

Museum London Cross-Curricular Teacher Resource – Grade Two



Image: Ted Goodden, *Blackfriars Bridge*, 1983-1985, lead; clear and stained glass, Collection of Museum London, Gift of Dr. & Mrs. Lorne Taylor, London, Ontario, 1990

Blackfriars Bridge Cross-Curricular Lesson Plan Grade 2

<p>About the Art / Indigenous</p> <p>Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm</p>	<p>Encourage the students to examine this stained-glass artwork and notice that it is a picture of a window and that inside the window there are 4 smaller pictures, or views. Ask them what a view is. Have them give an example.</p> <p>Ask them to:</p> <ol style="list-style-type: none">1. Point out the sections that are part of the square frame?2. Point out the four different sections in the center of the square frame.3. Start in the bottom right (the one which looks a bit like a ladder). This is the South East direction. Describe that illustration.4. Do the same for the bottom left section (South West) then do the top left (North West) and the top right section (North East). These 4 sections have a resemblance to the Indigenous Medicine Wheel and four directions are an important part of Indigenous culture.
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	<p>Inform them that the artist drew 36 scenes of this bridge. Ask them, "Why do you think the artist put four views in one window?"</p> <ol style="list-style-type: none">1. When you 'read' and interpret this art piece, and all the ones to follow in this unit, you are doing the same as Indigenous people. They 'read' their wampum belts.2. The Indigenous, when reading the belt and retelling its history, are using the same actions you are doing by retelling the story of this art.
	<p>Explore the elements and principles of design by asking the students</p> <ol style="list-style-type: none">1. Are most of the lines straight like math shapes or rounded like an orange?2. Find as many examples as you can of the following types of lines: horizontal, vertical, diagonal, short, long, thin, thick, organic, geometric.3. How does an artist choose the colours? Give at least one example of a primary colour and a secondary colour used in this art4. What part of the stained-glass picture looks closest to you? Which part looks farthest away?5. Do you think that the texture of the metal bridge is smooth or rough? How can you tell?6. What part of the art looks really dark? Really light? Which one is your eye drawn to most?7. Do you think that the trees are really tall or really short? What makes you think that?8. There is a lot of repetition happening in the square frame parts. Is it repetition of colour or shape or both? Give an example of random repetition and an example of regular repetition.

<p>Social Studies A1.1 family traditions; 2.2 information about past and present; 2.5 evaluate past and present; 3.3 identify directions</p> <p>B1.1 compare global communities; 1.2 adapt to location and climate; 2.1 relationship between people and environment; 3.1 identify different bodies of water; 3.5 extract location and climate from picture; 3.6 identify human needs;</p>	<p>Encourage students to discover that sometimes people see things differently.</p> <ol style="list-style-type: none"> 1. Do you and your family ever go for walks where there are bridges? If so is that part of your family tradition? 2. Do you think this is a modern-day bridge or a bridge from long ago? What helps you make that decision? 3. Why do people use bridges? Which community groups in your area would travel on bridges the most? 4. What would happen to those communities if there was no bridge at that spot? Research which Canadian bridges connect an island community to a main land community. 5. Who builds bridges? What animals can build bridges? 6. What is the season and climate shown in this stained-glass art? How do you know? 7. What kind of trees are these? Are there the same kind of trees all over the world? Why not? 8. What is the nearest bridge to where you are now and what body of water does it span? 9. Research and discover the largest bridge in Canada; the oldest bridge; the narrowest bridge; the widest bridge.
<p>Literacy Oral 1.4 understanding information and ideas;</p> <p>Reading: 1.1 read different literary texts (Like the Indigenous 'reading the wampum belt'); 1.4 understanding by retelling; 1.5 connecting to personal experiences;</p> <p>Writing: 1.1 identify writing form' 1.2 generate ideas; 1.4 sort ideas; 2.1 write short texts; 2.3 use familiar words; 2.5 identify point of view; 3.6 proofread; 3.8</p>	<p>How to fold a paper into quarter sections:</p> <ol style="list-style-type: none"> 1. Use a regular piece of blank paper and fold it in half. Open it. Fold it in half the other way. Open it. When the paper is open there should be four blocks. <p>How to create a mini map:</p> <ol style="list-style-type: none"> 1. Place the letters SE at the bottom of the South East block; Place the letters SW at the bottom of the South West block; Place the letters NW at the bottom of the North West block; Place the letters NE at the bottom of the North East block <p>How to use quarter sections to define characteristics of their home:</p> <ol style="list-style-type: none"> 1. In the SE block write 4 or more words that would describe your bedroom at home. Do not forget to include how many people share that bedroom. 2. In the SW block write 4 or more words that would describe another room in your home. 3. In the NW block write 4 or more words that would describe yet another room in your home. 4. In the NE block write 4 or more words that would describe the last room in your home that you choose. <hr/> <p>Have the students check with three people in their group.</p> <ol style="list-style-type: none"> 1. Did everyone in your group choose the same kind of rooms? Why or why not?

<p>produce finished pieces</p>	<ol style="list-style-type: none"> 2. Does everyone always live in the same kind of house? What if you lived in a house in another country? Would the kinds of rooms be the same? 3. What if you were describing your house at during a holiday would the rooms look the same? Why not? <p>Write a poem using the 4 things that you saw in each room. Each verse starts with the room you are describing. Write the 4 words of things you saw in that room and describe what they are for. The poem should have 4 verses, one for each room you chose. Here is an example of one verse.</p> <p>My Bedroom My bed - something to sleep on My books - something to read My blankets - something to cuddle in My toys - something to play with</p> <p>Explain to the students, "When you wrote this poem you connected it to your personal experiences. When the Indigenous created their wampum belts they connected them to their personal and community experiences."</p> <p>Proofread your poem so it says what you want it to say. Create a good copy and then share that copy with others.</p>
<p>Science Structures: 1.1 impact of simple machines; 3.3 identify simple machines Energy 3.2 properties of solids and liquids; 1.2 how solids and liquids affect people; Earth 1.1 humans' impact on water; 2.3 characteristics of water Systems 1.2 impact of humans on animals; 3.3 how animals are helpful</p>	<p>Encourage a discussion about bridges by asking the following questions:</p> <ol style="list-style-type: none"> 1. Have you ever walked through a bridge? Which part is the strongest part of a bridge? Why do you think so? 2. Which of these simple machines could help people to build bridges or are parts of bridges: levers, inclined planes, wheel and axels, pulleys, gears, screws, and/or wedges? 3. To make a bridge you must clear away part of the environment. Which animals would lose their homes? How are those animals helpful to humans? Where would those animals go? 4. Bridges usually span over bodies of water. If there was no bridge how could you travel over that body in the different seasons?

