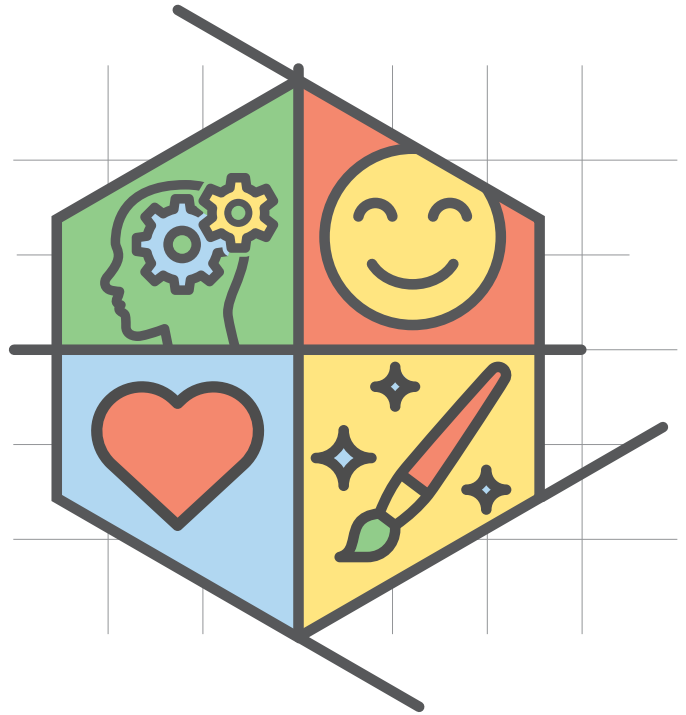


We Are Wondrous



*An Integrated Storyline for 2nd Graders
which explores STEM, Art, and Social
Emotional Learning*

Supports the Solids and Liquids FOSS kit (for ESD 112 Region)



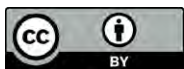
STEM

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ABOUT THIS UNIT

In this 2nd Grade Integrated Unit focused around Social Emotional Learning, STEM, Art, and Language Arts, we present students with the driving question: How can we use art to celebrate each and every one of us? Students read a variety of literature that provides them with the opportunity to talk about and think about how each and every student's uniqueness is beautiful and valued in the classroom community. Students explore a variety of artforms which are introduced by numerous artists from a variety of BIPOC communities. Through various embedded STEM activities (some FOSS), students explore the ways in which STEM ideas help us better understand and create art. The unit culminates with an art showcase where we invite families and community members to visit an art show where the classroom community is celebrated through art. This unit is intended to help us reimagining the ways in which we teach STEM and to highlight the importance of positive identity development in creating equitable opportunities for all our students.

This unit also contains links to online resources created by other organizations which may use a different license. Please make sure that you understand the terms of use of third-party resources before reusing them. Prior to publishing this unit of study, we have reviewed the content of this unit to ensure that all materials are in accordance with creative commons regulations. If you notice that a part of this unit infringes another's copyright, please contact us.



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A digital copy of this document is available on the STEM Materials Center website at: <https://www.stemmaterials.org/wearewondrous>

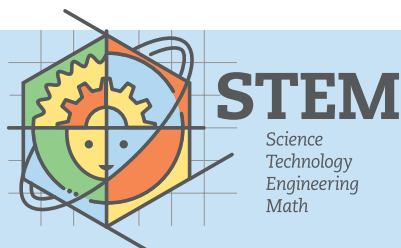
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OSPI



UNIT OVERVIEW



Please use this unit overview to aid in your planning. All the teacher support materials (slides, handouts, etc) are located in this google drive: <http://bit.ly/wearewondrous>. Please feel free to comment on documents on the drive if you notice errors that need to be fixed. It is recommended that you make a copy of the google drive materials onto your own drive account so you can edit and adapt as you wish. To do this, click “file” and “make a copy.” This will create a copy in your drive that you can edit to fit your needs or to share with your students on the Google platform.



Please note that the sequence of FOSS activities in this storyline unit differs from the way that the FOSS teacher guide presents these investigations. For alignment with NGSS and to create an integrated STEM-based learning experience for your students, it is recommended that you use this storyline unit instead of closely following the sequence of the FOSS guide. The outline below can help in your planning. Please note that each session is intended to take a class period of 30-45 minutes.

LESSON 1: We are wondrous

pg. 5

This is the first lesson of this unit where the driving question is introduced to the students. Students learn that we will be exploring how we can use art to celebrate the uniqueness of each individual in the class community. Students read several books written by BIPOC and explore what they love about themselves. The lesson ends with students creating a self-portrait of themselves.

Session	Materials Needed	Page
1. We are wondrous	<ul style="list-style-type: none">• Teacher slides	6
2. I am enough	<ul style="list-style-type: none">• Teacher slides	7
3. Our wonderful selves	<ul style="list-style-type: none">• Teacher slides• Paper for self-portraits• Coloring supplies for portraits• Frame template for captions	8

LESSON 2: Arts & solids

pg. 9

Students learn from several artists who use different solids to create art! Students investigate the properties and characteristics of different solids through FOSS lab stations. The lesson ends with students scavenging for items in nature which they use to create a portrait.

