

LESSON PLAN:

Our Classroom Nest

by Katie Seastrand

Classrooms should be a home for creativity, care, and growth! In this lesson, students will read and make connections to a book about a robin getting help to gather materials for its nest. Students will then explore a stamp/printmaking community art project to build a nest for the classroom.

Objectives:

Student will...

- analyze an artwork from the UMFA.
- make various lists as a class.
- read and connect with a book titled *This is the Nest that Robin Built*.
- use a (pre-made or diy) stamp to contribute to a group artwork.

Grade level:

K-2

Duration:

30–40 minutes

Materials:

- Denise Fleming's *This is the Nest that Robin Built* book or video of it being read
- Whiteboard or Butcher paper and a marker to make a couple class lists
- Image of *Hub Bub Heart*, UMFA1987.037.010 – found on the UMFA Website – Art – Collections
- “Twig” template printed on cardstock paper and cut along lines

Materials cont.

- Stamps (this can be what you already have on hand or DIY)
 - For DIY:
 1. Printmaking foam cut into 1" squares
 2. Small wooden blocks or plastic bottle caps
 3. Glue
- Ink pads, markers, or tempera paint

Vocabulary/Key Terms:

- Home: a place where one lives
- Symbol: a thing that represents or stands for something else
- Safe: protected from danger or risk
- Nest: a structure made or chosen by a bird for laying eggs and sheltering its young
- Printmaking: an activity of making pictures or designs by printing them for specially prepared plates or blocks.
- Stamp: an instrument for stamping a pattern or mark

Activity

Part 1 | Activity

- Start with looking at *Hub Bub Heart*. Ask:
 - What's going on in this artwork?
 - What are some shapes that you see?
- Talk to class about what makes a good home? Make a list of responses.
 - Add on things that make a good classroom?
- Read *This is the Nest that Robin Built* book (alternatively watch a video of the book being read)
 - Review who helped to build the nest?
 - What was the nest for?
 - What did the nest do for the eggs?
 - When did the baby birds leave the nest?

Activity cont.

Part 1 | Activity cont.

- How can our classroom be like a nest?
- Is there anything we can add to our list of what makes a good classroom?
- Make a new list of things we can do to make our classroom a good and safe nest to learn in.
- Just like all the animals in the story, we all need to help build this classroom nest together.

Part 2 | Art Activity:

- *Hub Bub Heart* and the illustrations in the book are made from a process called printmaking. One way to think of printmaking is like a stamp. You have a tool with a special design on it, maybe it's a shape or an animal. If you run your hand over the design you can feel it! There's a high part and low part, the high part is what catches the ink and the low, pushed-in part stays the color of your paper. You can use a stamp over and over to create the same artwork again and again!
- We're going to use stamps to decorate our own paper twigs to make our own classroom nest.
- Pre-Made Stamps:
 - Gather a large amount of stamps and have students each pick one to represent something off of the list of things students can do to help their classroom be like a home.
 - Share with a partner how the shapes or images can represent their list item.
 - Using ink pads use their stamp to make multiple prints to fill up the space on their twig paper.
- DIY Stamps:
 - Everyone pick one of the things from our list of what we can do to make our classroom a happy and safe space.
 - Pick a shape or image to represent what we can do – ex. a heart = being kind, a smile = being friendly, a hand = raising my hand, a circle = including everyone
 - On a 1-inch square of printmaking foam have students draw their symbol with a pen. The trick is that it's about what you feel, not what you see. Make sure everyone runs their hand over their drawing to make sure they can feel their lines really well, even with eyes closed. If not, go back over and push a little harder.
 - Glue the back of your foam onto a small wooden block or plastic bottle cap. This makes it easier to stamp with.
 - These homemade stamps can be used with ink or a light amount of tempera paint. Another option can be drawing overtop with a marker and then stamping onto your paper.

- On the backside of your paper, write your name and what you can do to make your classroom a better place to learn.
- When everyone's finished, arrange the paper twigs together to create a nest.
- Extensions:
 1. Each student can color and decorate an egg shape to represent themselves to put into the classroom nest.
 2. When done, give each child their "twig" as a bookmark
 - Laminate to make the bookmarks more long-lasting.

Methods for Assessment:

- Observing class participation in discussions
- Student attention during the book reading
- Looking over the final artworks and analyzing how students artwork connects with their reasoning.

Additional Resources

Artwork Examples:



Additional Resources cont.

Resource Links

- *This is the Nest that Robin Built* Video:
 1. <https://www.youtube.com/watch?v=FujgYVjAH8g>
 2. <https://www.youtube.com/watch?v=tSC2MI600es>
- <https://babbledabbledo.com/diy-stamps/>
- <https://tinkerlab.com/art-for-kids-diy-stamps/>

State Core Links (please provide cross-curricular links as well as Fine Arts)

<https://www.uen.org/core/>

- Kindergarten:
 1. English Language Arts:
 - Speaking and Listening (K.SL)
 - Reading (K.R)
 - Writing (K.W)
 2. Health Education:
 - Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)
 3. Science:
 - Strand K.2.: Living Things and Their Surroundings
 4. Social Studies:
 - Standard 2 – Citizenship: Students will recognize their roles and responsibilities of being a good citizen.
 5. Visual Arts:
 - Create (K.V.CR)
 - Respond (K.V.R)
 - Connect (K.V.CO)
- First Grade:
 1. English Language Arts:
 - Speaking and Listening (1.SL)
 - Reading (1.R)
 - Writing (1.W)
 2. Health Education:
 - Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)
 3. Science:
 - Strand 1.2: The Needs of Living Things and their Offspring

Additional Resources cont.

4. Social Studies:
 - Standard 2 – Citizenship: Students will recognize their roles and responsibilities in the school and in the neighborhood.
5. Visual Arts:
 - Create (1.V.CR)
 - Respond (1.V.R)
 - Connect (1.V.CO)
- Second Grade:
 1. English Language Arts:
 - Speaking and Listening (2.SL)
 - Reading (2.R)
 2. Health Education:
 - Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)
 3. Visual Arts:
 - Create (2.V.CR)
 - Respond (2.V.R)
 - Connect (2.V.CO)



Artwork Spotlight:

Harold SCHLOTZHAUER (American, born 1941) *Hub Bub Heart*, etching. Gift of Anonymous, UMFA1987.037.010

Contributer Bio:

Katie Seastrand has worked at the Utah Museum of Fine Arts since September 2019. She studied Art History and Museum Education and is very passionate about arts education and integration. Katie grew up in Utah with many educator family members and loves to support educators in any way possible. In her spare time she loves to knit, bake, and read!

This Lesson Plan was created for the October 25, 2023 UMFA Evening For Educators: Symbols of Family. The evening was inspired by the special exhibition *Tatau: Marks of Polynesia*, on view from August 12, 2023 to December 30, 2023.

Heading image | Oceania, Samoa, (1st half of the 20th century), detail of *Siapo (tapa cloth)*, dye, paper mullberry bark, resin. Gift of Richard E. Brown in memory of Ellis O. and Sarah N. Brown, UMFA2006.3.4



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