<p>Math</p> <p>Numeracy Estimate; count whole numbers; counts by 2s; use base 10 blocks</p> <p>Geometry Identify geometric shapes; describe pictures with 2 dimensional shapes; explain use of 3 dimensional figures; use relative locations; use of symmetry</p>	<p>Help the students discover that math is found in everyday items by guiding them with the following questions.</p> <ol style="list-style-type: none"> 1. What shape is the painting? 2. What two-dimensional shapes are used are in the painting? What three-dimensional shapes are used to build bridges? 3. There are lots of mini rectangles. Estimate how many rectangles there are on one side of the square. Count them by twos. 4. Do you think that there are the same number of rectangles on each of the sides? How can you find the answer? 5. Use some base 10 blocks to show the total number of mini rectangles. 6. Look at the paper where you wrote four things you saw in each room. Describe the location of each object. Use directions like beside; 2 steps to the right; over by the window etc. 7. Are there any parts of this picture that would be symmetrical?
<p>Art</p> <p>1.1 create two-dimensional works of art; 1.2 use principles of design in their art; use elements of art in their art; 2.1 express feelings and ideas; bout art; 2.2 uses elements and principles to communicate meaning</p>	<p>Repeat the teaching process of folding a paper in quarters.</p> <ol style="list-style-type: none"> 1. Use a regular piece of blank paper and fold it in half. Open it. Fold it in half the other way. Open it. When the paper is open there should be four blocks. <p>Repeat the teaching process of making a mini map.</p> <ol style="list-style-type: none"> 2. Place the letters SE at the bottom of the South East block; Place the letters SW at the bottom of the South West block; Place the letters NW at the bottom of the North West block; Place the letters NE at the bottom of the North East block. 3. In the SE block draw a picture of you in your bedroom. In each of the other blocks draw you in the each of the other three rooms that you chose. 4. Colour your pictures using wax crayons, pencil crayons, markers, gel pens, or chalk pastels. Think about which medium would work the best. 5. What are things that are the same and things that are different between your work and Ted Goodden's stained glass artwork? How could you make your frame look more like stained glass?



Image: Brian Jones, *Yard Scene # 1*, 1978, oil on canvas, Collection of Museum London, Gift of Richard and Beryl Ivey, London, Ontario, 1989

YARD SCENE # 1 Cross-Curricular Lesson Plan Grade 2

<p>About the Art Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm</p>	<p>At first Brian Jones liked to make his paintings look like real people and real things. Then he changed his painting style.</p> <p>Guide the students through observation of this painting by asking them,</p> <ol style="list-style-type: none"> 1. Look at the people in this painting. Look at their shapes and sizes of their bodies, arms, legs, and heads What makes them look real? What makes them look not real? 2. Where are the horizontal lines and where are the vertical lines? 3. Which are more popular: organic lines or geometric lines? 4. Do any of the shapes overlap other shapes? How does this help you to discover distance? 5. What about the size of the people? How does this help you to determine distance? 6. Where are the primary colours? The secondary colours? 7. Look at the trees in this painting. What is the texture? Do you think the bark would be prickly and bumpy or smooth and slippery? What makes you think that?
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	<ol style="list-style-type: none"> 8. Why are there shadows? What makes the shadows? Do the shadows make the painting darker or lighter? 9. Look at the yellow plants. Are they solid blocks of colour or do they have lots of different shades and tints of the same colour? Do they have patterns or no patterns? 10. Why is it okay to mix things that look real and things that do not look real in the same picture? 11. Point out patterns. Are they regular or alternating?
<p>Social Studies A1.1 family traditions; 1.3 compare past and present; 2.3 gather information about past and present; 3.1 identify and describe different families</p> <p>B1.1 compare global communities; 1.2 adapt to location and climate; 2.1 relationship between people and environment; 3.1 identify different bodies of water; 3.6 identify human needs; 3.7 identify major physical features</p>	<p>Before teaching ask students what type of gardens there are and where are they most often established. Ask if money plays a role and does weather/climate play a role?</p> <ol style="list-style-type: none"> 1. Who works in gardens? What tools might this person use? 2. Do you, or anyone in your family, like to work in gardens? What about your grandparents? Did they have a garden? Was their garden food mostly or beautiful flowers mostly? Did it make a difference in what country they lived? 3. Why would gardening be a good family tradition to have? How does a garden help people? 4. Do all families have gardens? Who do you think have more food gardens, people in the city or people in the country? Why do you think that? 5. If you lived in a high apartment in a big city could you have a garden on your balcony? 6. If you lived in a country that had very little rainfall, and you did not have a house to live in, why would it be difficult to have a garden? 7. Is it easier or harder to grow a garden near a lake? Near a forest? Near a mountain? In the middle of the country? In the middle of a city? In the middle of a war zone? 8. Would an Indigenous person from a very long time ago have had a garden? What about an Indigenous person today? 9. What about today, does it make any difference what culture you are if you have a garden?
	<p>Describe the weather in the painting. Is it rainy? Sunny? Hot? Cold? How do you know?</p>
<p>Science Structures: 1.1 impact of simple machines; 3.3 identify simple machines</p>	<p>Establish which animals are local animals and which animals would not be found in the area where you live. Try to stay with local animals as much as possible.</p> <ol style="list-style-type: none"> 1. If a gardener was walking in the plants what animals do you think that he might encounter?

<p>Earth 3.3 living things need air and water</p> <p>Systems 1.1 impact of animals on humans; 1.2 impact of humans on animals; 3.1 characteristics of animals; 3.3 how animals are helpful; 3.4 animals are harmful;</p>	<ol style="list-style-type: none"> 2. How could some of those animals have a positive impact on the plants? How could they have negative impact on the plants? 3. Look at the painting. Is this scene in the country or is this scene in the city? How can you tell? 4. What animals live in the rural area? What animals live in the city? Does it depend on the country? the city? the season? 5. How can humans help animals? How can animals help humans? 6. What would happen to the animals if there were no humans around? (Like when the Coronavirus was here, and people had to stay in their homes.) What would happen to humans if there were no animals around? 7. Is this house in the city or out in farmland? How do you know? 8. Look at the front entrance. How can you tell whether someone in a wheelchair lives here? What simple machine could be used to help them navigate the step? 9. When that tree gets tall what simple machines could help you to decorate it with lights? 10. What season is it in the painting? Those plants look very healthy. What made them that way?
<p>Math</p> <p>Numeracy Estimate; count whole numbers; counts by 2s; add to 18</p> <p>Geometry Identify geometric shapes; describe pictures with 2 dimensional shapes use relative locations; use of symmetry</p> <p>Data Organize data into charts</p>	<ol style="list-style-type: none"> 1. Estimate the number of plants that you can see; more than 6, less than 6? 2. Estimate the number of cement blocks used to build the sidewalk and the entrance sites; more that 5. More than 10; more than 20; or more than 30? (<i>Ask how they would be able to prove their response.</i>) 3. Add up all the things that can not move to a new position. 4. Count the plants by 2s. 5. What geometric shapes can be found in the painting? How many of each shape can be discovered? 6. If someone could not see this picture and you were describing the scene how could you use the following directions to help you: beside; 2 steps to the right; over by the window, down the walkway; around; over; under etc. (<i>it might be easier if you ask about a specific item at a time.</i>) 7. Explain why, or why not, the scene is symmetrical. 8. Think of three other buildings that you could live in that are different from the one in the painting. (<i>It would be beneficial to have a collection of different types of houses on a visible screen.</i>) 9. Make a chart using each of the 4 buildings as a heading. (<i>Maybe do a classroom chart.</i>)

