

# Writing "I am Here Today" Books



## Language Arts & Visual Arts

Grade  
3

### W3 CCR Writing Anchor Standard(s) Grade 3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

W3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W3.c Use temporal words and phrases to signal event order.

### Visual Arts (MD) Standard(s) Grade 3

3.1.a Experiment with art media, processes, and techniques to generate ideas and express personal meaning



## CONNECTED OBJECTIVES

*In the PYP unit of inquiry, "Where We Are In Place and Time" the students write narratives in "I Am Here Today" books. They choose visual art techniques such as pencil sketches, water color or collage to represent their past, present, and future.*

## MATERIALS & RESOURCES

- Large white paper 18x24
- Glue and scissors
- Instructions for bookmaking (below)
- Variety of art materials including watercolors, pastels, colored pencils.
- Artful Thinking Routines organizers

## KEY CONTENT VOCABULARY

- Temporal words

## KEY ARTS VOCABULARY

- Watercolor
- Collage
- Sketch
- Pastels

## A S S E S S M E N T

- Rubric/Criteria for Success checklist for project
- Student reflection: Students write a paragraph that describes: what does my artwork tell the reader? How does it support my writing? Why I chose the art technique I did.



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

Prior Knowledge: Vocabulary and themes connected to past, present and future within the unit of inquiry, "Where We Are In Place and Time"; the writing process, temporal words.

## Anticipatory

- Introduce students to sequencing using Artful Thinking routine, Beginning, Middle or End.
- Provide a painting or photograph and ask students to decide if the image is the beginning of the story, the middle of the story or end of the story and
- Students will create a flow map/sequence map based on their decision and create/write a scenario for the other two.
- Review use of temporal words needed for the narrative.

## Procedure

- Use the Artful Thinking routine: *What's Going on in this Painting and What Makes You Say That?* to identify and discuss how a painting (image) tells a story.
- Provide students with examples of artwork with a variety of media, including water color.
- Students use the writing process to create three narratives: my past, my present, my future. The students create artwork that will illustrate the narratives will become part of their own "I Am Here Today" books.
- Model a paragraph about your own past, present, and future for the students to use as an "anchor" for their own writing.
- Introduce the project by showing an example of the book. Students will fold their own book following the directions from the [Smithsonian Education Today I am Here books](http://www.smithsonianeducation.org/education/education_today_i_am_here_books) (link below).
- Provide mini lessons on several art techniques such as water color, pastels, collage, or line drawing.
- Students share their books with peers in a gallery walk.

## Closure

- Students reflect orally or by writing a paragraph: what does your artwork highlight about or support your story? Why did you choose the art technique that you used?

## EXTENSIONS & OPTIONS

- Students create diptychs for past and present or triptychs for past, present and future instead of whole book.
- Create stations to provide instruction/practice on several selected arts techniques.
- Students critique their peers' work with *Praise, Question, Polish* routine.

## SOURCES & RESOURCES

Artful Thinking Routines

<http://www.pzartfulthinking.org/routines.php>

Smithsonian Education: Family Memory books

[http://smithsonianeducation.org/heritage\\_month/books/](http://smithsonianeducation.org/heritage_month/books/)

## 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

Beginning, Middle or End Title of the Art/Topic: \_\_\_\_\_

<b>Beginning</b> If this work is the <u>BEGINNING</u> of a story, what might the beginning of the story be? What might happen next?	>	<b>Middle</b> If this work is the <u>MIDDLE</u> of a story, what might have happened before? What might be about to happen?	>	<b>End</b> If this work is the <u>END</u> of a story, what might the story be?

**WHAT MAKES YOU SAY THAT?**

What's going on (happening) in this picture?

What makes you say that? What evidence is there?

BOOK Making Instructions: [http://smithsonianeducation.org/heritage\\_month/books/Today\\_I\\_Am\\_Here.pdf](http://smithsonianeducation.org/heritage_month/books/Today_I_Am_Here.pdf)