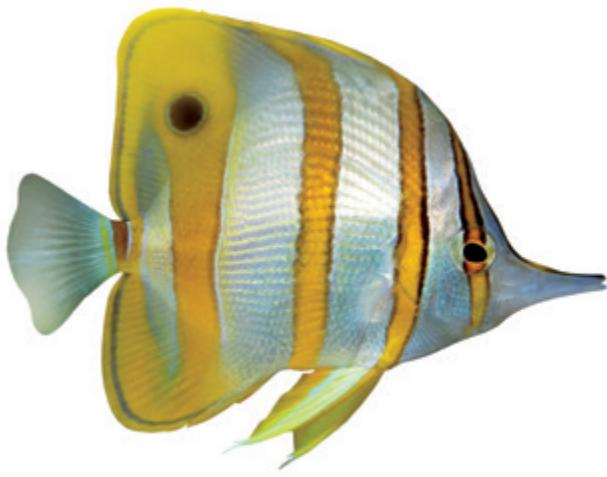
## EYES



# SOMETHING SMELLS FISHY! FISH CARDS



# SOMETHING SMELLS FISHY! FISH CARDS



# SOMETHING SMELLS FISHY! FISH CARDS



## LESSON 3

# SEA LIFE PART B

## Under the Sea

Ocean mobiles and a compare-and-contrast poem using comparatives and superlatives



**Objective:** Students will create a sea life mobile, participate in an art critique, and write a compare-and-contrast poem using comparatives and superlatives.

**Level:** Intermediate to Advanced

**Materials:** Paper plates, paper, pencils, wire coat hangers, flexible wire, string, glue, tape, and fish images from previous activity (Lesson Two). Optional: crayons, markers, or colored pencils.

**Teacher Preparation:** 1. Duplicate the underwater scene included at the end of this section. Make enough copies so that each group can have one. 2. Choose a type of mobile depending on what materials you have available and what is most appropriate for your students. Prepare those materials before the activity. 3. Duplicate the sea life survey located at the end of this activity.

**Art Options:** If mobile materials are not available, this activity can also be completed as a drawing or painting activity. Students can draw a sea life scene, with sea plants and animals using pencils, crayons, markers, or colored pencils. If tempera or watercolor paints are available, students can paint a sea life scene. The drawing or paintings can be used as motivation for the art critique and contrast poem.

## INSTRUCTIONS

**\*NOTE:** A mobile is a sculpture made by assembling objects together and balancing or arranging them in a manner in which they can move freely.

### Part One: “I Spy” Group Contest Warm-Up Activity

1. Give each group a copy of the underwater cartoon scene from the *Reproducible Worksheets* section.
2. When the teacher says “go,” tell each group to list as many sea animals as they can from the underwater picture. Students can use bilingual dictionaries if they like.
3. Give groups a specific amount of time (no more than three minutes) and then call “stop.”

4. Have groups compare answers to see which group named the most underwater items. Possible answers are listed below:

fish	shark	whale	octopus	crab
squid	clam	starfish	turtle	eel

## Part Two: Sea Life Mobiles

1. Use the underwater scene and answers that students brainstormed in Part One to think of more animals, fish, and vegetation found in the ocean. Have students create a mind map on the board with their answers. Groups can take turns coming to the board to add an item to the mind map. Possible items might include whales, sharks, dolphins, turtles, squid, octopus, jellyfish, starfish, sea horses, eels, fish, sea shells, seals, penguins, sea lions, and coral reefs.
2. Use the images provided at the end of this lesson to demonstrate the meaning of the vocabulary words generated in the mind map.
3. Tell students they will be making their own sea life mobile.
4. As specified in the *Teacher Preparation* section, choose a type of mobile depending on what materials you have available and what is most appropriate for your students. The mobiles students create should demonstrate various aspects of life in the ocean. Below several mobile types are described.

## Mobile Types

### Paper Plate Mobiles

Draw a spiral on a paper plate, starting at the outside and spiraling into the center of the plate, and cut along the spiral. Next, tell students to draw pictures of the sea life they would like to include in their mobile. Use whatever drawing materials you have at your disposal: pencils, crayons, or markers. Attach string to student's drawings, and hang them from various points of the paper plate spiral. If magazines with images of sea life are available, students could cut images out to include in the mobile instead of drawing them.



### Coat Hanger Mobiles

In this method of creating a mobile, have students draw or find images of various types of sea life similar to the paper plate mobiles. However, instead of hanging the images from a paper plate, hang them from a coat hanger. Attach the drawings or images to the coat hanger with string of varied lengths so the drawings hang at different heights.



### Wire Mobiles

For wire mobiles, flexible wire is needed (such as a wire coat hanger). Students first create a base for the mobile. The base can be any shape or form as long as other parts of the mobile can be added to it. Students should then bend wire into different sea animal, fish, and plant shapes. Next, attach the sea life to the base of the mobile with wire or string. See the image at the beginning of the activity for an example.



5. Tell students how to make their mobiles, using the directions listed above and showing the example mobile.
6. When students have finished their mobiles, hang the mobiles around the classroom.

### Part Three: Art Critique with Comparative and Superlative Adjectives

1. Give students time to walk around the classroom and look at their classmates' artwork.
2. Have students fill out a survey worksheet while they are looking at the mobiles. A survey worksheet is included at the end of this section. Modify the survey as needed to fit the needs of your class.
3. Tell students that artists often have art critiques, where they talk about their artwork with other people. In art critiques, artists can talk with each other about things they like about the artwork and areas where they think need improvement. Artists then compare and contrast the various works of art with each other to gain perspective and feedback.
4. Demonstrate to students how to compare sea life mobiles. Use comparative and superlative adjectives. See the chart on the next page for suggestions.
5. Ask for student volunteers to compare and contrast two sea life mobiles. See if students use or know how to use *-er* and *-est* or *more* or *most* for the comparative and superlative adjective forms. If students are having trouble using the correct form, provide explicit instructions on comparatives and superlatives.

## One-Syllable Adjectives

**COMPARATIVE:** Construct the comparative form of a one-syllable adjective by adding **-er**

**SUPERLATIVE:** Construct the superlative form of a one-syllable adjective by adding **-est**

Adjective	Comparative Form	Superlative Form	Examples
tall	taller	tallest	Juan's mobile is <i>tall</i> . Sara's mobile is <i>taller</i> than Juan's. Jenny's mobile is the <i>tallest</i> .
big	bigger	biggest	Juan's mobile is <i>big</i> . Sara's mobile is <i>bigger</i> than Juan's. Jenny's mobile is the <i>biggest</i> .

## Two-or-More Syllable Adjectives

**COMPARATIVE:** Construct the comparative form of a two-or-more syllable adjective by adding **more** before the adjective

**SUPERLATIVE:** Construct the superlative form of a two-or-more syllable adjective by adding **most** before the adjective

Adjective	Comparative Form	Superlative Form	Examples
beautiful	more beautiful	most beautiful	The octopus is <i>beautiful</i> . The shark is <i>more beautiful</i> than the octopus. The fish is the <i>most beautiful</i> .
colorful	more colorful	most colorful	The angelfish is <i>colorful</i> . The clownfish is <i>more colorful</i> than the angelfish. The lionfish is the <i>most colorful</i> .