Session	Materials Needed	Page
1. Building things and art	<ul style="list-style-type: none">• Teacher slides• Cardstock paper, crayons• What fills my heart with happiness template	10
2. Solids, liquids, gases	<ul style="list-style-type: none">• Teacher slides• Access to phet lab simulation• Solids, Liquids, Gases thinking template	11
3. Exploring Solids stations: Foss Investigation 1: Solids	<ul style="list-style-type: none">• Teacher slides (with directions/signs for each station)• FOSS Lab Station materials (Please see lesson for full list)• Station 1: Scientist Log• Station 2: Scientist Log• Station 3: Scientist Log	12
4. Nature portraits	<ul style="list-style-type: none">• Teacher slides• Blank cardstock paper• A bag to carry their scavenged items• Access to outdoor space with elements of nature (twigs, leaves, pinecones, flowers, etc.)• Glue, scissors	13



UNIT OVERVIEW (cont.)

LESSON 3: Arts & liquids

pg. 14

Students continue to explore art as a powerful form of self-expression and connection with others. They explore the properties of liquids and how liquids can be used to create art. The lesson ends with students using watercolors to paint their portrait backgrounds.

Session	Materials Needed		Page
1. Using art to connect with and celebrate each other	<ul style="list-style-type: none">• Teacher slides	<ul style="list-style-type: none">• Together portrait template	15
2. Changes!	<ul style="list-style-type: none">• Teacher slides	<ul style="list-style-type: none">• Changes drawing template	16
3. (FOSS Stations) Exploring liquids	<ul style="list-style-type: none">• Teacher Slides	<ul style="list-style-type: none">• FOSS Investigation 2 materials (please see lesson for full list)	17
4. Adding watercolor art to our community portraits	<ul style="list-style-type: none">• Teacher slides• Watercolor paints for each student to use• Area to allow paintings to dry	<ul style="list-style-type: none">• Paint brushes• Cups to hold water for painting• Paper towels for painting and clean-up	18

LESSON 4: Music is art!

pg. 19

Students explore the art form of music and explore how music can help us to express a message or to feel more empowered. Students engage in FOSS Lab Stations where they explore the sounds that different materials make when they are shaken. The lesson ends with the class compiling a community playlist.

Session	Materials Needed		Page
1. Is music art?	<ul style="list-style-type: none">• Teacher slides	<ul style="list-style-type: none">• Family's Favorite Song homework assignment	20
2. Investigating solids and sounds	<ul style="list-style-type: none">• Teacher slides	<ul style="list-style-type: none">• FOSS Investigation 3 materials (please see lesson for full list)	21
3. Our community's musical playlist!	<ul style="list-style-type: none">• Teacher slides		22

LESSON 5: Our community portrait

pg. 23

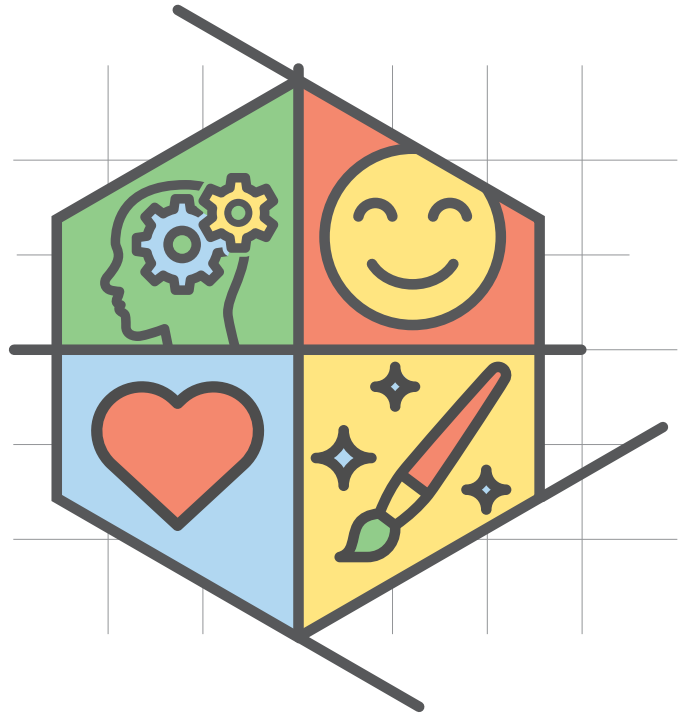
Students work together to create a Kindness and Advocacy Quilt. Students finish creating their self-portraits. The class hosts community members and guests as they present their artwork in an art show.

Session	Materials Needed		Page
1-4. Kindness and advocacy quilt	<ul style="list-style-type: none">• Teacher slides• Blank paper, construction paper, craft paper (optional)	<ul style="list-style-type: none">• Coloring materials (crayons, markers, colored pencils)• Scissors, glue	24
5-6. Finishing our self-portraits	<ul style="list-style-type: none">• Teacher slides• Scissors, glue	<ul style="list-style-type: none">• Black and white prints of students doing their power poses	25
Final celebration: We are wondrous!	<ul style="list-style-type: none">• Students' artwork on display• Snacks (if possible)	<ul style="list-style-type: none">• Class soundtrack and speakers to play	26



LESSON 1: We are wondrous

STRATEGY: ENGAGE



This is the first lesson of this unit where the driving question is introduced to the students. Students learn that we will be exploring how we can use art to celebrate the uniqueness of each individual in the class community. Students read several books written by BIPOC and explore what they love about themselves. The lesson ends with students creating a self-portrait of themselves.