	<p>10. Ask several of your friends which ONE house they would choose to live in.</p> <p>11. Which house is the most popular? Least popular?</p>
<p>Art 1.1 create two-dimensional works of art; 1.2 use principles of design in their art; use elements of art in their art; 2.1 express feelings and ideas; about art; 2.2 uses elements and principles to communicate meaning</p>	<p><i>Before teaching discuss the various kinds of family groupings.</i></p> <ol style="list-style-type: none"> 1. There looks to be three people in this family. They seem to live in a city, much like London, Ontario even though some parts of London look different. 2. The weather seems warm because they are wearing long sleeves and full pants. 3. What season is your favourite season? On a piece of paper write that down. 4. Write down how many people in your family and who they are. 5. Write down the kind of house you live in right now. 6. Write down a place you and your family like traditionally go to. 7. Write down activities you and your family traditionally do. 8. Use all the words that you wrote down to draw a picture of that scene. 9. Are you going to make everything look real or are you going to exaggerate some parts just like Brian Jones did? 10. Think about how you use line and shape and space (is anything overlapping or far away or close to you?). 11. Will you have anything that repeats the shape or the colour? 12. When you colour, your scene think about where to use primary colours and where to use secondary colours. Think of where your colours are dark and where there is light. 13. What emotion is your painting trying to show?
<p>Literacy Oral 1.4 understanding ideas; Writing: 1.1 identify writing form 1.2 generate ideas; 1.4 sort ideas; 2.1 write short texts; 2.3 use familiar words; 2.5 identify point of view; 3.6</p>	<p>Write a short story with lots of information about the picture you drew. Here is an example of what the women in that picture would write. <i>(It would be helpful to have this writeup visible with blanks left which would make the text more personal. Have their artwork visible to them.)</i></p> <p>I live in a city called London. I live in a brick house. There are three of us that live there. They are mom, dad, and little boy. We have a plant garden beside our house, but it is not ours. I wish I could grow beautiful flowers and lots of fruits and vegetables instead of just plants.</p> <p>It is a beautiful Spring day. We are going to go visit the library.</p>



Image: Bernice Vincent, *Tea Ceremony*, 1978, acrylic on board, Collection of Museum London, Gift of the artist, 2006

TEA CEREMONY Cross-Curricular Lesson Plan Grade 2

<p>About the Art</p> <p>Line Shape Space Colour Texture Value Contrast Repetition</p>	<p>The artist liked to make her paintings look real but in a different way, and from a different point of view. Sometimes she would even add tiny, dried flowers, thistles, stems, and seeds.</p> <p>Encourage the students to discover the use of the elements and principles of design.</p> <ol style="list-style-type: none"> 1. Look at the painting. Find a horizontal line; vertical, diagonal, organic, geometric. 2. Find something that is symmetrical. 3. Find something that is overlapping (in front of, on top of) and explain which item is further away from you. 4. How does she show if the cups are empty or full? 5. What is the lightest part of the painting? the darkest part of the painting? 6. Are there more straight lines or more rounded lines. 7. Why do these objects look real, just different? 8. Are the objects close together or is there lots of space between them? Is it a tidy space or a messy space? 9. How would the tea bags look if they were new? If they were used? How can you tell if the tea bags have been used or not? 10. Do you think the floor is smooth or bumpy?
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<p>Social Studies / Indigenous A1.1 compare traditions; 1.2 family structure; 1,3 compare past and present; 2.2 gather information on past and present; 3.1 identify different types of families; 3.6 heritage passed through events; B1.1 compare global communities; 1.3 importance of sustainability 2.1 inter-relationship between people and environment;</p>	<p>Explain that in Ireland people say, "Let's have tea," three times. Once around 11 in the morning with scones (tea biscuit) and biscuits (cookies); once in the middle afternoon with sweets; and once again at supper time with a full meal.</p> <p>Ask them</p> <ol style="list-style-type: none"> 1. What does it mean in Canada when people say, "Let's have tea."? 2. What places around here provide Canadians with their tea? 3. A very long time ago Indigenous people made tea. What kind of plants do you think they used? How would they protect those plants? <p>Introduce the concept of cooking over an open fire by asking:</p> <ol style="list-style-type: none"> 4. What kind of stove would the First People of Canada use to heat the water a very long time ago? To protect the forest what would they have to check after heating the water? 5. At ceremonies, like Powwows, birthday parties for a 7-year-old, or church celebrations, would you serve tea? something else? tea and something else? Why?
<p>Science Energy 1.1 use and storage of liquid; 3.2 describe properties of liquids; 3.3 identifies conditions for liquid to solid and back</p> <p>Systems 3.1 characteristics of animals;</p> <p>Earth 1.2 family use of water; 2.3 characteristics of water; living things need air and water 3.5 three states of water; clean water is getting scarce</p>	<p>It would be beneficial to have a pitcher of water, a tray, a cup, a see-through shape different from that of a cup, and a box of teabags on display. When discussing this topic it would be of added benefit to actually do an experiment with dry and wet teabags, pouring water loosely into a tray, and pouring water into a cup, and container, which allows the water to take the shape of the cup or container.</p> <p>Ask the students:</p> <ol style="list-style-type: none"> 1. How do you make a cup of tea? 2. Should tea be hot, or should it be cold? 3. What things do you put in tea to make it taste different? 4. Why do you put tea in a cup? Why? What other containers can you put tea in? What other things can you drink? 5. What is the best container to hold your drink when you sit at a kitchen table? When you sit in a tree house? When you go for a walk? 6. Should you drink when you are running? Why not? 7. What is the difference between lemonade and a smoothie? 8. What happens if you boil the tea water too long? What happens if you leave a cup of water on the counter for a couple of days? What if you put your drink in the freezer; what happens to the liquid? What happens to the container? 9. Do animals drink tea? Why not? What should they drink? 10. Where does tea come from? How is the actual tea made?