6. Have students continue to compare and contrast the sea life mobiles using comparative and superlative adjectives. Students can use their surveys to help compare sea life mobiles.

## Part Four: Sea Life Compare-and-Contrast Poem

1. To reinforce comparative adjectives and adjectives used to describe sea life, have students write a compare-and-contrast poem. The poem requires students to use adjectives to describe a topic and compare and contrast two different items.
2. Have students choose two sea animals, plants, or fish to write about in their poem. Students can refer to their sea life mobiles if needed.
3. Give students time to research information about their sea life topics either on the Internet or with print materials such as books or magazines.
4. Show students the pattern of a compare-and-contrast poem and do a class example on the board for students to see, using the example below as a model. If needed, review the use and construction of the comparative form of adjectives.
5. Next, brainstorm with students a list of adjectives to use in the poem.
6. Give students time to write their poems.
7. When students are finished, break them into pairs.
8. Tell students to read their contrast poems to their partners, but delete one of the sea animals or plants from the poem. Their partner has to guess what the missing sea animal or plant is.
9. Ask for student volunteers to read their poem to the class, omitting one sea animal or plant from the poem. The class then has to guess the missing sea animal or plant.

### Basic Pattern: Compare-and-Contrast Poem

*Line 1: A is [comparative adjective] than B,  
Line 2: but B is [comparative adjective] than A.  
Line 3: While A is [adjective], B is [comparative adjective].  
Line 4: They are both [adjective] and [adjective],  
Line 5: but neither is [adjective] or [adjective].*

### Example of a Compare-and-Contrast Poem:

A shark is meaner than a dolphin,  
but a dolphin is cuter than a shark.  
While a shark is smart, a dolphin is smarter.  
They are both magnificent and majestic,  
but neither is ugly or lowly.

## Part Five: Exit Statement

1. To assess students' learning and knowledge of comparative and superlative adjectives, require an exit ticket closing activity with students before they leave class.
2. Have students line up.
3. Give each student a different adjective. The student should tell you the comparative or superlative form.

## **Extension Activity:**

### **Sea Animal Poster Presentation**

Have students create a poster about a sea animal they used in their compare-and-contrast poems. Students should research characteristics of the sea animal, its habitat, what it likes to eat, and other unique qualities about the sea animal. Next, they should draw the sea animal or use an image from a website, magazine, or other print publication to include on their poster. When students present their posters, they can use the images to talk about their sea life animal. When students are finished constructing their posters, have a poster presentation. For the presentation, divide the class into two groups. Tell both groups to hang their posters up around the classroom. To begin, one half of the class will be the presenters, while the other half will be the audience. The audience should circulate around the room and ask the presenters questions about their posters and the sea animals depicted in them. The presenters should refer to the pictures and the images on their posters to answer the questions from the audience. After sufficient time, have the two groups switch roles. If needed, make surveys or sea life scavenger hunt worksheets to give students a framework for information they should be looking for during the presentation.

## **Additional Resources:**

Enchanted Learning's art mobile resource page: see examples, images, and instructions for different types of mobiles.

<http://www.enchantedlearning.com/crafts/mobiles/>

The Monterey Bay Aquarium has many ocean and sea life resources on their website: animal fact cards, matching games, "I Spy" games, coloring pages, memory games, online books, crossword puzzles, tic-tac-toe, bingo, songs with lyrics, and information about science careers, animals, sea life, and the ocean.

[http://www.montereybayaquarium.org/lc/kids\\_place/](http://www.montereybayaquarium.org/lc/kids_place/)

On the National Oceanic and Atmospheric Administration's (NOAA) website you can find many ocean and sea life resources for students and teachers. They have facts and information about the ocean, fish, and reefs, as well as coloring pages, games, puzzles, word searches, and stories.

<http://www.education.noaa.gov/socean.html>

The Smithsonian's Ocean Portal is an amazing site for teachers and students. Visit this site for further lesson plans, photo journeys, multimedia, and more!

<http://ocean.si.edu/>

# UNDERWATER CARTOON

**Directions:** With a partner, identify as many ocean creatures as you can.



# SEA LIFE



# THE SURVEY SAYS...

**Teacher Directions:** Reproduce this page and cut in half. Provide a survey to each student. Have them look at all the mobiles and then judge them with this survey sheet.

<b>Sea Life Mobile Survey</b>	
<b>Category</b>	<b>Student's Name</b>
Most Colorful	
Biggest Variety of Sea Plants	
Biggest Variety of Sea Animals	
Most Creative	
Most Interesting/Intriguing	
Other: _____	

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<b>Sea Life Mobile Survey</b>	
<b>Category</b>	<b>Student's Name</b>
Most Colorful	
Biggest Variety of Sea Plants	
Biggest Variety of Sea Animals	
Most Creative	
Most Interesting/Intriguing	
Other: _____	

## LESSON 4

# IMAGINARY CHARACTERS PART A

## Meet the Wire People

Discussing actions in the present



**Objective:** Students will be able to use the present progressive verb tense to describe present actions.

**Level:** Intermediate

**Materials:** Flexible wire or pipe cleaners, paper, pencils, photos of actions, glue or tape, scissors, and poster board or large sheets of paper.

**Teacher Preparation:** 1. For the warm-up activity, prepare two sets of cards. One set of cards has an image of the action. The second set of cards has the corresponding verb in the present progressive. Prepare enough cards for each student to have one card. Images are provided at the end of this lesson. 2. For Part Two, photocopy the pictures from the end of this lesson. Cut out each card, keeping them in their respective categories. Prepare the wire to be used to make the wire people like the ones in the example at the end of this lesson.

**Art Options:** If wire or pipe cleaners are not available, students can complete this activity as a drawing activity. Instead of sculpting an action with wire, students can draw an action with pencil, crayons, colored pencils, or markers.

**\*NOTE:** Look for the complementary lesson plan on page 110.

### INSTRUCTIONS

#### Part One: Finding a Match

1. Begin this activity by explaining to students that they will receive a card with either an image of an action or a verb in the present progressive. The goal of this activity is for each student to find the match to his or her card. For example, if a student has an image of a child biking, then the student needs to find the other student who has the card with the corresponding sentence: *The child is biking.*
2. Before matching cards, students will walk around exchanging cards to mix the cards up before they are matched. This makes the game more challenging and fun as students should get a new card with a new action each time.

3. Begin the game by saying “Go!” Students should walk around the room trading cards with each other. After the cards have been mixed up, say “Stop!” Students should stop trading cards and stand still.
4. When everyone has stopped moving, call “Match,” and students should circulate around the room to find the person who has the match to their card. If they have a picture on their card, they need to find the student with the corresponding present progressive verb written on a card. If they have a verb written on their card, they have to find the student with the picture that demonstrates the verb.
5. When every student has found their match, call “Go!” again and the game continues with students exchanging cards in order to mix them up.
6. Mix-and-Match variation: If there is an odd number of students, there are a few options to play the game. One option is to have the extra student be the assistant, calling “Go,” “Stop,” and “Match.” Another option is to make enough cards so that all students have a card (resulting in an odd number of cards). Whoever is the last person to find a match, after “Match” is called is out. Each round one student should be out until there is one student left.