SESSION 1:

We are wondrous

This is the first session and entry event to this unit. Through this storyline we will integrate STEM, Arts, Socio-Emotional Learning, and Civics. Please use opportunities you see to help students practice thinking about themselves, the ways in which they are unique, and the ways in which diversity is wonderful.

Materials Needed

[Teacher slides](#)

Intro

Start the unit by telling students that you are so honored to teach such a group of unique, beautiful, and brilliant individuals. Explain to students that each and every one of them is very special and such an important part of the classroom community. Show students the video of Jacqueline Woodson reading her book, *The Day You Begin*. The teacher slides include the video along with the prompting questions.

Ask students to talk about these questions with a partner. Pause after each question to see if students would like to share their thoughts.

- Have you ever had a time where you felt that you were not understood? What happened? Why did you feel that way?
- Has there ever been a time when you felt you were different? Did it feel good or bad?
- What are some ways that we are different?
- What are some ways in which you feel different?

Explain to students that you appreciate each and every way that each and every one of them is different. Their uniqueness makes them special and you are grateful that they are in your class. Present the driving question below.

Driving Question: *How can we use art to celebrate the uniqueness of each one of us?*

Wrap-up

Pair students up with a partner. Ask them to notice something that is different between them. Here are some sentence frame ideas to consider sharing with students:

One thing that is different between us is it _____. I like that you are _____.

We are different because _____. I like that about you.

Remind students that each and every one of them belongs in the classroom.



SESSION 2:

I am enough

Warm-up

Remind students that in this unit, we are learning to celebrate how each and everyone of us is different in a unique and wonderful way!

Materials Needed

[Teacher slides](#)

Main activity

Show students the video of Grace Byers reading her book, I am Enough. Ask students the following questions and encourage them to talk with a partner. Ask students to share their thoughts with the whole group after each question:

- Which parts of the story did you like?
- What is something that you really like about yourself? Please share with your partner.
- Can you think of something that you like about someone in your life? Share with your partner.

Wrap-up

Go around and have each student share one thing that they really like about themselves. Tell students that next time, we will be creating a beautiful self-portrait of ourselves so that we can put them up in our classroom for everyone to see.



SESSION 3:

Our wonderful selves

Below is an art lesson that you can engage students in as they create a self-portrait of themselves. Please find a place in the classroom to hang their self-portraits as a part of this unit. If you are able to collaborate with an Art teacher in your building, ask them to host a learning experience where students are able to create self-portraits. Regardless of the art medium you will be using (crayons, watercolors, tempura paint, etc.) make sure that students have access to and support in creating a portrait that accurately depicts their skin color. Students should be given full control of creating their portrait. It can also be helpful to have students take a picture of themselves on a device (or have a mirror) so that they have an image to use as a reference.

Warm-up

Explain to students that today, we will be creating a piece of art that is a self-portrait! Ask students if they know what a self-portrait is. Tell students that they are beautiful and unique individuals and that their portraits will be up in the class as we continue to celebrate our wondrous selves and answer the driving question: **How can we use art to celebrate the uniqueness of each of us?**

Main activity

Provide students with art materials and guide them through the process of drawing their self-portrait. A video is linked in teacher slides in case you need support with this. After students have created their portraits, they will fill out their affirmation statements about themselves.

Can you think of something in the world you like? How do you want to be like that thing?

Like the ___ I am here to ____!

Like the sun I am here to shine!

Wrap-up

Have students each share their affirmations out loud in a sharing circle.

Materials Needed

[Teacher slides](#)

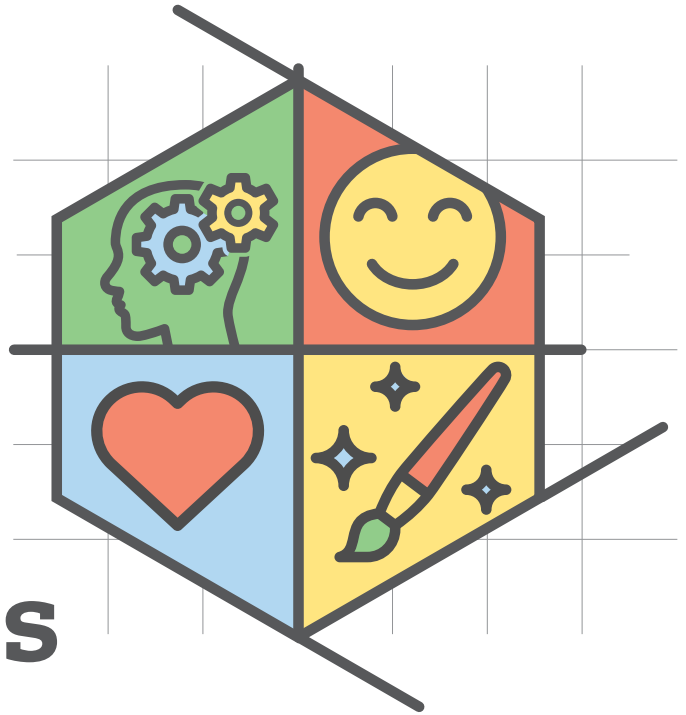
Paper for self-portraits

Coloring supplies for portraits

[Frame template for captions](#)



LESSON 2: Arts & solids



STRATEGY: EXPLORE

Students learn from several artists who use different solids to create art! Students investigate the properties and characteristics of different solids through FOSS lab stations. The lesson ends with students scavenging for items in nature which they use to create a portrait.