	<p>11. What is the difference between teabags and tea leaves?</p> <p>12. How would the top of the stove feel if was turned on? If it was turned off? The teapot? The kettle? How do you know this?</p> <p>13. Today when Indigenous people go camping it is the same as when other people go camping. What could we use as a stove? What could we use as a table?</p>
<p>Math</p> <p>Numeracy; represent and explain grouping; use base 10 blocks; add to 18; counts by 2s and 5s; money amounts of money to \$1.00</p> <p>Geometry: geometric versus non-geometric shapes; describe pictures using 2-dimensional shapes; use relative locations; symmetrical;</p>	<p>Before teaching recall geometric vs non-geometric shapes. Ask the students:</p> <ol style="list-style-type: none"> 1. In the painting which shapes are geometric shapes and which shapes are non-geometric shapes? 2. Why do you think the artist chose shapes that are round and soft instead of sharp corners? 3. Describe the relative locations (beside, near, under, over etc.) of the teapot, teabags, cups, spoons etc. 4. Where is there symmetry in this painting? 5. The teapot holds 12 cups of tea. How many cups can each person have? 6. Today we have used 6 teabags. Yesterday we used 7 teabags. There were only 18 teabags altogether. How many teabags do we have left for tomorrow? 7. Each of your own family members want 2 cups of tea. How many cups of tea need to be brewed? Now they want 5 cups of tea each. How many cups of tea need to be brewed? 8. A box of tea has 72 tea bags. Use your base 10 blocks to show that number. 9. If a cup of tea cost \$0.75 how many different ways could you use coins to pay for that cup of tea?
<p>Art</p> <p>1.3 create three-dimensional works of art; 1,2 use principles of design; 1.3 use elements of design; 2.1 express feelings and ideas of art; 2.2 use elements and principles to communicate meaning; 3.1 identify variety of art forms; 3.2</p>	<p>Recall what it means to have tea and how it is different in different families and/or different countries. Ask the students:</p> <ol style="list-style-type: none"> 1. Where would be the best place to have 'tea'? Does this mean drink real tea or 'have a picnic'? 2. This can be something real or something imaginary. It can be as fancy, or as plain, as you like. 3. Who would be at the 'tea'? 4. What activities would happen at the tea? 5. What is there to eat? Is it a fancy picnic tea with lots of fancy pastries? Is it tea with sandwiches? Is it tea with a full course meal? What is the tea? What is there to drink? 6. If the tea is a picnic would people sit on a blanket, on a picnic

<p>demonstrate awareness of variety of artwork</p>	<p>table, on a tree house floor, in a car, or somewhere else?</p> <ol style="list-style-type: none"> 7. Would people be sitting down, standing up, or laying down? 8. Are there any bugs or animals near the picnic? What part of your picnic can you share with them? What things would not be good for the animals? 9. How did you bring your food? Are those containers good for the environment? <p>If it is nice outside have the students use pebbles, stones, twigs to create a picnic scene. Maybe the little stones can be people, maybe they can be food. Maybe the grass can be the blanket. Think how that picnic would look like if you were a bird.</p> <p>If everyone is inside maybe they could use Lego blocks, or buttons, or pencils, or torn pieces of paper to create a picnic scene. Think how that picnic would look like if you were standing up and looking down on it. How would it look like if you were flying in a helicopter?</p>
<p>Literacy oral 1.4 understanding ideas; 1.5 make inferences; Reading 1.4 understand by retelling; Writing 1.1 identify writing form; 1.2 generate ideas; 1.4 sort ideas; 1.5 order main ideas; 2.1 write short texts; 2.3 use familiar words; 3.6 proofread; 3.8 produce finished pieces</p>	<p>Show samples of simple acrostic poems and discuss them with the students. Brainstorm words that could be part of a tea/picnic/outside event.</p> <p>Encourage the students to think of one food or drink that would be at the picnic and to put the letters of the word one above the other in preparation for creating an acrostic poem.</p> <p>Ask them to:</p> <ol style="list-style-type: none"> 1. Think of a food, that you would find at a picnic, and that starts with that letter. 2. Think of a word to describe the taste of that food. 3. Look at the example of an acrostic poem and use that for guidance. 4. When your poem is finished read it out loud. Change whatever you need to change and then read it out loud to someone else. 5. When you are happy with it make a good copy.
<p>EXAMPLE:</p>	<p>I like Tea Time S almon is tasty A pples are crunchy L ettuce is crispy A vocados are creamy D anishes are sweet Yummy, yummy for my tummy Tea Time</p>



Image: Eric Atkinson, *Huron Series 4 & 5*, 1994, acrylic and graphite with sandpaper, Collection of Museum London, Gift of the Estate of Ethel May Horn, 2007

HURON SERIES 4 & 5 Cross-Curricular Lesson Plan Grade 2

<p>About the Art</p> <p>Line Shape Space Colour Texture Value Contrast Repetition</p>	<p>Eric Atkinson liked paying attention to the water, weather, and the light around Lake Huron. Sometimes he liked to use sandpaper and sand in his paintings.</p> <p>Instruct the students to observe the and find a horizontal, vertical, diagonal, organic, and geometric line. Ask them what kind of line is the most popular?</p> <p>Use the following to discover more about the painting.</p> <ol style="list-style-type: none"> 1. Find something that is overlapping (in front of, on top of) and explain which item is further away. Why do they think that? 2. What is the lightest part of the painting? the darkest part of the painting? 3. Are there more geometric lines or more organic lines? 4. Are the objects close together or is there lots of space between them? Does this make it a tidy painting? 5. Look really closely at this painting. Are there any trees or buildings? Are they close up or far away? How can they tell? 6. Use their whole arm to follow the path of the 'ribbon' across the bottom of the page. How does this make them feel? Is this an organic line or a geometric line? 7. Where does the 'ribbon' start?
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	<p>8. Where does it end? How can they tell?</p> <p>9. What colours does he use? How do these colours make the viewer feel?</p> <p>10. Where are the light spots and where are the dark spots? Why does he use them that way?</p>
<p>Social Studies A1.1 compare traditions; 1.2 family structure; 3.1 identify different types of families; 3.6 heritage passed through events; B1.1 compare global communities;</p>	<p>Ask students if they have ever been to the beach? Why do people go to a beach? Who travels with them? Is it a family tradition?</p> <ol style="list-style-type: none"> 1. What happens when too many people go to the beach? 2. When the Coronavirus was here the beaches were closed. If they are open again how can we treat beaches with more respect and also keep ourselves safe? 3. Where are the beaches that are closest to London, Ontario or closest to your area? 4. Which countries have the most beaches? Which state in the United States is the most popular for people to go on vacations? Why?
<p>Art 1.1 create three-dimensional art that expresses personal feelings and ideas 1.2 use principles of design to understand compositions 1.3 use elements of design to understand compositions 2.1 express feelings and ideas about art 2.3 explain how elements and principles are used to communicate meaning 3.1 identify variety of art forms</p>	<p>Materials needed are 3 pieces of coloured paper (each <i>about</i> 20cm by 28cm, and all the same size); some glue; and a drawing crayon. Have the students choose any 3 different colours of paper. Construction paper would work well. Do not tell them what the papers are for so that they do not all try to choose only realistic colours.</p> <p>Have them choose one of the papers. That will be the colour farthest away. Discuss whether they wish to choose the lightest colour or the darkest colour. Lay the paper on the table landscape style. That sheet of paper is the sky. It doesn't have to be the real colour of a sky.</p> <p>Explain that for the second paper they will tear a 4 cm strip off that will be put aside. It will be the large part of the paper that will be used. This paper is the land. It doesn't have to be the real colour of land. Lay that second paper on top of the first paper making sure the bottom edges are even.</p> <p>Explain that for the third paper they will tear a 10 cm strip off that will be set aside. Lay that third paper on top of the other two papers making sure the bottom edges are even. This is the water. It doesn't have to be the real colour of water.</p>

