

# Develop Vocabulary with Worry Dolls



## ESOL and Visual Art

Grades  
6 – 8  
(Level I)

### Content Standards: WIDA ELD and Common Core:

ELD 1: English language learners communicate for social and instructional purposes within the school setting.

ELD 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts

CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

### Fine Arts Standard: Visual Art:

2.2.b. Incorporate attributes of representative subject matter, styles, and techniques from various cultures and periods of art history in personal artworks



## CONNECTED OBJECTIVES

Students learn about Guatemalan Worry Dolls, follow a sequence of steps to make the dolls, and orally describe the dolls using appropriate vocabulary.

## MATERIALS & RESOURCES

- Books/ Websites on Guatemala and Guatemalan Worry Dolls \*
  - Petrillo, Valerie. *A Kid's Guide to Latino History*.
- Rounded-top clothespins, yarn (different colors), pipe cleaners, glue
- Rubric for completing the worry doll.

## KEY CONTENT VOCABULARY

- Sequence words (i.e. first, second, next)
- "My doll is wearing..."
- "My doll has..."
- a dress, pants, hat, shirt
- Long/short/curly, straight hair
- All color words

## KEY ARTS VOCABULARY

- Color
- Texture

# A S S E S S M E N T

- Completed Worry Doll
- Verbal description of the doll
- Written description of their doll



# L E S S O N S T E P S

- Ask students what they worry about. Discuss meaning of “worry.”
- Show/read text and website about Guatemalan Worry Dolls:  
<http://www.sciencejoywagon.com/kwirt/mayan/index.htm>
- Show and model Worry Doll and materials
- Provide a sequence of steps for making Worry Dolls on Document Camera
- Have students make their Worry Dolls
- Review descriptive vocabulary (male/female; long/short hair; is wearing..., etc.)
- Have students share and describe their Worry Dolls using appropriate descriptive vocabulary

# EXTENSIONS & OPTIONS

- Students create a short skit using their dolls as main characters and conveying the main idea that the dolls will help them “Worry No More.”

# SOURCES & RESOURCES

- Petrillo, Valerie. *A Kid's Guide to Latino History*.
- <http://www.sciencejoywagon.com/kwirt/mayan/index.htm>

G E T S M A R T T H R O U G H T H E A R T S

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S u p p o r t i n g D o c u m e n t s