



LESSON PLAN Pre-K - Kindergarten

HORN ISLAND LOGS | SKETCHBOOK/JOURNAL

Mississippi state standards served:

Art:

Pre-K

VA: Cr1.2.PK a. Engage in self-directed, creative making.

VA: Cr3.1.PK a. Share and talk about personal artwork.

VA: Re8.1.PK a. Interpret art by identifying and describing subject matter.

Kindergarten

VA: Cr1.1.K a. Engage in exploration and imaginative play with materials.

VA: Cr2.3.K a. Create art that represents natural and constructed environments.

Science:

Kindergarten

L.K.1A Students will demonstrate an understanding of living and nonliving things. (In slideshow, students will identify living and nonliving components (e.g., crab living, sand nonliving) and include those in their journal drawing.)

L.K.1B Students will demonstrate an understanding of how animals (including humans) use their physical features and their senses to learn about their environment. (Hearing the ocean sounds, seeing a crab, how the crab is able to see, how the crab is able to walk and catch its prey)

English Language Arts:

Kindergarten (Students will be encouraged to write words in their journals. The teacher may provide students with a written visual of the name of the animal as the subject of their drawing and encourage students to use this in their writing.)

L.K.1a Print many upper-and lowercase letters.

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5c Identify real-life connections between words and their use.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Time: Time could easily be adjusted from one to multiple days. Younger students may work for shorter periods of time. This activity could be used as a daily warm-up.

Materials:

Journals - [CLICK HERE FOR A VIDEO ON CREATING JOURNALS](#)

Drawing Supplies

Sound System for Ocean Ambiance

Projector for displaying subjects for drawings

Walter Anderson spent over 20 years rowing his small wooden boat 12 miles out to Horn Island, a barrier island off the coast of Ocean Springs, Mississippi in the Gulf of Mexico. While on Horn, Walter made many paintings and drawings of the plants and animals he observed. He also kept journals of his trips, which he called logs, a term which ship captains use.

Excerpt from “The Horn Island Logs of Walter Anderson”

“This morning I went for my coat, went for water, drew the little turtle, had a bath, and ate lunch.

Yesterday afternoon, I drew the little turtle, took a walk, and drew a patient white heron.”

Procedures:

1. Assemble Journals (see photos for possible journal assembly)
2. Play ocean sounds in the background and display pictures of animals found on Horn Island.
3. Tell students, “Pretend you are Walter Anderson. You have rowed a small boat through tall waves all the way to Horn Island (students may act out rowing), and you are excited to begin drawing! You have found a _____ and think it would make an excellent addition to your art journal!”
4. While students are working on their drawings, encourage them to discuss their drawing with you or a partner. They should discuss their adventure of rowing to the island, and excitement about finding the perfect subject.

Assessment: Observe student feedback when discussing their drawing.

Is the student able to discuss their artwork (likes, dislikes, describe the subject)?

Does the student appear to understand how Walter Anderson was unique in his quest for the perfect subject of his drawings (rowing to Horn Island, searching for animals, drawing in a journal)?

Struggling students may require teachers to demonstrate how to draw the subject using guided drawing or step by step handouts. Teachers may choose to model journal writing on a whiteboard, projector, or large sheet of paper.

Extensions:

Students and teachers may brainstorm a list of words to use in the journal for student reference.

Teachers may print pictures of animals found on Horn Island and allow students to choose the animal for drawing that Walter may have “found” on that day.

Teachers may pose additional questions while students are working, such as, “What might Walter have done if he couldn’t find any animals to draw on Horn Island that day?” or, “Would you row all the way out to Horn Island on a rainy day? What might happen to art supplies? What could you use for art supplies on a rainy day?”