	<p>There should be three visible layers which can now be LIGHTLY glued together MAKE SURE BOTTOM EDGES ARE SOMEWHAT EVEN and set aside to dry before doing the science part.</p>
<p>Science Energy 3.2 describe properties of liquids; 3.2 describe properties of liquid</p> <p>Systems 3.1 characteristics of animals; 2.1 safe care of animals; 2.3 life cycle of animals; 3.3 how animals are helpful; 3.4 how animals are harmful</p> <p>Earth 1.2 family use of water; 2.3 characteristics of water; living things need air and water; clean water is getting scarce</p>	<ol style="list-style-type: none"> 1. Discuss with the students the various properties of bodies of water during different seasons. Discuss with them which animals are local to the area. 2. Have the students decide which season it is and how this will affect which animals they choose to include in their picture? How will this affect how the people will be dressed? 3. To choose the animal they must decide if the water is a lake? A river? An ocean? How will these determine which animals they will add to the scene? 4. Instruct the students to draw one animal in the water. Make sure it is an animal that lives in, or on, that body of water (Season and what is the state of water at that time?). Draw the food it would need. Is it a baby or full-grown animal? Think about how that animal interacts with people. 5. Have them either draw or use some items (like different colours of paper or buttons, to represent, an animal on the land and re-enforce the above thoughts questions. 6. Have them draw an animal in the sky and repeat the thoughts. 7. Ask them how do people use the water? How can you tell if people are doing a good job, or not doing a good job, about taking care of the water?
<p>Indigenous</p>	<p>Inform your students that four is a good Indigenous Number because it represents the four directions: East, South, West, North. Since their artwork is like a mini map of a place they should put E for east, S for south, W for west, and N for North. Remind them that it is always great to have the four directions on a map.</p> <p>The Indigenous people are really connected to the land. Water is very, very important to them. What do they tell us about taking care of water? (research The Water Walkers for additional information.)</p>
<p>Literacy oral 1.4 understanding ideas; 1.5 make inferences; Reading 1.4 understand by retelling;</p>	<p>Help the students discover about Josephine Madamin who was a water walker who walked 17 000 km around the great lakes. Share her philosophies about water being sacred and the need to care for it for future generations. Ask the students to retell those facts in their own words. Practice repeating them in small groups and then ask them to go home and inform their families.</p>

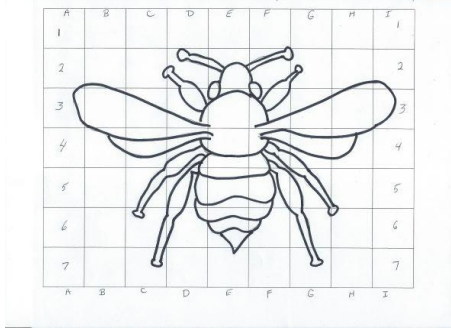
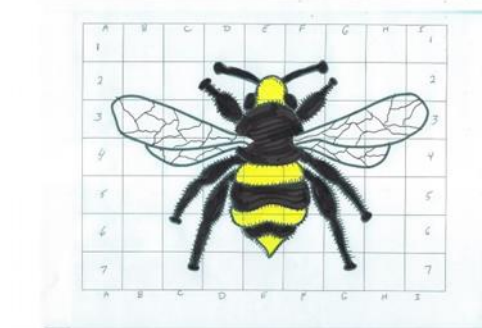


Image: Jack Chambers, *Daffodils*, 1976, oil on canvas, Collection of Museum London, Gift of Mrs. Elizabeth Moore, London, 2011

DAFFODILS Cross-Curricular Lesson Plan Grade 2

<p>About the Art</p> <p>Line Shape Space Colour Texture Value Contrast Repetition</p>	<p>Jack Chambers liked to take photos. He would draw grid squares over the photograph. He would copy the picture by looking at one little square on the photograph and draw it in the same bigger square on his big painting.</p> <p>Jack Chambers liked to paint everyday things like flowers, plants, and toys. When he was older, he wanted to have his paintings look very real.</p> <p>Encourage the use of elements and principles of design through the following enquires.</p> <ol style="list-style-type: none"> 1. What are used more in this picture, organic lines, or geometric lines? Vertical lines or horizontal lines? Give proof. 2. Which colours are used and how do those colours make the viewer feel? 3. How can you tell which picture is in the front and which flower is in the back? 4. How can artists use the paint to help show shadows?
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	<ol style="list-style-type: none"> 5. How does the viewer know these flowers are on a table of some sort? 6. Where are the flowers placed (middle, front, back) on the table? 7. If these flowers are in a house do you think this is a tidy house or a messy house? Why do you think that? Who do you think keeps the house like that? 8. When do you think Jack Chambers picked his flowers? Why? 9. How would he have drawn his flowers if they had been in the vase a very long time?
<p>Social Studies A1.1 family tradition; 1.2 compare family structure; 3.1 identify types of families; B1.1 compare global communities; importance of sustainability; 1.3 consequences of non-sustainable actions; 3.5 extract information on location and climate from picture</p>	<ol style="list-style-type: none"> 1. Does anyone in your family like to pick flowers? Why do you think some families bring cut flowers into the house? 2. Are there special times of the year when this happens? What season can you go outside and pick flowers? Do you live in an area where that can happen? Will you get in trouble if you go outside and pick the flowers that you can see? 3. If it is the wintertime can you still get cut flowers? From where? 4. In which countries do you think it might be hard to go outside and pick flowers? Why? Is it because of the weather and climate or do you think it is because of the laws of different countries? 5. What would happen if to people if everyone picked all the flowers that they could see? 6. What would happen if to animals if everyone picked all the flowers that they could see?
<p>Science Systems 1.2 impact of humans on animals; 2.1 safe are of animals; 3.2 how are animals helpful; 3.4 how are animals harmful.</p>	<p>Help the students make the connection between plants and animals by asking,</p> <ol style="list-style-type: none"> 1. How would you recognize a daffodil? Where do flowers usually grow? 2. What kinds of little bugs live on and around flowers? Why do the bugs live there? 3. What do the bugs need in order to grow big and healthy? 4. What happens if people try to pick a flower that has bugs on it? 5. How do bugs help daffodils (Think about bees.)? 6. How do some bugs hurt daffodils and other flowers (think about aphids)? 7. Why should we take care of bugs? How can we do this? 8. If people put insecticide on the ground to get rid of bugs that eat their plants what will happen to the soil and maybe to some plants?