## Part Two: Making Wire Sculptures

1. Review the form and function of the present progressive tense with students. Hold up a picture and have students say what is happening (e.g., *She is dancing*).

### The Present Progressive

This tense is used to show actions or events which are *in progress* and are NOT finished.

Do NOT use the present progressive with non-action verbs (e.g., I am liking).

**BE + Base form of action verb  
+ -ing**

I am listening to music.  
We are eating.  
She is studying.  
The baby is sleeping.  
They are painting.

2. Put students into four groups. Give each group a set of pictures with a common theme, for example, sports, outdoors, eating, or school activities. Ask groups to create a sentence for each picture using the present progressive tense (e.g., *She is dancing*).
3. Once groups have had enough time to write their sentences, have each group share their sentences with the class. Make a list on the board of all the sentences.
4. Review the list as a class. To reinforce the vocabulary, ask student volunteers to act out the verbs for the whole class.
5. Assign students to pairs.
6. Tell students to each choose one verb from the class-generated list to create a wire sculpture.
7. Demonstrate to students how to bend the wire or pipe cleaners to make the main part of the body, the torso, and then to create the head, arms, and legs. Details, such as feet and hands, should be constructed last. (If needed, review parts of the body with students.)

8. Show students the pipe cleaner sculpture examples included in the *Examples of Wire People* section at the end of this lesson.
9. Pass out wire or pipe cleaners to students. Give students time to experiment with using this media.
10. Students can then focus on bending the wire or pipe cleaners to demonstrate an action. Have students model their partner's action to see what the arms, legs, or body looks like while performing that action.
11. After pairs have finished making their wire sculptures, put students into new groups of four and pass out more pipe cleaners to each group.
12. Each student will give instructions about how to make his or her wire sculpture to the other three students in the group without letting the group members see his or her wire sculpture. The other group members should follow the directions to re-create the wire sculpture.
13. Repeat Step Twelve until all students in each group have the opportunity to instruct their group members in the creation of a wire sculpture and to create three new wire sculptures.
14. After each student has given instructions on how to create his or her wire sculpture, all students should share what their original sculpture looks like.
15. Students can compare the original and their sculptures and write down the main differences.
16. Groups should then choose one of the sculptures made by their group that they think is most interesting. The student who made this sculpture should then show it to the class and have other members of the class guess what the sculpture is doing.
17. The class can then vote on which of the sculptures presented by the group is the most interesting.

### **Part Three: Practicing Present Progressive with Charades**

1. When students have completed their action sculptures, have students play present progressive charades. This activity can be done in groups or as a class, depending on the class size.
2. To play charades, write the actions depicted in the students' sculptures on strips of paper. If your class is small, you may want to add some additional action prompts to give students more options. Prompts may include *laughing at a joke, eating a sandwich, painting a picture, conducting an orchestra, drinking tea, playing the piano, or swatting a fly*.
3. Have one student pick a prompt. The student must act out the prompt.
4. The student's group members take turns guessing the action in the allotted amount of time. (You could start with two minutes.) If the group guesses the action correctly in the time limit, they get a point. If the group does not guess the action correctly, the other groups may guess. The first group to correctly guess the action gets a point.
5. Repeat Step Four with other groups until all prompts have been used. The group with the most points wins.

### **Part Four: Exit Ticket Closing Activity**

1. Have students line up before leaving class. Say a present progressive verb to each student. The student then has to quickly demonstrate or act out the verb to show he or she knows the meaning. Tell students they can say "pass" once, if you give them a verb they do not know or they don't want to act out the verb.

## Extension Activities:

### Guess that Sketch Game Using Present Progressive

After students have completed their wire sculptures, write the actions depicted in the students' sculptures on strips of paper. If your class is small, you may want to add some additional action prompts to give students more options or to incorporate new vocabulary. Paper and pencils, pens, or markers should be provided for students to draw. One by one, students take turns choosing a strip of paper and then drawing the action. This drawing should only be a quick sketch to give the other students a general idea. After the drawing is finished, the rest of the group guesses what action is being depicted. Students must give guesses in a complete sentence: *She is dancing*. This game can also be played competitively: Divide the class into two teams. Students from each team take turns drawing the action for their team. If the team whose student is drawing is unable to provide the correct answer, the other team gets a chance to guess. Give one point for each correct answer and keep track of these points. When all the sentence strips have been used, the team with the most points wins.

### Creating a Group Story

Have the students use pipe cleaners to create any shape, animal, or other object that they want. Put them in groups of five or six and have them try to guess what each other's creations are. Have groups try to put all of the creations together to create one scene and develop some way to connect the objects into a story. One student can begin by saying a sentence about his or her object. The next student can connect his or her object to the previous students' idea. For example, the first student could say, "This is my dog." The second student could say, "Your dog bit my star." Put two groups together and have them tell each other their stories. Optional: Reassign groups and have students repeat the activity.

### K-W-L-S

Have students write four categories on a piece of paper: K-Know, W-Want to know, L-Learned, S-Still want to know (or unsure of). Students should write present progressive verbs under each of these four categories. The K-W-L-S activity is a good way for students to reflect on their learning and also a good assessment tool for you to see which present progressive verbs students are still struggling with.

### Additional Resource:

For more mature learners, there are many ideas for creating more complicated wire figures. Here is a good website that provides a description of how to make more complex wire figures. Students can work in small groups to create more sophisticated wire figures.

<http://www.bartelart.com/arted/wiresculpture.htm>

# ACTION CARDS PART ONE

**Teacher Directions:** These images are for Part One. Cut out these photos and paste each photo on a note card. On a separate note card, write the action that is occurring using the present progressive. For example: *She is listening to music.*



# ACTION CARDS PART ONE



# ACTION CARDS PART TWO

**Teacher Directions:** Keeping these photos in their respective categories, cut out the images and give each group a set of pictures. Students are to create a sentence using the present progressive for each image and then present their images and sentences to the class.

