

Enrichment Unit 1: Picturing Writing- Fostering Literacy Through Art

Grade Level: 1

Length of Unit: Approximately 12-14 sessions

Unit Rationale: Picturing Writing: Fostering Literacy Through Art is an art-and-literature-based approach to writing that integrates visual modes of thinking at every stage of the writing process. This unit is based on Beth Olshansky’s art-and-literature approach to writing, and is designed to build a strong foundation of literary and artistic skills. Picturing Writing utilizes simple crayon resist art techniques and quality literature in a progression of mini-lessons that teach essential literacy skills to students with diverse learning styles.

Based on the theme of the passage of time and changes in weather, in “Picturing Writing- Fostering Literacy Through Art”, students create watercolor paintings that tell the story of how Earth’s rotation and our weather create beautiful colors and images in our sky.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- literature and artwork are used to inspire writing and create descriptive, meaningful poetry and illustrations.
- artists use different techniques to create settings that depict changes in weather and times of day.
- artists use color and lines to create different moods and story settings.

Essential Questions:

- How can we use a variety of literature to engage our learning and appreciation for art?
- How can literature be used to create meaningful pieces of artwork that will inspire student writing?
- How do readers reflect and respond to literature?
- How can we use a Cray Pas resist technique to create watercolor depictions of the different times of day?
- How do illustrators create works of art to reflect a story’s setting or mood?
- How and why does the sky’s appearance change?

Content:

Students will know...

- A meteorologist is a scientist who studies the weather.
- Weather is what is happening in the sky and the air at one time in one place.
- Temperature is a degree of hotness or coldness that can be measured using a thermometer.
- Wind is the movement of air at Earth’s surface.
- Precipitation is any liquid or frozen water that is formed in the atmosphere and falls to Earth.
- Clouds are made of tiny droplets of water or ice crystals.
- There are different types of clouds (cumulus, cirrus, cumulonimbus and stratus) and each has specific characteristics.
- The Earth rotates, or spins, on its axis which causes day and night.

Skills:

Students will be able to...

- Reflect upon text and discussions to give written and oral responses to literature
- Retell stories and identify lessons, characters, settings and events.
- Compare and contrast characters, settings, plot and themes across stories.
- Identify how illustrators use color to create various moods in settings
- Analyze the setting of a story and apply observations to watercolor painting.
- Use Cray Pas and blending brushstroke techniques in order to create visual effects such as horizon lines, different skies, clouds, etc.
- Differentiate between different times of day (sunrise and sunset) and different types of

- A horizon line is a visual boundary that separates the sky from the land or water.
- Sunrise is the time in the morning when the sun appears above the horizon line as the Earth rotates.
- Sunset is the time in the evening when the sun disappears below the horizon line as the Earth rotates.
- Setting is where and when a story takes place.
- When creating a Cray Pas resist watercolor we must consider the mood, time of day, and weather in order to use colors and brushstrokes representative of those factors.

- weather (rainy, cloudy, sunny)
- Identify pictures and photographs of different skies
 - Demonstrate the differences between rotation and revolution as the terms relate to Earth's movement.
 - Identify what causes day and night.
 - Identify differences in cumulus, cirrus, cumulonimbus, and stratus clouds.

NJ Student Learning Standards

RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

RL.1.1 Ask and answer questions about key details in a text

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

NJSLS Science

1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time

Visual and Performing Arts

1.3.2.D.1: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.4.2.A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and retell the story.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

3.Consider the environmental, social and economic impacts of decisions

4.Demonstrate creativity and innovation

Explanation of how CLKs connect to the unit: Students use creativity throughout the creation of their watercolor paintings. Environmental impact discussions stem from weather lessons.

Explanation of how 9.2 standards connect to the unit: Students are introduced to a variety of jobs throughout lessons including meteorologist, environmentalist, aerospace engineer, artist, art therapist, etc.

Interdisciplinary Standards

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Explanation of how interdisciplinary standards connect to the unit: Students gain understanding of how the weather and other environmental characteristics affect people's lives. Students will share and give feedback to peers on poetry.

Technology Integration (9.4 Standards) -

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

Explanation of how 9.4 standards connect to the unit: Students learn to use originality and inventiveness in their artwork. Discussions regarding weather and changes in environment.

