

Poetry Spheres Lesson Plan



Overview

This lesson plan was developed by members of the Bainbridge Island Museum of Art's (BIMA) Curriculum Collaborative, generously funded by an Arts in Education Partnership grant from ArtsWA, the Washington State Arts Commission.

The Curriculum Collaborative paired Kitsap County elementary school educators with BIMA teaching artists to develop arts-integrated lesson plans that augment learning potential embedded in existing Art in Action videos.

The teaching artists, classroom teachers and lesson plans foreground equity, with an emphasis on one or more of the following areas: Spanish dual-language, special education, social emotional learning (SEL), and/or arts integrated curriculum development.

BIMA is grateful to the following Curriculum Collaborative members for their dedication to high quality experiential education for young learners in Kitsap County and beyond.

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The Bainbridge Island Museum of Art acknowledges that the land on which we gather is within the aboriginal territory of the suq'wábš "People of Clear Salt Water" (Suquamish People). Expert fishers, canoe builders, and basket weavers, the suq'wábš live in harmony with the lands and waterways along Washington's Central Salish Sea as they have for thousands of years. Here the suq'wábš live and protect the land and waters of their ancestors for future generations as promised by the Point Elliot Treaty of 1855.

We pay respects to their elders past and present.

Poetry Spheres Lesson Plan

Artists and writers often draw inspiration from close observation of their surroundings and through chance encounters. In this lesson plan, students listen to “Distant Rain,” in which author Shaun Tan wonders about slips of paper that inspire small and accidental poems, and collaborate to create “found literature” using language and drawings that are particularly meaningful or interesting to them.

Standards

Arts

This lesson plan addresses the following Washington State Arts Learning Standards. [For more information or for grade-level specific performance standards, refer to Washington State Learning Standards: The Arts Learning Standards: Visual Arts by Grade Level \(2017\).](#)

Creating	Performing/Presenting/Producing	Responding
Generate and conceptualize artistic ideas and work (Anchor Standard 1)	Select, analyze, and interpret artistic work for presentation (Anchor Standard 4)	Interpret intent and meaning in artistic work (Anchor Standard 8)
Organize and develop artistic ideas and work (Anchor Standard 2)	Develop and refine artistic techniques and work for presentation (Anchor Standard 5)	
Refine and complete artistic work (Anchor Standard 3)	Convey meaning through the presentation of artistic work (Anchor Standard 6)	

English Language Arts

This lesson plan addresses the following Washington State English Language Arts and Literacy Learning Standards. Grade 5 standards are available [here](#). For other grade-specific performance standards, refer to [OSPI](#).

Reading Literature

Key Ideas and Details	Craft and Structure
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Anchor Standard 1)	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Anchor Standard 4)
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Anchor Standard 2)	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Anchor Standard 5)
	Assess how point of view or purpose shapes the content and style of a text. (Anchor Standard 6)

Reading Foundational

Phonics and Word Recognition (Anchor Standard 3)
Fluency (Anchor Standard 4)

Writing

Text Types and Purposes
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Anchor Standard 3)

Speaking and Listening

Comprehension and Collaboration	Presentation of Knowledge and Ideas
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Anchor Standard 1)	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (Anchor Standard 5)
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	

Comprehension and Collaboration	Presentation of Knowledge and Ideas
(Anchor Standard 2) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (Anchor Standard 3)	

Physical Education

This lesson plan addresses the following Washington State Health and Physical Education Learning Standards. For more information, visit [OSPI](#).

1	Students will demonstrate competency in variety of motor skills and movement patterns.
2	Students will apply knowledge of concepts, principles, strategies and tactics related to movement
4	Students will exhibit responsible personal and social behavior that respects self and others
5	Student will recognize the value of physical activity for health, enjoyment, challenge, self expression and social interaction

Social Emotional Learning

This lesson plan addresses the following Washington State Social Emotional Learning Standards. For more information, visit [OSPI](#).

Standard 6 - Social Engagement Individuals can consider others and show a desire to contribute to the wellbeing of the school and community. <ul style="list-style-type: none"> I can demonstrate how everyone has unique strengths that contribute to feelings of belonging. I can demonstrate an understanding that everyone's ideas and perspectives matter in the operation of the classroom. 	Benchmark 6B Demonstrates the ability to work with others to set, monitor, adapt, achieve and evaluate goals. <ul style="list-style-type: none"> I can demonstrate appreciation for differences and practice inclusiveness in group interactions.
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Session One: “Distant Rain”

Supplies

- [BIMA Art In Action video](#)
- Pens, Markers, Colored Pencils
- Scissors
- Envelopes or Folders (one per student)
- [Tales from Outer Suburbia](#) by Shaun Tan
- [Poetry Slips Grid Template](#)
- [“Distant Rain” Vocabulary Sheet](#)

Launch

In his book, “Tales from Outer Suburbia,” author and artist Shaun Tan wonders about the slips of paper that inspire small poems. He believes they gather together from their many hiding places and form a great ball that roams the Earth and Sky. But when a great gust of wind comes along, all these thoughts scatter again, and they become reabsorbed into new accidental poems.

