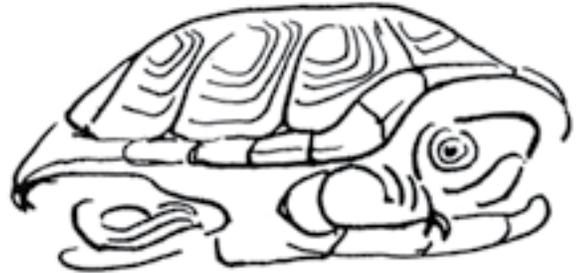




## LESSON PLAN 1st and 2nd grade

### HORN ISLAND LOGS | SKETCHBOOK/JOURNAL



#### Mississippi state standards served:

##### Art:

###### 1st

VA: Cr1.2.1 a. Use observation and investigation in preparation for making a work of art.

VA: Cr3.1.1 a. Use art vocabulary to describe choices while creating art (Line and describing lines).

VA: Re7.1.1 a. Select and describe works of art that illustrate daily life experiences of one's self and others.

###### 2nd

VA: Cr1.2.2 a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (See extensions - personal choice handouts)

VA: Re7.1.2 a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

##### Science:

###### 1st

L.1.2 Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.

L.1.2.1 Obtain, evaluate, and communicate information through labeled drawings, the life cycle (egg, larva, pupa, adult) of pollinating insects. (The student will include a labeled drawing of the life cycle of a Monarch butterfly or other pollinating insects in journal entries).

###### 2nd

L.2.2 Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.

L.2.2.1 Use observations through informational texts and other media to observe the different stages of the life cycle of trees (i.e., pines, oaks) to construct explanations and compare how trees change and grow over time. (The student will include a labeled drawing of the life cycle of a slashpine, and compare that to a labeled drawing of the life cycle of a spruce pine in journal entries).

##### English Language Arts:

###### 1st

L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. (Teachers may provide a list of vocabulary words as common and proper nouns for student reference while completing journal entries).

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Teacher will review for expectations).

###### 2nd

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Teachers will provide expectations a-e)

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Teacher will review for expectations).

**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 unch.

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!”  
1st grade will add the life cycle of pollinating insect to journal.  
2nd grade will add the life cycle of trees found on Horn Island, and compare the life cycles.
4. Teachers will remind students of conventions of standard English expected in their written descriptions of drawings throughout the journal.
5. 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.

Does the student adhere to guidelines set for written conventions of standard English?

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?”