<p>Indigenous / Science Systems 1.1 interactions between humans and animals; 3.1 characteristics of animals; 2.1 safe care of animals; 2.3 life cycle of animals; 3.3 how animals are helpful; 3.4 how animals are harmful</p>	<p>Many Indigenous people love plants, and animals, just like Jack Chambers did. One of the plants they like the most is the strawberry. One of the creatures they admire is the bumblebee.</p> <p>Ask students what a bumblebee is and to describe what it looks like. Inform them that the bumblebee is now endangered for a variety of reasons.</p> <p>Ask them</p> <ol style="list-style-type: none"> 1. What do bumblebees need to be healthy? 2. How do bumblebees help plants? How do they help people? 3. How can people help bumblebees? 4. How can bumblebees be harmful to humans? 5. How can humans be harmful to bumblebees? 6. What do bumblebees have on their legs that help them carry the pollen from one flower to the next?
<p>Math Art</p> <p>1.1 create two-dimensional art that expresses personal feelings and ideas</p> <p>1.2 use principles of design to understand compositions</p> <p>1.3 use elements of design to understand compositions</p> <p>2.1 express feelings and ideas about art</p> <p>2.3 explain how elements and principles are used to communicate meaning</p> <p>3.1 identify variety of art forms</p>	<p>Grid paper is paper with little squares that are even. They can help to draw pictures. It would be easiest for them if they had large grids approximately 2cm squares however 1cm grid paper will work. It just makes the bumblebee smaller. It needs to be at least 7 blocks high and 9 blocks across. Add the letters and numbers appropriately. Practice with them to find specific squares.</p> <p>Encourage the students to look at the bee drawing before starting. It is easier if everyone starts with the same block and you show them how to start with an overhead sample of your own.</p> <p>Encourage the students to notice where there are full blocks and where the lines use only part of the block.</p> <div style="display: flex; justify-content: space-around;">   </div>

	<p>Tell them</p> <ol style="list-style-type: none"> 1. The easiest way to draw the bumblebee is to start on an outside square. Choose the outside square on the drawing picture. Draw the same way that line goes onto a grid square on the paper. 2. Look at the drawing grid square underneath and copy that line onto the paper. Keep going until you make it all around the bumblebee. 3. Add the inside details. 4. What makes the bumblebee look more real in the coloured picture? After the colouring is finished add the little line strokes so it gives the bee the little hairs. What are those hairs used for? <p>Use the picture to help you colour the drawing to look like a real bumblebee, just like Jack Chambers did. Notice the real strawberry has little dents (pits).</p>
<p>Math Numeracy; represent and explain grouping; add to 18; count 5s; money amounts of money to \$1.00</p>	<p>Have available at least 20 counters for each student. Ask them how many daffodils are in the vase? You could also have some students with 100 counters in order to put them in groups of 5 and determine how many groups of 5 they need. Ask them which method gets them their answer faster. Have them use their counters to find the answers to the following. Tell them</p> <ol style="list-style-type: none"> 1. You want to get 18 daffodils for your oldest brother's 18th birthday. If you bought 9 daffodils and your younger brother bought 6 daffodils, how many more daffodils does your little sister have to buy? 1. Each daffodil cost five cents. How much did all the daffodils cost? Is this more or less than one dollar? 2. Use some counters (buttons, beads, blocks) to show how many nickels are in one dollar (count by 5s until you reach one hundred). 3. Count by 5s until you reach how much you paid for the daffodils. How many counters are left?
<p>Literacy Writing 1.1 identify purpose; 1.2 generate ideas; 2.3 use familiar words</p>	<p>Explain how words rhyme. Encourage students to</p> <ol style="list-style-type: none"> 1. Think of 4 words that rhyme with Jack. 2. Think of 4 words that rhyme with daffodil. 3. Think of 4 words that rhyme with bumble. 4. Think of 4 words that rhyme with bee.




Image: Clark McDougall, *St. James Church*, 1963, acrylic, Collection of Museum London, Gift of Mrs. Marion McDougall, St. Thomas, Ontario, 1988