Stage 2- Assessment Evidence:

Assessment:

Formative	Informal assessment through questioning, exit tickets, watercolor pictures
Summative	Students' final watercolor poetry books
Alternative	Drawings, digital photographs, oral response
Benchmark	Mid-semester exit ticket and students' watercolor work

Stage 3 - Learning Plan

Learning Activities:

Students will engage in an Artists/Writers Workshop each time they come to enrichment class. The workshop model for this unit is as follows:

- Read aloud with illustrations that focus on a particular weather or time of day
- Turn and talk discussions about literary elements, key details, sensory words and phrases
- Cray Pas resist watercolor modeling and

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice

<p>discussion</p> <ul style="list-style-type: none"> - Students independently create their own watercolor - Share sensory words about setting/paintings in groups and/or partnerships. <p>-Students will also engage in learning activities related to the weather and Earth's movement. . Students will participate in hands on demonstrations, listen and discuss nonfiction read alouds and teacher created google slides.</p>	<p style="text-align: center;">using new content knowledge</p> <hr/> <p>G&T:</p> <ul style="list-style-type: none"> ● Allow students to take an active role in pursuing additional information on weather/Earth's movement. ● Propose watercolor extension activities ● Propose interest-based challenging extension activities <hr/> <p>Special Ed:</p> <ul style="list-style-type: none"> ● Utilize a multi-sensory approach during instruction ● Reinforce visual directions with verbal cues ● Extend time requirements ● Allow verbal rather than written responses ● Preferential seating as needed <hr/> <p>504:</p> <ul style="list-style-type: none"> ● Review, restate and repeat ● Frequently ask questions to engage student <hr/> <p>Students at Risk:</p> <ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic ● Provide individual instruction as needed ● Meet with students frequently to ensure understanding ● Allow verbal rather than written responses
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<p>Core Instructional Resources</p> <hr/> <p>Teacher Pedagogical Resources: What skills, strategies, and resources helped the teacher design this unit</p> <p>Picture books that include descriptive language and powerful illustrations to inspire students' illustrations. www.nasa.gov; www.weather.gov; Picturing Writing: Fostering Literacy Through Art by Beth Olshansky</p> <hr/> <p>Student Materials:</p>

Watercolor paints, paper, paintbrushes, poetry books

Notes: Career Explorations: Students are introduced to a variety of jobs throughout lessons including meteorologist, environmentalist, aerospace engineer, artist, art therapist, etc.

Enrichment Unit 2: Picturing Writing- Artists' Writing Workshop

Grade Level: 1

Length of Unit: Approximately 14-16 sessions

Unit Rationale: During the first Artists/Writers Workshop unit, students learned to draft their ideas in images first. They learned how to create pictures that tell a story, and in this second unit students learn to write words that paint pictures. As students become fluent in two languages, they are able to approach writing from a position of strength according to their individual learning style. The key elements of story are taught through the dual languages of pictures and words.

In "Picturing Writing- Artists' Writing Workshop", students reflect on rich literature and their watercolor paintings to create poetry inspired by artwork. Students learn to use literary tools such as to create beautiful and descriptive phrases. Upon completion, each student's collection of original art and writing is bound as a book to be shared.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- Poetry is a unique form of literature that allows the writer to use short descriptive phrases that often express feelings or ideas in a distinctive style or rhythm.
- In order to create meaningful poetry about the different times of day, students must carefully study their watercolor scenes and identify and use descriptive words in literature.
- Before publishing their work, authors must revise and strengthen their writing in order to create powerful, descriptive images in their reader's mind.

Essential Questions:

- How is poetry different from other forms of literature?
- How can we identify descriptive words and phrases in literature that evoke feelings and appeal to the senses?
- How can artwork be used to brainstorm poetry that elicits different settings, moods and descriptive language?
- How do authors improve and change their writing to create more descriptive images in their reader's mind?

Content:

Students will know...

- A poem is a collection of words that express an emotion or idea, sometimes with a specific rhythm.
- A poet is a person who writes poems.
- Mood is a literary element that evokes certain feelings in readers through words and descriptions.
- The skies of the different times of day and in different weather conditions all look artistically different in terms of color, each may evoke different emotions and moods.
- Authors often use the setting of a story (and

Skills:

Students will be able to...

