

## hands-on lessons that

### Poetry Bowls

Where do you keep your favorite poem? In a poetry bowl, of course! Combine poetry and art with this fun hands-on creation!

**Grade Level:** 4-8

#### Objectives

Students will identify different modes of transportation.  
Students will understand how various vehicles travel.  
Students will build a model of a plane or car.

#### Literature Selections

*Love that Dog* by Sharon Creech  
*Where the Sidewalk Ends* by Shel Silverstein  
Age-appropriate poetry books



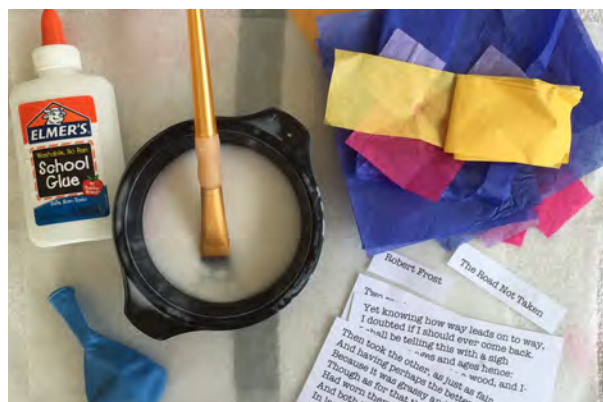
#### Skills

##### Set up and Prepare

##### Content Overview

Begin the lesson by sharing the cover of the book *Love that Dog* by Sharon Creech. Ask the students what kind of book they think it is. Most will reply “novel” as indicated on the cover. Ask them to predict what the book is about. Read the first few pages of the book aloud and show the students the formatting of the pages. Ask again what type of book they think it is. This Newbery Medal winner is a short novel written in free verse about a boy who discovers the power of poetry. Discuss the format of free verse poetry as you read the book. Talk about how some poems rhyme, others do not. But great poems evoke some kind of emotion in us as we read them.

Provide a variety of age-appropriate poetry books for students to read either in small groups or independently. Instruct them to find one that really appeals to them, publish it using a word processing program, and print it.



#### Materials

Elmer's® School Glue, construction paper scraps, tissue paper scraps, paint brush, balloon, poem printed and cut apart by lines or stanzas

#### Preparation

Cover your work surface with a towel or wax paper. Prepare a glue mixture of one part water and one part Elmer's School Glue in a shallow bowl. Ask students to publish their favorite poem in a word processing program. Cut the poem apart by lines or stanzas (depending on the length of the poem).

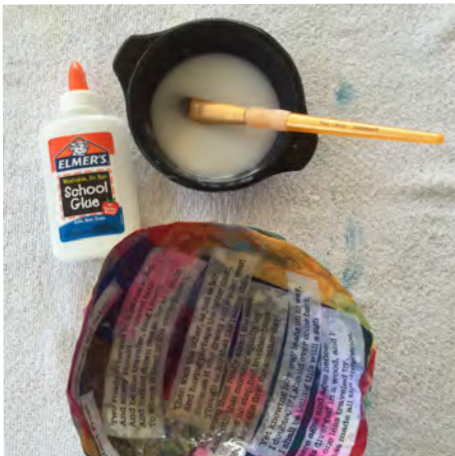
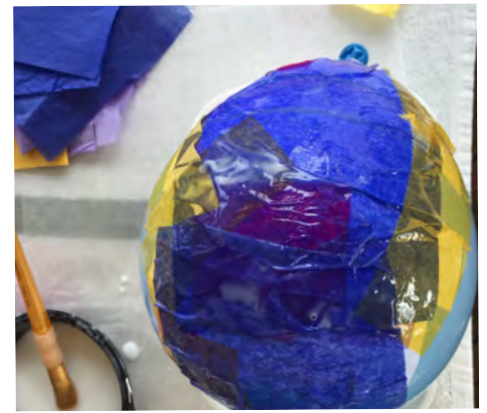
## Directions

Blow up the balloon and tie it shut. The balloon should be large enough so that all of the poem strips will fit on one half. Carefully dip the title strip of the poem into the glue solution and place it face down on the balloon. Next, add the author strip. Continue to dip the poem strips into the glue solution and place them on the balloon face down. Instruct the students to place the strips in order so that the poem will appear correctly. (Note: Place the balloon in a shallow bowl to keep it in place as you apply the poem strips.)

When all of the strips are placed on the balloon, use a brush to apply a generous coating of the glue mixture on the paper strips and the balloon.

Next, begin to cover the balloon and paper strips with small pieces of tissue paper. The glue and water mixture will cause the colors in the tissue paper to bleed through the paper creating a colorful effect on the inside of the bowl when it is finished.

When the entire half of the balloon is covered with tissue paper, repeat the process with construction paper. This is important as the tissue paper alone will not be sturdy enough to create the bowl. Use a variety of colors and shapes. Try to smooth out the paper scraps as you go, but don't worry if you have wrinkles. Leave the balloon in an undisturbed place to dry overnight.



When the glue has dried completely, pop the balloon and carefully remove it from the bowl. Use a paintbrush to add another layer of the glue mixture to the inside of the bowl. Pay close attention to the edges of the paper strips to ensure they are completely covered with glue.

Finally, finish the bowl by trimming the edges with scissors. Students may want to further embellish the bowls with Elmer's Glitter Glue, gemstones, etc.

## Lesson Extensions

Create a poetry art gallery to display the students' bowls. Provide time for them to share their bowls and poetry choices with their peers.

Create another poetry bowl with original poems that students craft themselves.

## Standards

CCSS: ELA-Literacy: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CCSS: ELA-Literacy: Read and comprehend literature, including stories, dramas, and poetry, in the grade-appropriate text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: ELA-Literacy: Actively engage in group reading activities with purpose and understanding.

CCSS: ELA-Literacy: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.