Arts Integrated Residences

Books & Programs for Social and Emotional Learning

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1. The books.

2. The programs based on the books.

3. The activities based on the books.

4. Reaching out to and supporting the communities represented in the books.
Super Me
(Individuality and Anti-Bully)
Instead, pick a friend and then pick a song. It’s more fun to dance and all get along.

This is your world! It’s all up to you! So carefully think of what you wanna do!
My House is Your House
(Cultural Appreciation and Global Unity)
The Compassion Cone
(Cultural Appreciation & Respecting Differences)

We came to this country for freedom of choice; religion or ice cream, we all have a voice. Instead of us saying, “Just leave it alone,” it’s better to say—

“TO EACH HIS OR HER OWN.”
The Compassion Cone
(Cultural Appreciation & Respecting Differences)
The Magic in Me
(Self-Confidence and Empowerment)
The Magic in Me
(Self-Confidence and Empowerment)

Every night on the enchanted island of Puerto Rico, the children fall asleep to the magical song of their beloved Coqui. The Coqui is a delightful tree frog, not much bigger than an habichuela nito, a red bean. This story, which takes place long before we all were born, tells of how these tiny creatures learned their magical song.

With these words, Siona signs. They fly along the breeze. As the white tree feathers drift, they soon discover the fresh, clear, and happy life of their friends the Flamboyant Trees.

Now the Parrot King was especially excited. "Squawk! Your magic! Your magic! Squawk squawk! I'll go magic!" he chanted. Then he did something odd: he flew three circles around Siona.

"But we don’t have any magic," said Siona.

“We came here because we believed in you,” said Pora.

Yeah, can’t you use your magic to give us a shell or something?”
The Magic in Me
(Community Outreach)
What curriculum/classroom challenges would you like to address?
Visualizing Creative Writing: Myths & Legends
Visualizing Creative Writing: Myths & Legends

Legend/Story Elements Graph

1. Exposition
   - Beginning
2. Rising Action
   - (2) Exposition
3. Middle/Climax
   - (3) Rising Action
4. Falling Action
   - (4) Middle/Climax
5. Resolution/ Lesson Learned
   - (5) Falling Action
6. End
   - (6) Resolution/ Lesson Learned

Classification

The Flying Turtlepus

COMBO-CREATURE DESCRIPTION

COMBO-CREATURE CLASSIFICATION

Created by Paul Rodriguez
Visualizing Creative Writing: Myths & Legends
Visualizing Creative Writing: Myths & Legends
What curriculum/classroom challenges would you like to address?

**Figurative Language Through Poetry and Pictures**

https://esboces.libguides.com/c.php?g=857541&p=6293622

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<th>Guiding Question(s):</th>
<th>Can cultural dances help students learn about our global community?</th>
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**SECTION I - Unit Learning Objectives**

**Academic**
- Can cultural dances help students appreciate the value of our global community?

**Artistic**
- Can learning about global dances help students appreciate the value of our global community?

**SECTION II - Sequence of Lessons**

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<th>Lesson</th>
<th>- Personi...</th>
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<tr>
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<td>4)</td>
<td>5) Present</td>
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**SECTION III - Anticipated Outcomes**

We will know that student learning is expanded when they demonstrate that they...

KNOW... what different global dances have in common.
UNDERSTAND... how dance can help unify different communities around the world.
ARE ABLE TO DO... use their understanding of how dance can help unify different communities around the world to enrich their own communities.
Figurative Language Through Poetry and Pictures

Creative Classrooms Collaborative (C3)
Nathaniel Woodhall (Gr. 3) Grade, Peter & The Wolf

How can figurative language help you interpret the author’s message?

Day 1 Program Outline: Figurative Language - Personification

Welcome/Call Out Image:
- Personification - The cigarette stole Idrado’s health. 1 min

Focus Question(s) and Vocabulary:
- What is personification? A figure of speech (generally considered a type of metaphor) in which an inanimate object is given human qualities or abilities.
- Traits, gestures, actions 2 min

Demo:
- My Breakfast Made Me Laugh - read with students’ eyes closed, students read along. 5 min

Activity 1, Small Groups:
- Divide students into groups of 4 or 5. Give each group a copy of the poem and the pictures. Have them race to put the pictures in the correct order.
- Power Point, read poem with pictures and students give thumbs up or thumbs down for correct and incorrect picture sequence. 15 min

Activity 2, Full Group and Small Group: Student Poem My Backpack
- Students work in groups to come up with ways that their Backpack might act like a person. Doesn’t have to rhyme. (Personification handout)
- After 5 min, have groups share and pick their favorite ideas. Mold them into class My Backpack poem.
- Each group will draw their own pictures for the poem. If time allows, let them start. 20 min

Wrap up/quick review:
- Review Personification to have kids focus on how it is used as figurative language. 2 min

Creative (C3)
Peter & The Wolf

How can you interpret the author’s message?

Figurative Language - Idioms

- Group of words or expression of two or more words in which a phrase or expression is used as a common idiomatic saying or phrase.
- Students read along. 10 min

Hyperbole

- Exaggeration: An extent (or degree) of something, (amount of many) in which exaggeration is used to express an idea or emotion.

Time, Forever - read with students’ eyes closed, students read along. 5 min

Activity 3: Student Poem My Backpack
- Students work in groups to come up with smiles and metaphors about their Backpack. Focus on how it is used as figurative language. 30 min

Focus on how they are used as figurative language. 2 min

Crystal Ridge 1 & 2 15 min

Chill-out fun sheets 1 & 2 15 min
MY BREAKFAST MADE ME LAUGH (Personification)

My breakfast was behaving oddly. My eggs were being bratty. My toast leapt from the toaster hit my juice, and it went splatty.

My milk was in a sour mood. My fruit was acting moldy. The snow outside reached in my house and made my coco coldy.

The butter saw me lift my knife and hid beneath my plate. The jelly saw me lick my chops and glared at me with hate.

My raisin bran swam fast away when it saw me lift my spoon. My banana split in two and blew a blue raspberry tune.

I couldn’t catch my omelet ‘cause my bratty eggs were runny. My sugar wasn’t acting sweet, and neither was my honey.

My stomach growled, my eyes welled up, my heart hopped like a bunny, but I just had to laugh because my breakfast was so funny.
My Backpack’s Got My Back

My backpack is a helpful tool, it’s like a friendly friend. The different ways it helps me out, they never seem to end.
Collaboration:

- Library/ Art Curricula
- Innovative Library Resources & Databases
- NYS Arts Standards
- Professional Practice (Performance/Gallery)
  - In-house
  - Off-campus
- Teaching Artist Residencies

- Britannica ImageQuest
- Ebsco Art Museum Image Gallery
- Google Arts & Culture
Visualizing Creative Writing: Myths & Legends

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