SESSION 1:

Building things and art (~60 minutes)

Warm-up

Tell students that in this lesson, we will think about how different materials and objects are used by people to build things that include art and also things that we use. Share the video of Gabriel Frey, (Wabanaki Nation) who is a basket weaver. His family has been making baskets for 13 generations! Ask students the following questions:

- How does Gabriel make the baskets? What material does he use?
- Why does he make the baskets? How did he learn how to make them?
- Why are baskets such an important part of our lives? How do you and your family use baskets or bags to carry things?

Main activity

Show students some images of the work of Indigenous artists using the slides. What materials are these skilled artists and craftspeople using to make their items? What symbols, signs, and images do you see in their artwork?

Remind students about the driving question: ***How can we use art to celebrate the uniqueness of each one of us?***

Show students the reading of *My Heart Fills with Happiness* by Monique Gray Smith. What fills their heart with happiness? Ask students to draw some things that are important in their lives, in their family, and in their community. You may also want to [send this handout home](#) so students can complete with their families.

STEP 1 of Community Portraits:

The community portrait will be an art project that students build upon throughout the unit. They will add one element to the portrait as they explore different artistic media. This is the original lesson and idea that inspired this project: [2nd grade Abstract Portraits](#).

For this step, provide students with cardstock (thick) paper and ask them to use crayons to draw some objects, shapes, people, animals, etc. that bring them joy. An example is included in teacher slides. Students must use crayon, since they will be painting over this with watercolor later in the unit using the [Water Color Resist technique](#).

Materials Needed

[Teacher slides](#)

[What fills my heart with happiness template](#)

Cardstock paper

Crayons



SESSION 2:

Solids, liquids, gases

Warm-up

Ask students to think, have they ever heard of solids and liquids? What's the difference between a solid and a liquid? How does a solid behave, and how does a liquid behave? Write down students' responses on the board. You can make a T chart to organize students' contributions.

Main activity

If students have access to computers in pairs, give them access to this simulation from Colorado phet.com. If computers are limited, share this with the whole class using your computer. Ask the following questions and have students share with a partner and with the whole group:

- What do you notice? What are those little jiggling circles? (they are called molecules, they are little chunks of stuff)
- How are they moving when the object is a solid?
- How are they moving when the object is a liquid?
- What is the difference of movement between a solid and a liquid?
- How are they moving when the object is a gas?
- What else do you notice? What do you wonder?

Wrap-up/assessment

Have students think about what they observed in the simulation. Ask them to think about the world around them and to put down their thoughts on this [thinking template](#). What are some solids, liquids and gases in your environment? How do we use them? They can do this as an exit ticket activity or as homework.

Materials Needed

[Teacher slides](#)

[Access to phet lab simulation](#)

[Solids, Liquids, Gases thinking template](#)



SESSION 3: Exploring solids stations

(FOSS Investigation 1: Solids)

Warm-up

Show students the video of the Wash Ashore Project. Ask students, how does this artist use trash that is found on the beach to send a message? What message is she sending? How is art a way to send a message?

Main activity

Station 1: Describing Solids! (Called “Part 1: Introducing Solids” by FOSS)

1. With your team, take a look at each of the objects.
2. In your Scientist Log, write down some words that describe each of the objects.

Station 2: Organizing Solids!

1. With your team, take a look at each of the objects.
2. Talk about the objects
3. How are the objects the same and how are they different?
4. Organize the objects into groups.
5. Label each group with a word to help us understand how you organized the solids

Station 3: Constructing with Solids!

1. With your team, take a look at each of the objects.
2. Work with your team to build the highest tower you can from the objects!
3. Which objects did you use and which did you not use?
4. Which objects make your tower sturdier? Which objects make your tower that is taller?

Wrap-up

Ask students to share, which materials were better for building the tower? Which materials made the tower sturdier, more stable, or taller? Why?

Materials Needed

[Teacher slides](#) (with directions/signs for each station)

Station 1: Set of solid objects (plastic triangle, cloth square, plastic tube, wood cylinder, craft stick, screw, wire with plastic insulation)

Station 2: Set of same solids as Station 1

Station 3: Set of solid objects (same as above) with straw, rubber band, craft stick, aluminum foil, cardboard squares, paper cups.

[Station 1: Scientist Log](#)

[Station 2: Scientist Log](#)

[Station 3: Scientist Log](#)



SESSION 4:

Nature portraits (~60 min)

Students will make a portrait of themselves or a loved one using materials that they have scavenged in nature.

