



Jellybean Books

GRADE: 4 and up TIME: 1 or 2 sessions

Developed by Jenifer Cameron Art Specialist



<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> •lesson plan •book: <u>Hailstones and Halibut Bones</u> •vocabulary board •instruction boards (2) •auxillary teaching sheets <ul style="list-style-type: none"> --mind map --poem templates/examples --jellybean directions --lesson take-home sheet 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • 4" x 9 1/2" white const.paper • 2" x 4 1/2" color Xerox paper • yarn, 12" piece per student • tissue paper or streamers (assort. colors, must bleed when wet) • scissors • glue • beads, sequins, etc. assorted • newspaper to protect desks • pencils • spray bottle(s) for water (few)
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LESSON DESCRIPTION:

Students write a color poem using their five senses. They will then create a small "jellybean" book and decorate it using a simple printing technique. Students then further embellish their book and may include their original poems within.

<p>VOCABULARY:</p> <p>color poem repeated pattern printmaking senses</p>	<p>ART ELEMENTS:</p> <p>___Line ___Shape/Form <u> </u>x Color ___Value ___Texture ___Space/Perspective</p>	<p>ART PRINCIPLES:</p> <p><u> </u>x Pattern ___Rhythm/movement ___Proportion/Scale ___Balance ___Unity ___Emphasis</p>	<p>CONTENT CONNECTIONS:</p> <p>Language Arts Science</p> <p>THEMES:</p> <p>The five senses</p>
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OBJECTIVES AND ASSESSMENT CRITERIA:

1. Students will learn to organize their thoughts using a visual organizer.
2. Students will identify the five senses.
3. Students will complete a pattern poem.
4. Students will design a border using a repeated pattern.

PREPARE:

Teachers please review lesson plan and **make a book prior to teaching the lesson.**

Cut paper:

--4" x 9 1/2" (white construction)

--2" x 4 1/2" (color Xerox)

Set up a station with construction paper, Xerox paper, beads, sequins, and yarn. Have various colors of tissue paper, spray bottles, and newspaper ready to distribute to students.

ENGAGE AND EXPLORE:

Lets see how a writer uses words to help us feel colors. Ask class the following questions:

- What does it mean to feel sunny or blue?
- What makes us associate feelings with colors?
- Do writers and artists use colors to make us feel a certain way?

Share a few poems from the book Hailstones and Halibut Bones by Mary O'Neill.

- Do you notice a pattern?
- What different ways does she have us experience colors? (by using our five senses)

Pass out the "Mind Map" to students. Have them write a color in the center of the Mind Map. Brainstorm words around the senses bubbles with things that make you think of that color. Words can be memories, fears, hopes, experiences, food, toys, anything they associate with that color. When most students are finished, pass out the Mind Map Color Poem paper. Instruct students to use the words from their Mind Map to fill in the lines of the poem. (Included are two additional variations of the color poems #1 and #2 that can be used for extension lessons or at centers.)

Ask students to share their poems. When finished, collect them or place in a safe place to be used later.

CREATE:

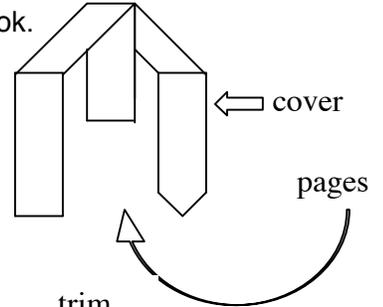
Pass out the newspapers or scrap paper to protect desks. Pass out the long, white construction paper strips. Put assorted tissue paper pieces in boxes or trays around the room for students to use. (They only need a few *small* pieces of tissue paper.) Pass out a few spray bottles. Give each student the paper with the written directions. **At this point, gather them all around one table or table group as you demonstrate the lesson.**

Making the Jellybean book:

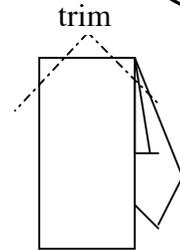
1. Fold white paper in half lengthwise. Place on newspaper.
2. Spread a few pieces of tissue paper along one side.
3. Spray gently with water, just getting the tissue damp, not soaking.
4. Fold paper down on top on wet tissue and rub.
5. Lift paper up and pick off tissue paper with fingertips. Tissue will stain so be careful.
6. Place tissue in a small pile to be collected later.
7. Refold paper strip so the **printed colors are on the outside**. Glue white sides together.

(Use the Jellybean Book Directions paper for next step)

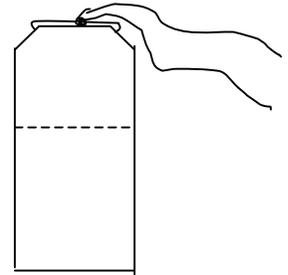
1. Place glued paper on the guide. Fold top down like a paper airplane and glue.
2. Use edge of scissors to gently score across the paper on the guidelines. Fold strip along each of the lines, and unfold.
3. Choose a string and 5 smaller color papers for the pages of the book.
4. Fold these papers in half and place in the middle fold of the book. This is very important! The book should look like a house shape when unfolded slightly and the papers go in the “roof” part of the house.



5. Pinch “roof” closed with one hand, and trim the corners just a bit. The notches should be cut through the book cover and the pages. Open book to the middle



6. Wrap string in the notches and tie with a knot on the outside or on the “spine”



The next step is to decorate the front of the book. The front has the triangle point. Glue on a sequin or a ‘doodad’. Use the thin tip black pen to create a repeated pattern along the edge. No words or letters, just designs. Words are for the inside! Students can write their color poems on the inside or use the books for other type of poetry, math facts, spelling words, or etc. Be creative! Make more!

Mounting/Preparing for presentation:

Jellybean books can be collected and put in a large clear jar. Pull one out and share.

Clean-up tips:

Toss out newspapers and tissue scraps when finished with that part of the lesson so the tissue dye doesn’t get on desks or clothes.

CLOSE:

Jellybean books can be used many things, for example:

- studying spelling words
- organizing math facts
- writing vocabulary words

ASSESSMENT:

Teacher administered assessment tool

DN.	OK	UP	Lesson _____ Teacher _____
			Grade _____ Date _____ Number of Students _____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Did you complete your "bubble map" (visual organizer) ? (K)
			2. Can you identify the 5 senses? (K)
			3. Did you complete the pattern poem? (S)
			4. Did you successfully complete your jellybean book? (S)
			5. Did you add an imaginative touch to your art? (C)
			6. Did you actively listen and follow directions? (A)
			7. Did you do your best during this lesson? (E)

8. My teaching of this lesson:

1 2 3 4 5 6 7 8 9 10
needed improvement _____ was highly successful

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:

Art: A1,2,3; C 5.
English: R1.3, R1.6; R1.10,
W1.1; W1.4
Math: M2.2; M7.2.2
Geography: E

Alignment of GLE's:

CREDITS:

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