## SPORTS



# ACTION CARDS PART TWO



## FOOD



# ACTION CARDS PART TWO



# ACTION CARDS PART TWO

## SCHOOL



# ACTION CARDS PART TWO



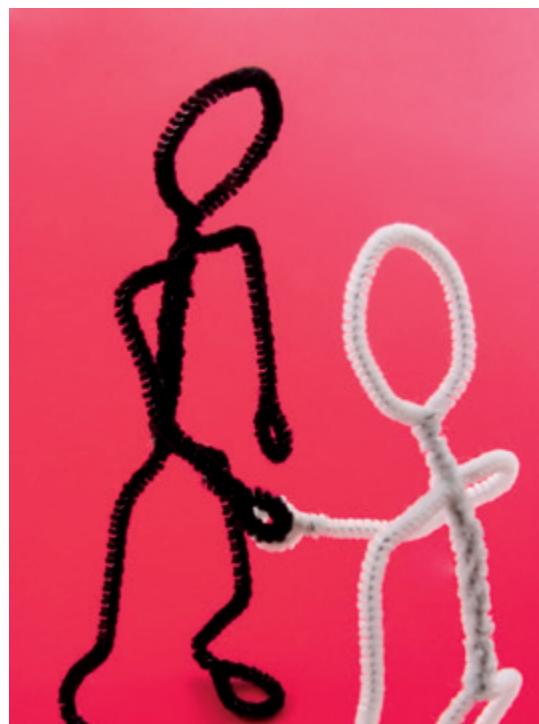
## OUTDOORS



# ACTION CARDS PART TWO



## EXAMPLES OF WIRE PEOPLE



## LESSON 5

# IMAGINARY CHARACTERS PART B

### Robot Fun

Storytelling using simple past and past progressive



**Objective:** Students will create a robot using recycled materials and use this to write a story using personality characteristics, simple past tense, and past progressive.

**Level:** Intermediate to Advanced

**Materials:** Glue and recycled cardboard for the base and various recycled items. Materials can include, but are not limited to, old CDs, wires, recycled computer or electronic parts, nails, screws, washers, bolts, buttons, plastic bottles, and coins.

**Teacher Preparation:** 1. Gather materials to be used for the activity. If necessary, ask students or other teachers to bring in recycled materials from home. 2. Cut cardboard pieces into uniform sizes. Each student will need a flat piece of cardboard to use as the base for their recycled robot (if students are creating three-dimensional robots). 3. Duplicate the blank character cards included in the *Reproducible Worksheets* section of this activity, or create your own. One card is needed for every student. 4. Duplicate or create your own place/time cards and event cards. 5. Create a model based on the art instructions below to show students.

**Art Options:** If recycled electronic or construction materials are not available, this activity can be completed as a drawing, painting, or collage activity. Students can use the robot pictures at the end of this lesson as inspiration to design, draw, or paint an imaginary robot, or if collage materials are available, students can cut out various objects and arrange them to create a robot collage.

### INSTRUCTIONS

#### Part One: What Would a Robot Do? Acting Warm-Up Activity

1. Introduce or review the word *robot* with students. Ask students if they have ever read any books or have ever seen any movies about robots. Questions to ask might include:

*What did the robots look like?  
How did the robot act?  
Could the robot talk?  
What did the robot do in the book or movie?*

If needed, explain to students that a *robot* is a machine or device that operates and performs various functions either automatically or by remote control.

2. Show students the robot images included at the end of this lesson.

3. Break students up into small groups. Write robot prompts on strips of paper. Prompts may include a robot playing soccer, dancing, cooking, or playing tennis.
4. Have each group pick a prompt. Tell groups to act out the situation listed on the prompt. Remind them that robots generally move in a stiff or mechanical manner.
5. After a few minutes, have groups act out their prompts in front of the class. The class has to guess what action is being depicted.
6. If time permits, have groups pick new prompts and act them out again. Alternatively, have each group write a prompt. Groups can then switch prompts with another group and act out the situation.

### **Part Two: Constructing the Recycled Robot**

1. After seeing robot images and acting like a robot, students will create their own robots using recycled materials. If a model robot has been made prior to teaching this lesson, show this to the students.
2. Display materials for the project on a desk or table. Have students take turns selecting materials for their recycled robot.
3. Demonstrate to students how materials can be arranged in various ways to make the body, arms, legs, and head of a robot.
4. Students can use the robot images on page 113 for ideas and inspiration.
5. Hand out a cardboard base to each student. Advise students to experiment with arranging their materials in different ways before they decide on a design they like best. Remind students that their robots should have a head, torso, arms, and legs. If needed, review parts of the body with students.
6. Ask students to think about which smaller materials they can use for details such as facial features or accessories.
7. When students decide on their robot design, they can begin gluing the parts of their robots to the cardboard base. (In some instances strong glue may be required.)
8. If students are creating a three-dimensional robot with recycled plastic and cardboard, they can use tape or glue to connect the robot parts together.
9. Have students put their recycled robots someplace safe for the glue to dry.

### **Part Three: Storytelling with the Robots**

1. Once students have completed their recycled robots, have students fill out a character card about their robot. (A character card worksheet is provided at the end of this lesson, or you may create other character cards for students to use.) The character card will be used with the place/time cards and event cards to develop the framework of a creative story.
2. Ask students to brainstorm adjectives that describe personality traits and compile a list on the board. The list might include *shy*, *outgoing*, *nervous*, *proud*, *aggressive*, *passive*, or *silly*. In some cases, students may have already determined the personality of their robot by the design. For example, if a student designed his or her robot to have a mean look on its face, then the student could write *mean* or *aggressive* under the personality trait category on his character card; if a student made a funny-looking robot, the students might write *silly* or *goofy* for the personality trait.

3. When students have completed their character cards, collect them and place them in a pile.
4. Make a second pile of the place/time cards and a third pile of the event cards. (See the *Teacher Preparation* instructions at the beginning of this lesson plan.)
5. Demonstrate to students how to create a framework for a story. Pick one card from each pile (a character card, a place/time card, and an event card) and use them as a basic structure for telling or writing a story.
6. Have students break up into their groups. Tell groups to pick one card from each pile. Instruct the groups to then tell or write a story about something that happened in the past, using the cards they chose. For example, if a group chooses the story cards *a goofy robot*, *at a rock concert*, and *aliens start attacking*, those phrases should help organize the story and must appear in it.
7. Remind students to use the simple past or past progressive tenses.
8. Ask for volunteers from the groups to share their stories with the whole class. If desired, group members can act out the story while one group member narrates.
9. If time permits, have groups pick new cards and create a new story.

#### **Part Four: If I Had a Real Robot... Free Writing Closing Activity**

1. As a closing activity, ask students to imagine what they would have their robots do and then free-write about this. For example, students might write about having their robot do their chores, such as clean their bedroom, wash the dishes, or take out the garbage; or students might want their robot to do their homework, play tricks on their brothers or sisters, or play video games with them. Remind students that their free writing will not be graded, that it is just practice in writing creatively.

#### **Extension Activity:**

##### **Class Robot**

For another activity, you will need a student to volunteer to be the class robot. Provide a blindfold or have the student close his or her eyes. The other students should provide oral directions, such as *walk straight*, *turn right*, *reach down*, *pick up the chalk*, or *write two words on the blackboard*.

