

Grades 4-5 Arts Integration Choice Board - Week Four

Use the poem and art images included to complete the choice board.



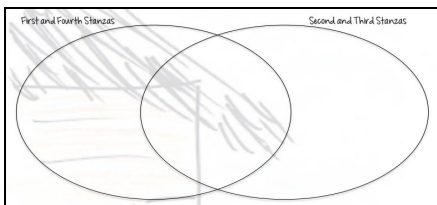
Directions: Choose an option from the menu below to complete throughout the week. Set a goal for how many sections you plan to complete this week.

1

Elements of Poetry:

View the image below the choice board to learn more about the elements of poetry. Read “Two Flowers”. Analyze the first and fourth stanzas. How are they alike and different from the second and third stanzas? Use what you’ve learned to complete a Venn diagram like the one shown below.

- Include specific vocabulary in your Venn diagram that applies to this poem (mood, theme, rhyme, meter, stanza, etc.).



2

Rose vs. Dandelion:

After reading “Two Flowers”, compare and contrast the dandelion and the rose. How are they alike? How are they different? Complete the provided “Compare/Contrast Graphic Organizer”. You should use text evidence from the poem, and you should also use information from your own research to include new information about a dandelion and/or rose that you did not already know before today. Consider physical & emotional characteristics of each flower.

	Rose	Dandelion
Appearance		
Characteristics		
Emotions		
Other		

3

Art Critique:

Become an art critic. Use the guidelines in the attached packet to analyze two pieces of art. Two art pieces are included but feel free to find any TWO pieces that YOU would appreciate. Answer the questions that are included to reveal your opinions of the art from the viewpoint of a critic.



4

Simile and Metaphor:

Define a simile and a metaphor. Take a look at the “Two Flowers” poem and identify the lines that represent a simile and/or metaphor. How do these poem elements add to the poem? Why would an author choose to use them? Find another poem that uses either similes and/or metaphors.

5

Theme Song:

From “Two Flowers”, choose either the rose or the dandelion as your focus character. Find a song that would be this character’s theme song. Look up this song’s lyrics and explain WHY this would be the perfect theme song for your chosen character.



6

Acrostic Poetry:

Read through the “Using the Acrostic Strategy” directions attached. Create your own acrostic for the flower (rose or dandelion) that you would rather be. Your acrostic poem should give your reasons for choosing your flower.

7

Character Analysis:

Pick **one** character from the story.

Identify **four** traits of that character:

For **two** of the traits, list **two** consequences of that trait. If the consequence is positive, put a + sign next to it.

Thinking of “Two Flowers”, choose the perspective of the rose or the perspective of the dandelion and complete the graphic organizer above (on a piece of paper). Do you think the flower’s traits were a hindrance or a help to it and why?

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8

Conceptual Thinking:

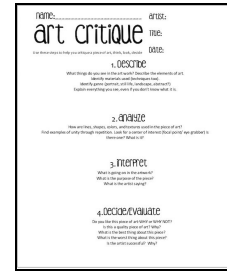
Choose to focus on either the poem (“Two Flowers”) or a piece of art (one that’s included or one you find on your own). Using the “Conceptual Thinking Words” document, choose three conceptual words that connect to either the art or poetry. Of those three, choose the one that is the best connection and explain your reasoning for why this concept is best represented by this art or poem.

Kingore, B. (2013). *Rigor and Engagement for Growing Minds*. Austin, TX: PA Publishing.

9

Creative Corner:

Consider the Art Critique Guidelines and create your own piece of art using materials that are available to you. Analyze your artwork from an art critic’s point of view. Verbally share your analysis with someone in your household.



Rose

Dandelion

Comparing a Rose & Dandelion

Supporting Detail 1:
Supporting Detail 2:
Supporting Detail 3:
Other Supporting Details:

Contrasting a Rose & Dandelion

Difference 1:	Difference 1:
Difference 2:	Difference 2:
Difference 3:	Difference 3:
Another Difference:	Another Difference:

name: _____

artist:

art critique

Title:

Date:

Use these steps to help you critique a piece of art, think, look, decide

1. Describe

What things do you see in the art work? Describe the elements of art.