ST. JAMES CHURCH Cross-Curricular Lesson Plan Grade 2

<p>About the Art</p> <p>Line Shape Space Colour Texture Value Contrast Repetition</p>	<p>Like Jack Chambers, Clark McDougall liked to take photographs. He loved to take pictures of things he saw around St. Thomas.</p> <p>After he printed the photos, he would study them over and over again. He would draw little pictures of the photos. Sometimes he would draw things a little bit differently each time. When he felt that he was ready he would paint the big picture.</p> <hr/> <p>Encourage the students to discuss which lines are used more in this painting, organic lines or geometric lines? Vertical lines or horizontal lines? Have them give proof.</p> <p>Ask them</p> <ol style="list-style-type: none"> 1. Which colours are used? Are they pure blocks of colour or are they mixed colours with tints and shades? Give examples. 2. In this painting how can you tell which objects are in the front and which are in the back? <p>Encouraged them to use the idea of small and large to help their explanation.</p> <p>Discuss why did Clark McDougall chose not to show shadows?</p>
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	<p>Help the students better understand the effect that out-lining in black has. Have them draw a simple flower shape then draw the same flower shape and outline it in black. Ask them which drawing shows up more and explain which effect they prefer and why?</p> <p>Discuss</p> <ol style="list-style-type: none"> 1. What makes the building look like a church? What makes the building not look like a church? 3. How does he show if this is a city church or a country church? 4. Does the ground beside the railroad tracks look smooth or bumpy? Why do they think that? 5. How do they know what season it is? 6. How does he show the weather conditions? 7. What feelings does the painting instill in the viewer? Is there a sense of calm or a sense of franticness?
<p>Social Studies A1.1 family traditions; 1.2 compare family structure;1.3 compare past and present 2.2 gather information 3.1 identify types of families; heritage passed through events; 3.7 identify heritage through family celebrations; B1.1 compare global communities; 3.5 extract information on location and climate from picture; 3.6 identify human needs; 3.7 identify major physical features; 3.8 compare global communities</p>	<p>It might be good to have visible pictures of various styles of church buildings. Do not forget to include nature (a tree in a field, a forest etc.) Be aware if this is a sensitive topic for any of your students. Have the students study the picture then ask:</p> <ol style="list-style-type: none"> 1. Who do you think goes to that church? Why are churches built? What is the closest church to you? Who takes care of churches? Who is the leader in a church? 2. Different places have different kinds of church services. Is there a history of going to church in your family? What kind of church is it? Do you know of any family traditions, celebrations, or events, that take, or took, place in a church? 3. What is the most interesting thing about church buildings that you know? 4. What is the most interesting thing about church services, celebrations, or events that you know? 5. Have you ever attended a church event? How many people were there? How would things be different now as a result of the Coronavirus? 6. What size of families do you think live near the church in the painting? What makes you think that? 7. How would these families travel to church in each of the four seasons? 8. Why are churches important? How can they help to keep people healthy? 9. Are church celebrations different in different countries? Give examples if you can. Consider that many Indigenous cultures offer thanks to the creator and do not necessarily need a

	<p>building in which to perform those thanks but often pause when they are in nature settings.</p>
<p>Science Systems 1.1 interactions between humans and animals; 3.1 characteristics of animals; 2.1 safe care of animals; 2.3 life cycle of animals; 3.3 how animals are helpful; 3.4 how animals are harmful Structures: 3.4 different ways objects move; 3.3 identify simple machines; 3.4 how simple machines allow humans to use less force</p>	<p>Have the students look at the painting and list different things that would be found in nature. Ask them what kind of animals would live in the area and be sure to include air as well as land. Ask them what kind of animals would not be expected to be found there.</p> <p>Discuss the four seasons and the difference in seasonal appearance. Ask them</p> <ol style="list-style-type: none"> 1. What animals do you think would be living in this field? 2. How would the different seasons affect how the animals would survive? 3. What if the next spring none of these animals could be found in the area again, ever. What would happen to the land? How would it affect the people living there? 4. What can people, and you, do to make sure that that never happens? <p>Discuss the different ways people can travel trying to include those types of travelling that include simple machines (wheel and axle; ramps (as in sliding down hills) etc.</p> <p>Ask the students</p> <ol style="list-style-type: none"> 5. How do you think people travel to church? What machines could be used to make the travel easier? 6. How would it feel to walk in this field in each of the 4 seasons? 7. What simple machines could help make the walking easier and more fun?
<p>Indigenous / Literacy Reading 1.4 understand by retellings</p>	<p>Some Indigenous people love to paint nature. Some Odawa, Ojibwe, and Cree paint nature, animals, and people in the Woodland Cree Style.</p>  <p>Which of the following are the same as Clark McDougall's painting?</p> <ol style="list-style-type: none"> 1. Woodland Cree paint scenes of nature. 2. Woodland Cree like to outline in black. 3. Woodland Cree like to use bright, bold colours. 4. Woodland Cree use solid chunks of colour with no shading or details.

<p>Math Geometry: geometric versus non-geometric shapes; describe pictures using 2-dimensional shapes; use relative locations; symmetrical;</p>	<p>Have examples of 3-D geometrical shapes visible. Have a child build an object with a couple of the shapes and discuss what that object is. Have the painting visible and then ask</p> <ol style="list-style-type: none"> 1. Can you see how the trees sometimes look like triangles? So do the flowers. What other geometric shapes can be found in the painting? 2. What 3-D geometric shapes can be used to build a railroad? 3. What 3-D geometric shapes can be used to build a church? <p>Have them describe the location of items through the use of relative terms</p> <ol style="list-style-type: none"> 4. Which shapes are beside other shapes? On top of; 2 steps below, in front of, behind, inside, outside, between, next to the, around by the, over near the flowers, or down the road etc?
<p>Art 1.1 create two-dimensional art that expresses personal feelings and ideas 1.2 use principles of design to understand compositions; 1.3 use elements of design to understand compositions; 2.1 express feelings and ideas about art 2.3 explain how elements and principles are used to communicate meaning; 3.1 identify variety of art forms</p>	<p>Have animal tracers that just show the contour shape of Canadian animals. Clark McDougall liked to paint things that he could see near where he lived. Each tracer should be at least the size of an adult hand with fingers not spread out. Have the students choose and trace the animal tracer. Have them divide the background into either 4 or 7 divisions. Colour each division a bright bold colour. The animal should be coloured a separate colour. Encourage them not to blend colours so that second coats can be given when the paint is dry.</p> <p>When finished have them outline the animal as well as the separating lines in black (Like Clark McDougall) Ask them to compare their painting with Clark McDougall’s painting by pointing out the similarities and differences.</p> <p>Ask the students which style of art they prefer and why.</p>
<p>Literacy Writing 1.1 identify purpose; 1.2 generate ideas; 2.3 use familiar words</p>	<p>Write a simile colour poem.</p> <ol style="list-style-type: none"> 1. Choose a colour. 2. Think of 5 things that are that colour and a characteristic of each of those things. 3. The characteristics could relate to the five senses but not all the five senses have to be used in the poem.
<p>Example:</p>	<p>BLUE Blue is as cuddly as my blanket Blue is as tasty as blueberries Blue is as fast as my toy car</p>

	<p>Blue is as smelly as the ocean Blue is as bright as the sky BLUE</p>
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Image: Bob Bozak, *Tim Horton, and Donut*, 1974, enamel, Collection of Museum London, Gift of Ms. Dawn Johnston, London, Ontario, 1993