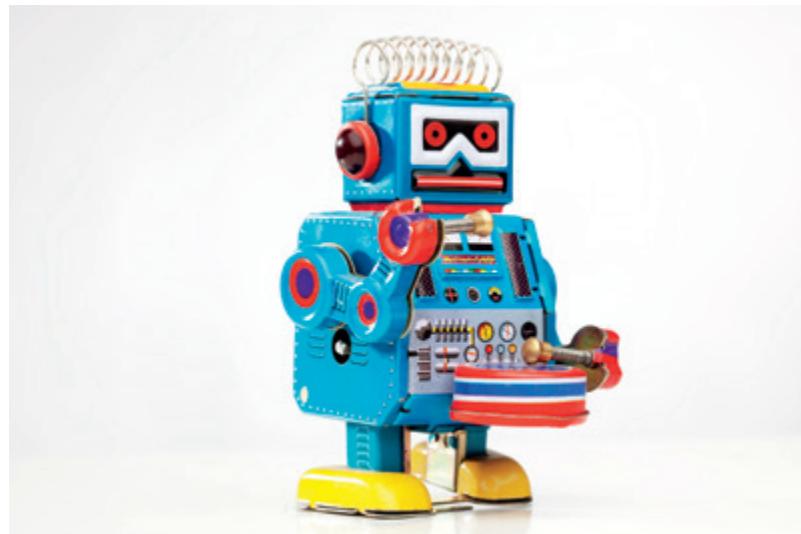
#### **Additional Resources:**

Enchanted Learning's robot resource page provides other robot activity ideas and robot worksheets.  
<http://www.enchantedlearning.com/themes/robot.shtml>

The Smithsonian's National Air and Space Museum website is a good place to look for robot-related materials.

<http://www.nasm.si.edu/>

# AMAZING ROBOTS!



# CONVERSATION CARDS

**Teacher Directions:** Make copies of the cards, then cut them out and place them in an envelope for each group. Each envelope should have a set from each category.

Place/Time Cards:

submarine

space ship

roller coaster

rock concert

Other place/time ideas: stuck in an elevator, at the zoo, in a taxi, on a date, etc.

# CONVERSATION CARDS

Event Cards:

**The computer is  
not working.**

**There is no noise.**

**Aliens are  
attacking.**

**The power is out.**

Other event ideas: A tiger escaped from the zoo. A picture came to life. Hearing laughter coming from a strange place.

# CONVERSATION CARDS

Character Cards:

(To be completed by students about their individual robots.)

<b>Name of Robot:</b>	<b>Name of Robot:</b>
<b>Personality Traits:</b>	<b>Personality Traits:</b>
<b>Name of Robot:</b>	<b>Name of Robot:</b>
<b>Personality Traits:</b>	<b>Personality Traits:</b>

# LESSON 6

## OBJECTS

### Reduce, Reuse, Recycle



Recycled magazine bowls and informational interviews using quantifiers

**Objective:** Students will create a recycled magazine bowl and then conduct an interview using adverbs of frequency.

**Level:** Beginner to Intermediate

**Materials:** Old magazines, cardboard sticks one inch wide by twelve inches long, clear tape, and glue.

**Teacher Preparation:** 1. Collect cardboard and old magazines to use for this activity. 2. Cut cardboard into sticks one inch wide by twelve inches long. Cut enough so that each student has a stick. 3. (Optional) Make a magazine bowl to show students as an example.

**Art Options:** If magazines are not available, this activity can be modified by having students draw or paint posters about reducing, reusing, or recycling. The posters can outline steps to recycling plastic or metal, offer suggestions on how to reuse certain goods, or generate ideas for reducing waste and consumption.

#### INSTRUCTIONS

##### Part One: Reduce, Reuse, Recycle Warm-Up Activity

1. Introduce or review these words: *reduce*, *reuse*, and *recycle* with students. *Reduce* means to make something smaller in amount, size, or price. *Reuse* means to use something again. *Recycle* means to put materials or objects through a process to be used again.
2. Make a sign for each word: *reduce*, *reuse*, and *recycle*.
3. Put the three signs in different locations in the classroom.
4. Tell students you will read an example that demonstrates the meaning of reduce, reuse, or recycle. Students must decide which word the sentence demonstrates and then go stand under, or next to, that sign. For example, if you say, "I cut up old t-shirts and use them as cleaning rags," students should stand under the sign that says *reuse*.
5. Example sentences that can be modified, added to, or omitted to fit the needs of your students could be:

*I turn the water off while brushing my teeth.* (Reduce)

*I never throw away old batteries. I find a business that will take them.* (Recycle)

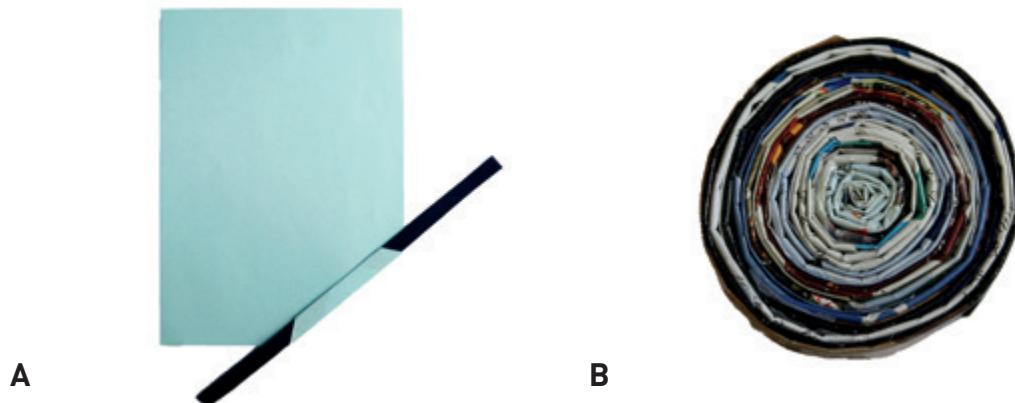
*I cut up old paper into squares and make small notepads with them.* (Reuse)

*I ride my bike to work instead of driving my car. (Reduce)*  
*I always bring my own mug, or travel mug, when I go to a coffee shop. (Reduce)*  
*I donate unwanted or old clothes to charities. (Reuse)*  
*I always turn the lights off when I leave a room. (Reduce)*  
*I separate cans and plastic bottles from the garbage. (Recycle)*

- When students choose a sign to stand under or next to, ask specific students to explain their choices.
- Reveal the correct answer to students and discuss why the sentence demonstrates reducing, reusing, or recycling.

## Part Two: Making Magazine Bowls

- Tell students they will be **reducing** waste in this project by **recycling** and **reusing** magazines.
- Pass out magazines to students and have students tear out the pages. Tell students to try to rip out the whole sheet of magazine paper and not rip the pages in half or pieces. Also, ask them to rip out pages with bright, vibrant colors.
- Demonstrate to students how to wrap the paper around the cardboard stick. Place the stick at a corner of the magazine page and wrap the paper around the stick. Crease and fold the magazine paper each time you turn the stick. Continue wrapping the paper around the stick until there is no more paper. Then, pull out the stick and tape the corner of the rolled piece of paper so that it does not unroll. See Diagram A below.



- Roll the wrapped sheet of magazine paper into a coil. Make sure the strip is rolled very tight. Tape the end of the coil so that the paper does not unravel. See Diagram B above.
- Wrap another sheet of magazine paper around the cardboard stick (Diagram A) and add it to the coil of magazine paper where the last magazine strip ended (Diagram B).
- Repeat Step Five until you have a large coil of wrapped magazine paper.
- Begin to shape the coil into a bowl by pushing the middle of the coil down and pulling up the sides.