1	Read or listen to “Distant Rain”	Art In Action Video (to 1:04 mark) Book Vocabulary List Link
2	Class Discussion <ul style="list-style-type: none"> • What did you think about this story? • Have you ever come across ideas that were floating around or hiding in strange places? • What did you learn from those thoughts? 	
Formative Assessment Do students understand the story? Can students summarize the text and answer probing questions?		

Make

Students will make their own poetry slips.

1	Each student gets a sheet of paper with a grid . Note: Teachers should base the number of slips to fill out based on grade level capability and the size of the ball students will be working with.
2	Fill in the grid. Write words, fragments of thoughts or ideas. Have students share ideas for categories. Some prompts based on the video: <ul style="list-style-type: none"> ● Something exciting ● Something embarrassing ● Something still and quiet ● Something sweet ● Tiny Drawings
FORMATIVE ASSESSMENT Have students completed their grids?	
3	Carefully cut or tear the grid sections to make poetry slips.
4	Students should save their slips in a folder or envelope labeled with their name.

Wrap-Up

Introduce next class – We'll be making Poetry Spheres and Story Collages

Session Two: Poetry Spheres and Story Collage


Supplies

- [BIMA Art In Action video](#)
- Poetry Slips from the day before
- Tape
- Hard surface beach balls or blown-up balloons (one per student pair/small group)
- Legal size or larger paper – unlined (one per pair/group)
- Colored pencils, markers
- Open area in classroom or outdoors for tossing poetry spheres

Launch

- “Today, we’re going to make spheres and new poems out of our poetry slips.”
- Brief review of “Distant Rain.”
- Optional: Re-watch [Art In Action Video](#)

Make Part One

1	Students retrieve poetry slips Separate students into pairs or small groups	
2	Separate students into pairs or small groups	
3	Students in each group tape their slips onto a ball until the ball is covered	 A video still showing a woman with short grey hair, wearing a grey shirt, taping small white slips of paper onto a white beach ball. She is sitting at a table with various supplies. In the background, there are colorful, abstract art pieces.
Formative Assessment Have students used all of their slips? Are the balls covered with slips?		
4	Pairs or teams of students toss the ball across to one another while calling out the words they see when they catch it.	

5	Discuss: Did the words sound like a new poem?
<p>Summative Assessment:</p> <p>Can all the children catch the ball and read the words? (There should be an adult or good reader in each group to help those that struggle.)</p>	

Make Part Two

1	Distribute an unlined legal size or larger paper to each student pair/group
2	<p>Students tape their slips to collage a new piece of creative writing onto the base:</p> <ul style="list-style-type: none"> • Graphic Story • Song • Poem • Play • Drawing with the poetry slips inside the drawing (as in “He was so quiet we didn’t know he was breathing.” taped inside the body of a dog sketch)
<p>Formative Assessment</p> <p>Are students children engaged in their writing and drawing? Can they link the words and poetic fragments on the slips to form stories or lyrics?</p>	

Summative Assessment

- Have all students completed their collages? What have they learned about how “found” literature can be used to make brand-new stories?

Wrap-Up

- Class Art Walk or Reading

Ways To Differentiate

Pre-teach [vocabulary](#)

Break up the text into several powerpoint slides, share the powerpoint onto a student's google drive, enable a text read aloud feature for the powerpoint on a student's laptop or have an asynchronous video of a reading of the poem to go with the powerpoint.

Extension Activities

Close Reading (https://classroomgamenook.blogspot.com/p/literacy-games_16.html)

- Students break out into group of 4 and each person has the job of: Facilitator (keeps group on task and verifies that all contribute), Recorder (takes notes on important thoughts and writes up summary), Reporter (shares the summary with the whole group), Time Keeper (keeps track of time and reminds group how much time is left)
- Students write a brief summary of poem on a sticky note and then work through the following questions in the allotted time, writing answers on a sticky note:
 - If the poem was a movie what type of movie would it be? A comedy, drama or action?
 - What is another title for this poem?
 - Why do you think the author decided to rhyme or not rhyme this poem?
 - What do you visualise when you read this poem?
 - If the poem were a color what color would it be?
 - What do you think inspired the author to write this poem?
 - What is the mood of the poem?
- Whole group comes together to report on their responses and place sticky notes on anchor charts taped up around the room.

Drama

- Group-created collages can be used to develop plays, songs, or dances, which can generate student performances.