Warm-up (5 min)

Today, students will be going outdoors to scavenge for materials that they will use to make the portrait of someone who is important to them. Ask students to think about who that might be. This can be a parent or guardian, sibling, friend, teacher or other person who means a lot to them. Ask them to picture this person in their head. What do they look like? Encourage them to share with a partner.

Main activity

Gathering materials scavenger hunt: Take students outdoors to an area where they may be able to scavenge for leaves, twigs, flowers, pebbles, pinecones, etc. Provide each student with a small zip bag to gather their materials. Encourage them to think about how some materials may be good for creating a certain trait of their loved one. Ex. "Is your loved one's hair curly or straight? What objects can you find from trees, plants, and nature that have that same type of trait?"

Creating and gluing the portraits: Give each student a piece of thick paper or construction paper and ask them to construct their portrait. Here are some directions that you can share. Each student will go at a different pace and may have a different method to construct, which is fine.

1. See what materials you found.
2. Think about which materials you will use for each part of your person's face. Talk with a partner about why a certain object you found is best for that part of your loved one's face. [This template](#) can be used as a space for students to draw and explain why they selected certain objects.
3. Place the nature objects to make the portrait.
4. Use glue, a glue stick, or tape to stick the parts to the portrait.
5. Write the person's name somewhere on the portrait so everyone knows who it is.

Gallery Walk (after glue has dried-next day?)

Split the class into two groups. Have one group stand with portraits around the classroom. The second group will circulate and see admire the work of their classmates. Ask students who are sharing to describe who they made the portrait of and why that person is important to them. Once one group has shared, ask students to switch roles.

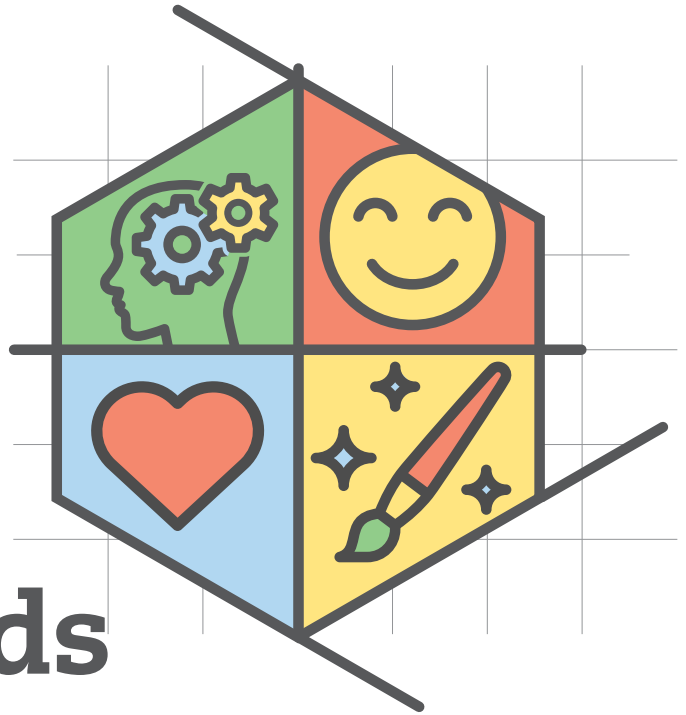
Materials Needed

[Teacher slides](#)

Blank cardstock paper
A bag to carry their scavenged items
Access to outdoor space with elements of nature (twigs, leaves, pinecones, flowers, etc.)
Glue
Scissors



LESSON 3: Arts & liquids



STRATEGY: EXPLAIN

Students continue to explore art as a powerful form of self-expression and connection with others. They explore the properties of liquids and how liquids can be used to create art. The lesson ends with students using watercolors to paint their portrait backgrounds.



SESSION 1: Using art to connect with and celebrate each other

Warm-up

Show students [the video](#) of the read aloud for the book *Drawn Together* by Minh Le.

Main activity/discussion

After the reading, ask students to share their thoughts about the following questions:

- How did art help the boy connect with his grandpa?
- Do you have parents or grandparents that speak a language other than English?
- Do you speak a language other than English?
- What languages does your family use to communicate with each other? Where is this language spoken around the world?
- Have you ever used art to share how you feel with someone you love?

Wrap-up

Show students their homework activity, where they will draw a [together-portrait](#) with a loved one at home. They will draw themselves first, and their loved one will draw themselves. They will meet in the art world!

Materials Needed

[Teacher slides](#)

[Together portrait template](#)



SESSION 2:

Changes!

Warm-up

Ask students if they remember the conversation that they have a few weeks ago where we talked about solids, liquids and gases. Ask students to think about this and to see where they see solids and liquids (and gases) as they watch the video of crayons being made. Pause the video incrementally to let the students share their thoughts out loud. Are crayons always crayons? When are crayons liquid? How do they become solid? How do they get their color? What type of matter are they when YOU use them (solid, liquid or gas)?

Materials Needed

[Teacher slides](#)

[Changes drawing template](#)

Main activity

Go through slides and ask students to think about some of the examples given. Show them the video of the crayon bits being melted and turned into new crayons. How did the heat cause a change in the crayon bits? Can you think of some other things that can be melted and then remade again (chocolate, candles, etc.). Show students some other examples and have ask them if the changes caused by the heating and cooling can be undone.