- Pour glue into small containers. (Choose a type of glue that dries clear.) Have students use old paintbrushes to brush glue over one side of the magazine bowl. When the glue dries, turn the bowl over and brush glue onto the other side. The glue helps protect and hold the magazine bowl together, while also creating a glossy finish.

### Part Three: Adverbs of Frequency Interview

- Review the vocabulary introduced in Part One: *reduce*, *reuse* and *recycle*. If needed, demonstrate the meaning of the words by giving students examples of ways to *reduce*, *reuse*, and *recycle*.

For example: *I reduce my time in the shower to save water.*

*I reuse old t-shirts by cutting them up and using them to clean.*

*I recycle plastic bottles and cans by turning them into art.*

- Review adverbs of frequency with students. Organize them on the board to illustrate to students that *always* usually refers to something that happens 100% of the time and *never* usually refers to something that happens 0% of the time.



- Use the adverbs in sentences to help students comprehend their meaning.

For example: *I always recycle plastic bottles.*

*I sometimes conserve electricity and remember to turn off the lights when they are not needed.*

*I never litter or throw garbage on the ground.*

- Next, break students up into pairs. Tell pairs that they will interview their partners about how often they reduce, reuse, or recycle, using the questions provided in the *Reproducible Worksheet*.
- One student should ask questions while the other student answers the questions using the appropriate adverb of frequency. The student who asks the questions should record his or her classmate's answers.
- Have partners switch roles after all questions have been asked. Adapt or modify the questions in the worksheet as needed.
- When students have each had a turn being the interviewer and the interviewee, ask students to report their findings. Draw the chart on the following page on the whiteboard or chalkboard. Have students take turns going up to the board and putting a tally mark for the adverb of frequency their partners used in each question.

	Always	Often	Sometimes	Seldom	Rarely	Never
Question 1						
Question 2						
Question 3						
Question 4						
Question 5						
Question 6						
Question 7						
Question 8						
Question 9						
Question 10						
Question 11						

- When each student has reported his or her findings, use the chart to help students draw conclusions about reducing, reusing, or recycling. For example, if there are four tally marks under *always* and six tally marks under *sometimes* for question one, you would say, “Four people in this class always recycle newspapers, but six people in this class sometimes recycle newspapers.” Demonstrate this structure a few times.
- Have students work in small groups to make their own conclusions from the chart. Ask each group to share with the class the most interesting or surprising conclusions they made.
- For questions that have a lot of tally marks for *rarely* or *never*, have groups brainstorm ideas and things they can do to encourage students to reduce, reuse, or recycle more.

#### **Part Four: Free Writing Closing Activity**

- As a closing activity, ask students to reflect and write about reducing, reusing, or recycling. Ask students to write about which question in the interview is most important to do and why.

#### **Extension Activity:**

##### **Recycle! Persuasive Speech or Poster**

Brainstorm ideas with students about things they can do to help the environment. Create a list with the ideas students provide. Some examples include conserving energy or recycling newspapers, plastic items, or aluminum cans. Afterwards, students can write a persuasive speech or essay that encourages the audience to reduce, reuse, or recycle, or students can make posters to hang up around the school, or in public buildings, to bring awareness to the problem(s).

## **Additional Resources:**

Visit the Environmental Protection Agency's Recycle City website to learn more about recycling in your community.

<http://www.epa.gov/recyclecity/>

Learn more about your global carbon footprint by visiting the Global Footprint Network's website.

<http://footprintnetwork.org/en/index.php/GFN/>



# REDUCE, REUSE, RECYCLE!

## Word Bank

always      often      sometimes      seldom      rarely      never

1. How often do you recycle newspapers?

I \_\_\_\_\_ recycle newspapers.

2. How often do you recycle plastic bottles and aluminum cans?

I \_\_\_\_\_ recycle plastic bottles and aluminum cans.

3. How often do you recycle plastic bags or reuse them?

I \_\_\_\_\_ reuse or recycle plastic bags.

4. How often do you recycle cardboard boxes?

I \_\_\_\_\_ recycle cardboard boxes.

5. When you brush your teeth, do you leave the water running?

When I brush my teeth I \_\_\_\_\_ leave the water running.

6. How often do you litter?

I \_\_\_\_\_ litter or drop my trash on the ground.

7. How often do you walk or ride a bike to school?

I \_\_\_\_\_ walk or ride a bike.

8. Do you try to conserve energy at home by turning off lights?

I \_\_\_\_\_ try to conserve energy at home by turning off lights.

9. How often do you (or does your family) buy food from local farmers?

I (We) \_\_\_\_\_ buy locally produced food.

10. Do you waste food?

I \_\_\_\_\_ waste food.

11. Do you (or does your family) grow your own food?

I (We) \_\_\_\_\_ grow my (our) own food.

# UNIT IV: MIXED MEDIA

Mixed media refers to an art technique that combines two or more art media. For example, a mixed media artwork can combine painting and collage or painting and sculpture. By combining art media and techniques, students are provided with many avenues for expression, exploration, and experimentation while using English.



## Tips for Mixed Media

- **Combine materials.**

There are limitless opportunities for combining and mixing art media or materials. Several possibilities are suggested throughout this chapter. Feel free to adapt, alter, or modify the suggestions listed in each activity depending on the materials at hand. Each activity also provides options for completing the activity with minimal materials. Some ideas for mixed media artwork include:

- Collage, plus incorporating details on the collage with pencils, markers, or paint.
- Paint, with collage elements glued or pasted to the painting.
- Bookmaking, with drawings inside the book.
- Printmaking with simple tools such as hard vegetables or sponges. (Information on printmaking is included in *Appendix B*.)

- **Use recycled materials.**

Recycled materials — items that have been used before and can be repurposed — can be utilized in many mixed media art projects. Teachers may collect some from personal belongings or ask students to bring in recycled materials to use in the mixed media activities. Recycled materials can include cardboard, shoe boxes, cereal boxes, brown paper bags, recycled papers and magazines, or recycled containers such as glass and plastic jars.



### Medium

Various: Drawing, Painting, Sculpture, Printmaking, Collage



## Mixed Media Materials

This is a list of all the materials that can be used in working with mixed media. Each lesson plan in this chapter will have a list of the specific materials needed to complete that particular project with suggestions for variations in case different resources are on hand.

### Required

- Adhesive: glue or tape
- Paper
- Pencil
- Cardboard (recycled)

### Optional

- Brushes
- Colored pencils
- Crayons
- Magazines (old or recycled magazines)
- Markers
- Materials from nature: grass, straw, twigs, sand, small rocks, leaves, etc.
- Newspaper
- Recyclable materials
- Glass or plastic jars
- Scissors
- Sponges
- Tempera paint
- Vegetables

# GLOSSARY



## **Acrostic (Word Poem)**

A type of poem usually made by spelling a word or name vertically and then using each letter of the word or name to write a phrase or adjective.

### **Example Acrostic Poem:**

Curious sights, sounds, and smells.  
Interesting and fascinating buildings and places.  
Tons of new things to see.  
Yes! Let's take a trip to the city!