TIM HORTON AND DONUT Cross-Curricular Lesson Plan Grade 2

<p>Who is the Artist?</p>	<p>This artist is Bob Bozak. Some of the places he lived in are Alberta, British Columbia, Toronto, and London, Ontario.</p> <p>He liked to paint famous Canadians. He loved hockey and things having to do with hockey, like hockey sticks, skates, and the Montreal Canadian sweater.</p>
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<p>About the Art</p> <p>Elements Line Shape Space Colour Texture Value</p> <p>Principle Contrast</p> <p>D3.2 awareness of variety of artworks</p>	<p>Ask the students</p> <ol style="list-style-type: none"> 1. Does Bob Bozak prefer organic or geometric lines? 2. Does he prefer lots of details or not too many details? 3. Which is in front, the donut or the man? How do you know? 4. Why do you think the artist, Bob Bozak, painted the top of the donut brown? 5. What colour did the artist use for the hair and part of the neck? Why not use real colours? Why is the colour so dark? 6. What is the dark grey that surrounds the man and the donut? What do you need to make a shadow? 7. Why is the background empty? Is that a good use of space or should he have filled in the space with something? 8. Is the donut smooth or rough? How did he use his paint to show you that? 9. Did he use mixed colours or pure colours?
<p>Social Studies</p> <p>A1.1 compare family traditional and modern traditions; 1.3 compare past and present; 3.2 different groups in community</p> <p>B1.1 compare global communities</p>	<p>Research Tim Horton the hockey player. He helped the Toronto Maple Leafs win the Stanley Cup four times. Tim Horton is also the man that the restaurant is named after. There are Tim Horton coffee shops all over Canada. Ask the students,</p> <ol style="list-style-type: none"> 1. Who do you want to know about: Tim Horton the hockey player or Tim Horton the donut guy? Why? 2. Where is the closest Tim Horton's to your place? 3. Does anyone in your family ever go to Tim Hortons for coffee, donuts, drinks, or snacks? Do you have a family tradition? 4. When your grandparents were your age do you think they had a family tradition of going to Tim Horton's? Why not? Do they have one now? 5. How does Tim Hortons benefit the elderly? 6. Do you play hockey? Do you have anyone in your family that also plays, or played, hockey? Is it a family tradition? 7. Is it a family tradition to watch hockey games? 8. Do they have hockey in other countries? How do you know this? 9. What is the best season to play hockey outside? 10. Can you play hockey in the summer season? 11. During the Coronavirus Tim Hortons was able to stay open. Why? How did the worker's responsibilities change? 12. During the Coronavirus were people able to still go watch live hockey games? Why not? Were arenas open to practise skating? How did the Coronavirus change regular family traditions?

<p>Science Lie Systems 1.1 impact of animals on humans; 1.2 impact of humans on animals; 3.3 how animals are helpful; 3.4 how animals are harmful Energy 1.1 identify liquids; 3.2 properties of liquids</p> <p>Structures 3.2 how to change position; 3.3 identify simple machines; 3.4 how simple machines save humans effort</p>	<p>Discuss the life cycle of ants and bees. Then ask:</p> <ol style="list-style-type: none"> 1. What might happen if you are eating a honey glazed donut while you are walking through a park on a hot, summer day? What insects would you have to be aware of and why? What if it was a warm, winter day? Why does the season make a difference? 2. If you dropped your donut on the sidewalk, and swept what you couldn't pick up to the edge of the sidewalk and onto the grass, what might benefit from that act? 3. If you dropped your donut in a cup of juice what would happen? (<i>Demonstrations with Timbits is always fun.</i>) 4. Can a donut float? What if the liquid was frying oil? What would happen if the donut was in the juice for a long time? 5. If you had to carry 25 boxes of donuts somewhere what simple machines could you use to help you get them to the top of the stairs, to the bottom of the stairs, down the hallway, through the door, and up into a truck? How do the simple machines save you energy? How?
<p>Math Data: collecting and organizing data; placing data in a chart Numeracy: adding whole numbers to 20; order whole numbers; use base ten blocks; count by 1s, 2s, 5s, 10s; represent and explain grouping</p>	<p>Have counters available for adding up to 36.</p> <p>Assist the students through the following steps:</p> <ol style="list-style-type: none"> 1. If you bought 18 donuts and each donut cost 10 cents how much money do you need? 2. If you can put 6 donuts in each box how many boxes do you need? 3. With that 18 donuts there are 5 jelly, 3 chocolate chip, and 4 sprinkles. How many plain donuts can I get? 4. If you are going to have a party how many friends can you invite if you and each of your friends can have 2 donuts each? 5. Use base 10 blocks to illustrate how much money you needed to buy the 18 donuts. 6. Can you count by 1s and land on 18? Count by 2s? count by 5s? count by 10s? 7. If you cut each donut in half and give everybody each one piece how many people could you feed? Here's a hint: <i>when you cut each donut in 1/2 you end up with two pieces so you can count each donut as 2 instead of 1.</i> <p>As a class make a chart with 4 columns. And head the columns with</p> <ol style="list-style-type: none"> A) Chocolate chip B) Sprinkles C) Plain D) Jelly

	<p>Have the students write their name in the column of the donut they like the best. Discuss the results.</p>
<p>Art D1.1 create three-dimensional art that expresses personal feelings and ideas 1.2 understand composition to create artwork on topic; 1.3 use elements to create personal understanding; 1.4 use variety of materials D2.1 express feelings and ideas about art 2.3 explain how elements and principles are used to communicate meaning</p>	<p>Before teaching have a box of Cheerios, Fruit Loops or other similar items that are round like donuts. Glue, pastel chalk, and manilla construction paper will also be needed.</p> <p>Provide each student with 7 cheerios (mention that Indigenous teachings show that 7 is the number of directions that there are (east, west, south, north, everything above, everything below, and your inside spirit).</p> <p>Instruct them to use space wisely and plant (glue) 7 donut seeds at the bottom of the page. Leave space so they can add the roots.</p> <p>Encourage them to create a stem climb up from each donut seed and then add some leaves to each stem.</p> <p>Direct them that at the top of each stem they should draw something that is a piece of food that different insects or worms might like.</p> <p>Have them add some little insects and worms that might enjoy eating your new type of donut flower. (For instance, one cheerio could grow an apple with worms peeking out of it.)</p> <p>When completed encourage them to find someone with whom you can discuss your funny ideas.</p>
<p>Literacy Oral 1.4 understanding by retelling Writing 1.1 identify purpose; 1.2 generate ideas; 1.3 gather information; 1.5 identify and order main idea; 2.1 write short poem 2.3 use familiar words 2.7 make simple revisions</p>	<p>It would be beneficial to have pictures of a wide variety of decorated donuts. Ask students how donuts are made.</p> <p>Discuss the steps needed to make donuts so that ideas are ready when the start to write their own steps for making donuts.</p> <p>Remind them to include the ingredients, and the flavour, in their texts. Encourage them to how they would decorate their donuts once they were cooked?</p> <p>Ask them, "Where is the best place to eat donuts?"</p>