Identify materials used (techniques too).

Identify genre (portrait, still life, landscape, abstract?)

Explain everything you see, even if you don't know what it is.

2. analyze

How are lines, shapes, colors, and textures used in the piece of art?

Find examples of unity through repetition. Look for a center of interest (focal point/ eye grabber) Is there one? What is it?

3. interpret

What is going on in the artwork?

What is the purpose of the piece?

What is the artist saying?

4. Decide/Evaluate

Do you like this piece of art-WHY or WHY NOT?

Is this a quality piece of art? Why?

What is the best thing about this piece?

What is the worst thing about this piece?

Is the artist successful? Why?





Two Flowers

Rose. Dandelion.

Dandelion. Rose.

*They study each other
but neither one knows
how the other one lives
how the other one grows.*

Dandelion: You are the Queen.
 You live in a vase
 of crystal. They love you.
 They walk on my face.
 They spray me with poison
 when I visit their yard.
 Being a dandelion is hard.

Rose: You're free as a bird.
 You look like the sun.
 Children adore you.
 They pick you for fun.
 I'm safe in my vase
 but I'm lonely too.
 Sometimes I wish
 that I could be you.

Free and in danger.

OR

Safe without power.

*Which life would you choose
if you were a flower?*

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FIGURE 3.2:
CONCEPTUAL THINKING WORDS

- Adaptation
- Beliefs/values
- Causation
- Change
- Choice/selection
- Conflict
- Connection
- Consequences
- Culture
- Cycles
- Emotions
- Ethics
- Force
- Function
- Human rights
- Innovation
- Issues
- Organization
- Patterns
- Perspective
- Power
- Relationship
- Responsibility
- Structure/form
- Survival
- Systems
- Time–past/present/
future trends

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Using the Acrostic Strategy

Adapted from Bertie Kingore in *Teaching Without Nonsense*

Parents/Guardians,

You can use acrostics at home to push your child’s thinking. Use an acrostic with a character’s name, a book title, a science concept, math vocabulary, etc. If your child is not familiar with acrostics, complete one together to build their confidence. These can easily be done on paper, typed in a Word document with an image behind them, or even outside with sidewalk chalk. Feel free to get creative.

Acrostics are an alternative learning task for students that are simple to prepare and encourage application, analysis, and synthesis. Acrostics promote conceptual thinking and can be used as an assessment tool to check for “accuracy, depth and complexity of information.” This strategy can be easily adapted for all levels of learners and utilized in all content areas. For younger students, start with just one word per letter, but for older students, use the ideas below to really make it a challenge. You may need to help brainstorm a list of words that begin with the letters of the alphabet, especially with the less frequently used letters. Challenge your child to use more complex words/wording.

How to use an Acrostic:

Each line of an acrostic is completed as a single word response, a list of several words or a phrase. To add complexity, each line can be written as a sentence, with a specific number of syllables or with certain lines rhyming. You might choose to specify a number of adjectives. To increase degree of difficulty, it can be completed as continuous text, which is then read like a paragraph. This requires students to think more extensively to plan the structure of information.

Types of Acrostics:

Acrostic

T	_____
H	_____
I	_____
N	_____
K	_____

Simple, easy to implement
Concept word as beginning letter

Telestich

_____	T
_____	H
_____	I
_____	N
_____	K

Concept word as last letter of each response

Double Acrostic

T	_____	T
H	_____	H
I	_____	I
N	_____	N
K	_____	K

Repeats concept word; each response must begin and end with the letters in a concept word.

Examples of Acrostics:

Adaptable	Can create a picture that is vibrant	T
Creative	It is flexible	E
Rigorous	Word choice makes the student insightful	L
Open-ended	Can use word, phrase, or sentence	E
Strategic	Works with all subjects	S
Tricky	Create in partners or independent	T
Insightful	Finding the words is a safari	I
Challenging	A finished acrostic is an accomplishment	T
	Word placement is strategic	C
	Add complexity by making it into a paragraph	H