## **Background**

The part of a picture that seems the farthest away from the person viewing the picture, or the ground or scenery located behind something.

Below, the island is in the background, or back of the picture, and the boats are in the foreground, or front of the picture.



## **Cardstock**

A type of thick, heavy paper. Cardstock is heavier and thicker than normal (computer) paper, and construction paper, but lighter than cardboard.



## **Cellophane**

A type of transparent paper made from plastic. It can be clear or colored and is water- and oil-resistant. Cellophane is usually used to wrap candy, food, and gifts. The wrapper on this gift is cellophane.



## **Clear Tape**

---

A type of adhesive used to bond paper together. It is not strong enough to bond heavier items together such as cardboard or fabric. Clear tape is usually transparent.



## **Colored Paper**

---

Any kind of paper that is a color other than white. Colored paper can be used in creating a collage, for a background of a picture, or for the picture itself.



## **Comic Strip**

---

Groups of pictures that tell a story. Comic strips can also have words to help tell the story. The story is usually funny, or “comic”.



## **Composition**

---

The plan, organization, or arrangement of the elements in a work of art. When artists think about the composition of their artwork, they think about the arrangement of the subjects in the artwork, the size of the subjects, the colors used, and so on.



## **Computer Paper**

---

A type of lightweight paper most commonly used for everyday printing or for drawing with pencils, crayons, colored pencils or markers.



## **Construction Paper**

---

A type of paper thicker than computer paper, but not as stiff or thick as cardstock. Construction paper generally comes in a wide variety of colors and can be used in arts and crafts in many different ways.



## **Crayon Resist**

An artwork that is created by using wax crayons and a water-based medium (usually paint) that will repel the crayon. The paint will not stick to the crayon, so the crayon remains visible through the paint.



## **Diorama**

A three-dimensional picture or scene. A diorama can incorporate a wide variety of materials.



## **Fabrics**

Types of cloth made by weaving, knitting, or crocheting natural or synthetic fibers together. Fabrics come in all types of textures, colors, and sizes. Common fabrics include canvas, cotton, felt, burlap, lace, nylon, and velvet.



## **Foreground**

The part of the picture that appears to be the closest to the person viewing the picture.

Below, the boats are in the foreground, or front of the picture, and the island is in the background, or back of the picture.



## **Glue**

A type of liquid adhesive used primarily to bond two thin objects together, such as pieces of paper.



## **Glue Stick**

A type of adhesive. A glue stick is glue in solid form. It can be used to bond two thin objects together, such as pieces of yarn or paper.



## **Hot Glue**

---

A type of adhesive used to bond different materials together, such as fabric, cardboard, or plastic. Hot glue is turned into an adhesive by melting the glue with a hot glue gun. Hot glue should be used with caution as the melted glue can burn skin when it comes into contact with it.



## **Hot Glue Gun**

---

A machine that melts a solid adhesive (hot glue sticks).



## **Markers**

---

A type of drawing tool made out of colored ink. Some markers have permanent ink, which can stain hands or clothes, while other types are made with washable ink so that students do not stain their hands or clothes.



## **Masking Tape**

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A type of adhesive that is usually thin and easy to tear. It is stronger than clear tape. Masking tape can be used with paper, cardboard, or plastic.



## **Matte**

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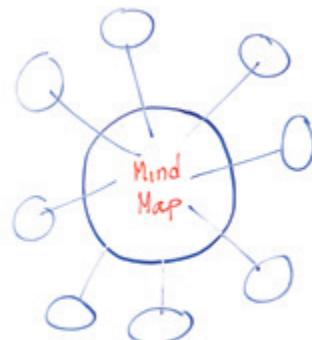
A type of texture that is dull, not shiny or glossy.



## **Mind Map**

---

A visual graphic that is used to brainstorm and organize ideas around a certain theme or subject. Pictures and words are generally written or drawn around the central idea or theme and then linked to other ideas.



## **Mobile**

A sculpture made by assembling objects together and balancing or arranging them in a manner in which they can move freely.



## **Non-Toxic**

Indicates that the ingredients used in making a certain art supply are not poisonous to humans.



## **Overlap**

When one part of one object lies on top of another object, partly covering up part of the object.

For example, the papers in this collage are overlapping one another.



## **Paint Roller**

A tool used to apply paint or ink evenly and consistently on a surface.



## **Paper Fasteners**

Metal objects that are used to fasten two or more pieces of paper through holes punched in the paper.



## **Perspective**

The technique of representing items in the foreground as larger than items in the background in order to create the illusion of depth, or receding space, on a two-dimensional surface.



## Pipe Cleaners

Flexible, fabric-coated wires that can be twisted and bent to create a variety of different shapes. Pipe cleaners can also be joined together by twisting the wires together.



## Portrait

Any piece of art that captures the image of a person or people (usually the face). Portraits can be created with drawing, painting, photography, and even sculpture.



## Poster Board

A type of paper that is generally larger and thicker than normal paper. It is similar to cardstock, but larger in size. It can be used to make large posters, projects, or signs.



## Primary Colors

The three basic colors that cannot be mixed or formed by any combination of other colors. The primary colors are red, blue, and yellow. From mixing these three primary colors all other colors can be created. Refer to *Appendix A* for an explanation of primary, secondary, and tertiary colors and color mixing.



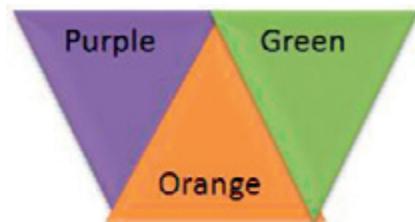
## Recycled Materials

Any material that has previously been used and can be used again for an additional purpose. For art activities, recycled materials such as cardboard, magazine paper, glass jars, or metal baking sheets can be used.



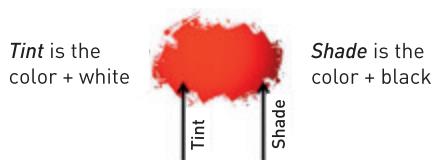
## Secondary Colors

The colors made from mixing two primary colors together. The secondary colors are green, purple, and orange. Refer to *Appendix A* for an explanation of primary, secondary, and tertiary colors and color mixing.



## **Shade**

A color made by adding and mixing black to any color. See *Appendix A* for a more detailed explanation.



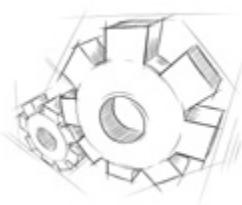
## **Silhouette**

The outline of a person, animal, or object that is filled with a solid color such as black.



## **Sketch**

A quick drawing usually done to prepare or plan a more detailed artwork.