Ask students to work in teams to [draw a picture of a change](#) caused by heat/cold that can be reversed and a change caused by heat or cold that cannot be reversed. You can also assign this as scavenger hunt and homework assignment that students can do with their family.

Wrap-up

Have teams share their examples with another team. Encourage teams to ask questions or provide feedback. Did the partner team show a change that can be undone? Did they also show a change that cannot be undone?



SESSION 3: (FOSS Stations)

Exploring liquids

Warm-up

Show students the video of Linh My Truong creating art using the Suminagashi Technique which is a traditional artform from Japan. After students have watched, ask them:

How is Linh using liquids to create art? How did her artwork make you feel? Explain to students that today, they will be exploring the way that different liquids look and behave so that we might think about how we could use liquids to create art!

Main activity

Set up stations for FOSS Investigation 2: Liquids

Set-up for teacher: If you have 7 liquids in little bottles (as stated in FOSS guide), split this into 3 observation activities. You may have to take the bottles home and fill them with interesting liquids around your house. Have two stations for each activity and have students circulate from station to station, spending about 5-10 minutes at each station. Station signs are included in the teacher slides and this thinking template can be used to help students take notes of their observations of the various liquids.

Station 1 (plain water and colored water):

- What do the liquids look like?
- Without opening the bottle, investigate how the liquid moves.
- What does the liquid remind you of?

Station 2 (honey or molasses and cooking oil):

- What do the liquids look like?
- Without opening the bottle, investigate how the liquid moves.
- What does the liquid remind you of?

Station 2 (laundry detergent and hand soap):

- What do the liquids look like?
- Without opening the bottle, investigate how the liquid moves.
- What does the liquid remind you of?

Wrap-up

Ask students, what did you think the liquids were? How did they behave? How are they similar? How were they different?

Materials Needed

[Teacher Slides](#)

FOSS Investigation 2 Liquids Materials:

Bottles

6 liquids with different colors and different thickness (ex. water, colored water, syrup, oil, liquid detergent/soap, other interesting liquids)



SESSION 4: Adding watercolor art to our community portraits

Warm-up

Pass out students Community Portraits where they drew things that brought them joy using crayon. Today, students will use watercolors to paint over their crayon drawings in colors that make them feel happy. Watercolors are a form of art that uses liquid (water) and solids (watercolor pigment) to create art!

Remind students about the driving question: ***How can we use art to celebrate the uniqueness of each one of us?***

Main activity

Students will use watercolors and water to paint the background of their portraits. You may want to guide students in this process or ask for the help of an art teacher to share some techniques. The idea is that students' crayon drawings will show through the watercolor due to the wax resisting the water from the paints. The teacher slides include some videos that may help students apply some techniques. Please provide students with some paper to practice before they work on their portrait background. With this project, there really isn't a "right way" for their portraits to look. Encourage students to experiment and create colors, shades, combinations, etc. that are appealing to them. If you do not have enough watercolors to do this activity with the whole class, create a station where students can go in pairs or small groups during appropriate times to work on their paintings.

Wrap-up/clean-up

Find a space where student's paintings can sit flat to dry off. Compliment students' hard work and artistic persistence and tell students that we will continue to work on our projects as we create a community wall that celebrates each one of us!

Materials Needed

[Teacher slides](#)

Watercolor paints for each student to use

Area to allow paintings to dry

Paint brushes

Cups to hold water for painting

Paper towels for painting and clean-up



STRATEGY: EXPLAIN

Students explore the art form of music and explore how music can help us to express a message or to feel more empowered. Students engage in FOSS Lab Stations where they explore the sounds that different materials make when they are shaken. The lesson ends with the class compiling a community playlist.



SESSION 1:

Is music art?

Warm-up

Ask students, “what’s your favorite song?” or “What is your favorite kind of music?” Ask them to share with a partner. Why is this their favorite song and what do they love about it?

Main activity

Play a couple of different songs for your students. Some suggestions are posted in the teacher slides for this lesson. Feel free to share songs that you enjoy or songs that may appeal to your students based on their interests and backgrounds.

Ask students:

- Is music art?
- How can music send a message to people?
- If you were an artist who made music, or a musician, what message would you want to send to the world?

Home-connection

Ask students to go home and ask their family what some of their favorite songs or type of music are. Invite families to have a music listening session together as they work on this [homework assignment](#).

Materials Needed

[Teacher slides](#)

[Family’s Favorite Song
homework assignment](#)



SESSION 2:

Investigating solids and sounds

Warm-up

Show students the video of Tomasito Cruz playing the maraca solo at the Berklee Percussion Fest using the link provided in the teacher slides. What instrument is Tomasito using? What does it look like? What does it sound like? What is making that sound?

Main activity/discussion

FOSS Investigation 3: Bits and Pieces

It is suggested that you skip Part 2 (Separating Soup Mix) of the FOSS investigation (FOSS Investigation 3: Bits and Pieces) and focus on Parts 1 and 3. Parts 1 and 3 can be set up to be two separate stations. Directions for stations are below.

Station 1: Different solids

- Look at the different solids you have. Take a look at one piece of each solid.
- Draw a quick picture of your solid in your Scientist log.
- Can you get each material to pile up?
- Can you pour each material?