- Identify a poem and differentiate it from other forms of literature.
- Define poet.
- Compose poems that correlate to their watercolor paintings and previously read literature.
- Examine words and phrases from literature and decide which words are considered most descriptive.
- Visualize settings based on authors' words.
- Integrate descriptive language and/or literary tools such as sound words, comparisons, and repetition into poems.
- Evaluate and make revisions to poems in order to incorporate more descriptive language.
- Apply understandings from sample books to create short narrative "About the Author" paragraph and

<p>illustrations) to set a certain mood.</p> <ul style="list-style-type: none"> - A descriptive, powerful phrase of poetry can create an image in the reader’s mind. - By using the five senses of touch, taste, smell, see, and hear as tools in our writing we can create more descriptive phrases in writing. - A revision in writing is a change or set of changes that improves the writing. - A dedication page is a special page in a book in which the author dedicates their book in honor of someone meaningful in their life. - An “About the Author” page is a page in which the author of the book writes about themselves and/or their inspiration for their book. - Poets experiment with figurative language, repetition, sound words and descriptive language to create mood in their writing. - A comparison is a type of figurative language that compares two unlike things using the words “like” or “as”. 	<p>dedication page.</p> <ul style="list-style-type: none"> -Compare and contrast the skies and moods associated with different weather and times of day. -Identify the five senses and give examples of descriptive words and phrases associated with the five senses. -Create mood in poetry using strong, precise words and comparisons -Create a variety of poems using different poetic structures -Revise and edit poetry -Publish a complete book of poetry and pictures
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NJ Student Learning Standards

RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

W.1.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

L.1.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.1.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

4. Demonstrate creativity and innovation
5. Utilize critical thinking to make sense of problems and persevere in solving them
7. Plan education and career paths aligned to personal goals

Explanation of how CLKs connect to the unit: Students use creativity and innovation in their brainstorming throughout their poetry Writing Workshop. Critical thinking and problem solving skills are used in revision. In discussion of literacy based careers students learn how to make personal goals.

Explanation of how 9.2 standards connect to the unit:

Students are introduced to a variety of jobs and skills throughout lessons including author, illustrator, art therapist, meteorologist, editor, publishing careers, etc.

Interdisciplinary Standards

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Explanation of how interdisciplinary standards connect to the unit: Students gain understanding of how the weather and other environmental characteristics affect people's lives. Students will share and give feedback to peers on poetry.

Technology Integration (9.4 Standards) -

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work

Explanation of how 9.4 standards connect to the unit: Students learn to use originality and inventiveness in their artwork. Discussions regarding weather and changes in environment.

Stage 2- Assessment Evidence:

Assessment:

Formative	Exit tickets, oral responses, poetry brainstorms
Summative	Student poems. Note growth and improvement.
Alternative	Audio or video record students creating poetry orally.
Benchmark	End of unit poetry book.

Stage 3 - Learning Plan

Learning Activities:

Students will engage in an Artists/Writers Workshop each time they come to enrichment class. The workshop model for this unit is as follows:

- Review the corresponding read aloud and/or google slides that correspond to that weather/time of day.
- Turn and talk discussions about literary elements, key details, sensory words and phrases, similes, personification, etc.
- Students work collaboratively to generate list of descriptive phrases for corresponding poem.
 - Ex: "Ing Rain Poem"- Dripping, dropping, pounding, sprinkling, etc.
- Model how to write poem using poetry outline and other scaffolding techniques to differentiate for learners.
- Students independently create their own poem at their seats.
- Share poetry in groups and/or partnerships.

-Additional learning activities will consist of mini-lessons to create writing for an "About the Author" page and dedication page.

-Final lessons will allow students to practice reading their published poems aloud in preparation for their first grade writing celebration.

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in pursuing additional information on weather/Earth's movement.
- Propose watercolor extension activities
- Propose interest-based challenging extension activities

Special Ed:

- Utilize a multi-sensory approach during instruction
- Reinforce visual directions with verbal cues
- Extend time requirements
- Allow verbal rather than written responses
- Preferential seating as needed

504:

- Review, restate and repeat
- Frequently ask questions to engage student

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Core Instructional Resources

Teacher Pedagogical Resources: Picturing Writing: Fostering Literacy Through Art by Beth Olshansky

Student Materials:
Poetry paper and poetry books

Notes: Career Exploration: Students are introduced to a variety of jobs throughout lessons including author, illustrator, art therapist, meteorologist, editor, publishing careers, etc.