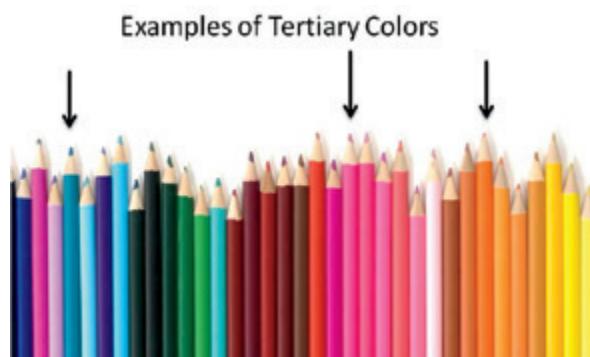
## **Tempera Paint**

A water-based paint that dries quickly with a matte finish. Tempera paints can usually be purchased in powdered or liquid form and are appropriate for students of all ages. Make sure the label on the paint specifies it is non-toxic and safe for student use.



## **Tertiary Colors**

Colors that are created by mixing one primary color with one secondary color. For example, yellow mixed with orange creates yellow-orange. Refer to *Appendix A* for an explanation of primary, secondary, and tertiary colors and color mixing.



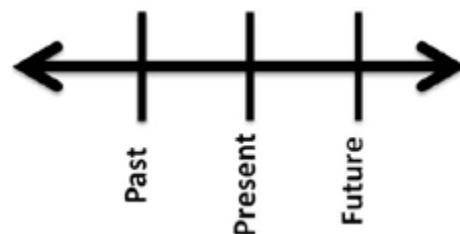
## **Texture**

How something feels to the touch. *Rough*, *smooth*, and *bumpy* are words that describe different textures.



## **Timeline**

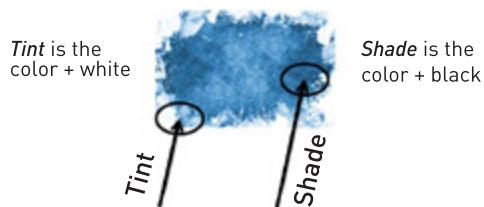
A line that is drawn to represent events in sequential order. Generally a timeline represents historical accounts. The events are indicated by dots or slashes on the line.



## **Tint**

---

A color made by adding and mixing white with any color. See *Appendix A* for a detailed explanation.



## **Tissue Paper**

---

A type of very thin paper that you can see through.



## **Watercolor Paint**

---

A type of water-based paint, produced by mixing water with pigments. Watercolor paints are appropriate for students of all ages. They usually come in a tray, with squares of dry color pigments. Water can then be added to the dry pigment to paint.



# APPENDIX A

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## Adding Color

If color materials are available, students can add color to their drawing with a variety of materials. Crayons, markers, colored pencils, or paint can be used to add color, detail, and richness to the drawings students create. Color can not only enhance the artwork students create, but also provide students with increased opportunities for descriptive adjective and vocabulary use related to color.

### Tips for Adding Color/Painting:

- **Make sure the materials are safe and appropriate for student use.**

If using markers or paint, make sure the markers or paint are non-toxic and safe for student use.

- **Paints for students:**

- **Tempera Paint** — Tempera paint is appropriate for students of all ages. It is a water-based paint that dries quickly with a matte finish. Tempera paint can usually be purchased in powdered or liquid form.
- **Watercolor Paint** — Watercolor paint is also appropriate for students of all ages. Watercolor is a water-based paint, produced by mixing water with pigments. Watercolor paints usually come in a tray, with squares of various color pigments.

- **Save time by “drawing” in color first.**

If you are using crayons, colored pencils, makers, or paint, you can save time by having your students draw or paint with such materials first, rather than drawing in pencil and then adding color.

- **Colors can mix when combined, layered, or touched.**

When colors are combined, touched, or layered they will mix. For example, when crayons or colored pencils are layered on top of one another, the two colors will show a new color. When two colors of paint are mixed together, the two colors will create a new color. It is beneficial to know about color mixing because you may have limited colors available, but by showing students how to mix or layer colors or paints, students can create other colors to use in their artwork. Basic information on mixing and creating colors is listed below.

## Primary Colors: RED, BLUE, YELLOW

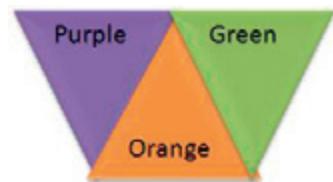
Primary colors are the three basic colors that cannot be mixed or formed by any combination of other colors. From these three primary colors you can mix and create all other colors.



## Secondary Colors: ORANGE, PURPLE (Violet), GREEN

Secondary colors are created by mixing the primary colors.

- **RED** mixed with **YELLOW** creates **ORANGE**
- **RED** mixed with **BLUE** creates **PURPLE**
- **BLUE** mixed with **YELLOW** creates **GREEN**



## Tertiary Colors: YELLOW-ORANGE, YELLOW-GREEN, RED-ORANGE, RED-PURPLE, BLUE-GREEN, BLUE-PURPLE

Tertiary colors are created by mixing a primary with a secondary color. The tertiary colors have two-word names which indicate the primary and secondary colors used to create them.

- **YELLOW** mixed with **ORANGE** creates **YELLOW-ORANGE**
- **YELLOW** mixed with **GREEN** creates **YELLOW-GREEN**
- **RED** mixed with **ORANGE** creates **RED-ORANGE**
- **RED** mixed with **PURPLE** creates **RED-PURPLE**
- **BLUE** mixed with **GREEN** creates **BLUE-GREEN**
- **BLUE** mixed with **PURPLE** creates **BLUE-PURPLE**

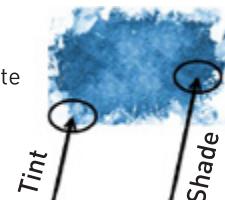


## Tints and Shades

A **tint** can be made by adding and mixing white with any color. A **shade** can be made by adding black to any color.

*Tint* is the color + white

*Shade* is the color + black



## Color Wheel

The color wheel shows the primary, secondary, and tertiary colors in relation to one another.



# APPENDIX B

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## Printmaking

Printmaking is the process of creating a picture, shape, mark, or design by applying color (printing ink or paint) to a printing tool and then pressing the tool onto a flat surface. The picture, shape, mark, or design is transferred from the tool to the surface. Most prints can be produced repeatedly by reapplying color to the printing tool.

- o Printing “tools” can vary. This activity book utilizes printing tools such as hard vegetables, like potatoes, or old sponges.

# APPENDIX C

## Sculpting Dough

Sculpting dough can be purchased at arts and crafts stores or made with the

### Sculpting Dough Recipe #1

Ingredients:

- 1 cup flour
- 1/2 cup salt
- 1/2 cup water
- (optional) Food coloring to give the dough color

Directions:

1. Mix ingredients well until they form a ball.
2. Knead the dough and add food coloring if desired.
3. If the dough is too sticky, add a bit of flour. If too dry, add a few drops of water.



### Sculpting Dough Recipe #2

Ingredients:

- 1 cup cold water
- 1 cup salt
- 2 teaspoons vegetable oil
- Tempera paint or food coloring
- 3 cups flour
- 2 tablespoons cornstarch

Directions:

1. In a bowl, mix water, salt, oil, and enough tempera paint or food coloring to make a bright color.
2. Gradually add flour and cornstarch until the mixture reaches the consistency of bread dough.
3. Cover the dough to store it.