Station 2: Musical Shakers

1. Take three bottles and put a different material in each. Please do not mix materials.
2. How do the materials sound different when you shake them?
3. Which material do you like the best for your music shaker?

Wrap-up

Play a song for students to be able to use their shakers to play along. Which sound did they like the most? Which material made the sound that they liked the most?

Extension

If you have access to recyclable materials like yogurt boxes, coffee cans, oatmeal containers shoe boxes, paper towel rolls, rubber bands, and other materials like beads, straws, bells, beans, rice, sand, small paperclips, easter eggs, etc. then you can invite students to create an instrument that they can use to make some delightful music. Use [this template](#) as a guide for the extension investigation. Encourage students to think about the materials available and to plan their instrument before constructing.

Here are some lessons that expand on this idea:

<https://betterlesson.com/lesson/603372/sounds-all-around>

<https://redtri.com/homemade-instruments/slide/1>

Materials Needed

[Teacher slides](#)

Station 1: materials from *FOSS Investigation 3, Part 1: Solids in Containers*

- Tray
- Cups
- Scoop
- Funnel
- Various types of beans, rice, cornmeal (optional)
- Magnifying lens

Station 1: materials from *FOSS Investigation 3, Part 1: Solids in Bottles*

- Bottles with caps
- Recycled water/ beverage bottles
- Variety of beans, rice, cornmeal (optional)



SESSION 3:

Our community's musical playlist!

Warm-up

Remind students about the driving question: *How can we use art to celebrate the uniqueness of each one of us?*

Materials Needed

[Teacher slides](#)

Main activity/short discussion

Thank students for thinking about Music and Art! Tell students that you will be creating a playlist of Songs We Love for the class! The song can be in any language and come from any part of the world. Each student will contribute one song and we will listen to songs from the playlist every day! You can ask students to contribute a new name for a favorite song or to use the one that they shared during the first session. Have students share the song they picked with a partner. What do they like about the song? How does the song make them feel?

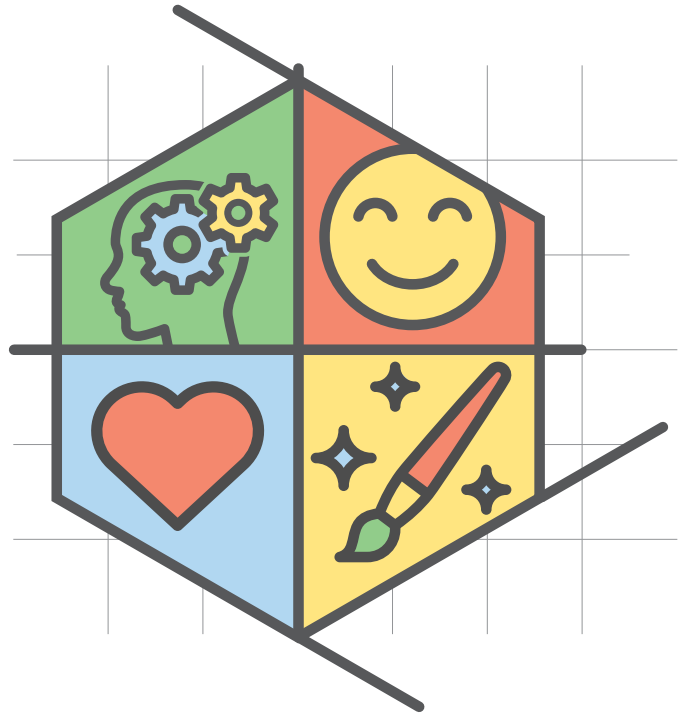
Play the playlist for your students when there is an opportunity to play music for them, whether it is during certain transitions in the day, during independent work time or free time, or for other moments throughout the day.



LESSON 5:

Our community portrait

STRATEGY: EVALUATE



Students work together to create a Kindness and Advocacy Quilt. Students finish creating their self-portraits. The class hosts community members and guests as they present their artwork in an art show.



SESSIONS 1-4:

Kindness and advocacy quilt

After reading (watching) the books below, the class will work together to create a “Kindness and Support Quilt.” Each student will have a section on which to draw a picture of one way that they would like to change the world to be a better place for themselves and others. [Here are some examples](#) of how this project can be done with your students based on resources available to you. Please see what resources and time you have to complete this project.

- *When We are Kind* by Monique Gray Smith: Show students the read aloud of Monique Gray Smith’s book, *When We are Kind*. Ask students, when do you feel that you are being kind to others? When do you feel that someone is being kind to you? Allow students to share with a partner and then share with the whole group. Why is it so important to be kind?
- *Oh the Things We’re For!* by Innosanta Nagara: Show students the read aloud of Innosanta Nagara’s book, *Oh the Things We’re For!* You may want to pause and let students ask questions or share their thoughts. What are some of the things that you are for? Have you ever had to say “NO” when someone was doing something to hurt someone? Explain to students that an advocate is someone that speaks up against injustice when they observe it happening. Injustice is when something harmful is happening to someone. Sometimes, people are treated unfairly because some people think that it is bad for them to be different. Why is it important to make sure YOU are not treating someone unfairly? Why is it important to DO things that help other people when they are being harmed? What is something that YOU will do to make the world better place for people?!
- *Tar Beach* by Faith Ringgold by Faith Ringgold: Show students the read aloud of Faith Ringgold’s book, *Tar Beach*. What is the main character, Cassie, able to do that is do (she can fly!)? What does she wish for her family? What did you like about the artwork in the book? What was the Tar Beach? What did Cassie like about the Tar Beach?

Materials Needed

[Teacher slides](#)

Blank paper, construction paper, craft paper (optional)
Coloring materials (crayons, markers, colored pencils)
Scissors
Glue

Quilt art project

[Here are some options for this art project](#) based on the resources you have access to. Students will create their quilt pieces which will be assembled together and displayed in the classroom. Ask students to think about ways in which they are kind and ways in which they would like to make a positive change for people in their community. How do they see themselves being a helper? Students can create the border of the quilt and will draw a picture of themselves doing an act of kindness and advocacy on the inside. Express pride and admiration for students as they decide to become advocates that act to benefit all people around them. Join the quilt pieces together to celebrate your classroom community as a force of positive change in the world.



SESSIONS 5-6:

Finishing our self-portraits

Warm-up

[Watch the video](#) of the story, *Super Satya Saves the Day!* by Raakhee Mirchandani. Ask students, did Satya need her cape to be a superhero? What did Satya do to be a superhero? What's a time when YOU were a superhero? Give students time to talk to a partner and to the whole group about a time that they did something important to help someone.

Warm-up

Show students the video of Lance Briggs teaching students how to do power poses. Have students do the power poses along with Lance in the video. Ask students which power pose they would like to do for their superhero portrait. Tell them that you will be taking a picture and we will be printing out the picture and will be pasting it on our portrait backgrounds that we made using watercolors. Take a picture of each student. This might be an activity that you split up throughout the day when you have time to take photos.

STEP 3 of our community portraits: Print out students' pictures in grayscale with the contrast slightly increased. Then, ask students to cut out their image and paste on their watercolor and crayon background that they created in other parts of the unit. This art portrait idea was adapted from this lesson: [Art with Mrs. Filmore](#).

Optional Extension: More about me!

Have students reflect about these questions and write their responses to a few of these questions. It is easiest if the responses are typed so they can easily cut them out and paste on their portraits. Depending on time and your students' comfort with typing, you may ask them to type on their own or you can take a few minutes to interview them and type the responses up for them.

Sharing about me:

- What are some things that bring you joy?
_____ brings me joy.
- What is your favorite song?
_____ is my favorite song.
- Who are some people that are important to you?
_____ important to me.
- What are some things that you are very good at?
I am very good at_____.
- What do I love about myself?
I love that I am _____ and _____.
- When I grow up, I want to change the world by being a _____.
- Give students the option of adding this information to their portraits.

At the end of these sessions, students should have their painted background with their black-and-white portrait pasted on top. They may also have the sentences about them cut out and pasted on their portrait.

Materials Needed

[Teacher slides](#)

Black and white prints of students doing their power poses
Scissors
Glue



FINAL CELEBRATION: We are wondrous!



Sharing our Appreciation for each other with our community

Once your students' portraits are complete, create a gallery where students' artwork is on display. You may choose to create a wall/mosaic with all their portraits. Make sure that the Kindness Quilt is also visible. Students also created a nature portrait of a loved one that may still be intact to put on display. This can look and feel like an art show or gallery and can be a great way to invite parents into the classroom informally to celebrate their students.

Invite parents, families, other teachers, administrators, and other adults in the community to appreciate students' artwork, solidarity, and appreciation for one another. Provide snacks if possible. Play the class's soundtrack in the background.

Materials Needed

Students' artwork on display

Snacks (if possible)

Class soundtrack and speakers to play



Next Generation Science Standards Unit Alignment



2-PS1 Matter and Its Interactions

The materials/lessons/activities outlined in this activity are just one step toward reaching the Performance Expectations listed below. Additional supporting materials/lessons/activities will be required.

2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-2: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

2-PS1-4: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking questions and defining problems</p> <p>Obtaining, Evaluating, and Communicating Information</p> <p>Collect, Analyze, Interpret data</p> <p>Engaging in argument from evidence</p>	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1) Different properties are suited to different purposes. (2-PS1-2),(2-PS1-3) A great variety of objects can be built up from a small set of pieces. (2-PS1-3) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4) 	<p>Cause and Effect</p> <p>Stability and change</p> <p>Patterns</p>



Other Standards Alignment

Common Core State Standards ELA

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

WA Social Emotional Learning Standards and Benchmarks

Standard 1. Self-awareness- Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

Standard 4: Social awareness- Individual has the ability to take the perspective of an empathize with others from diverse backgrounds and cultures.

Social Justice Standards (from Learning for Justice)

Identity K-2.3: I know that all my group identities are part of me—but that I am always ALL me.

Diversity K-2.8: I want to know about other people and how our lives and experiences are same and different.

Justice K-2.12: I know when people are treated unfairly.

Action K-2.19&20: I will speak up or do something if people are being unfair, even if my friends do not. I will join with classmates to make our classroom fair for everyone.

