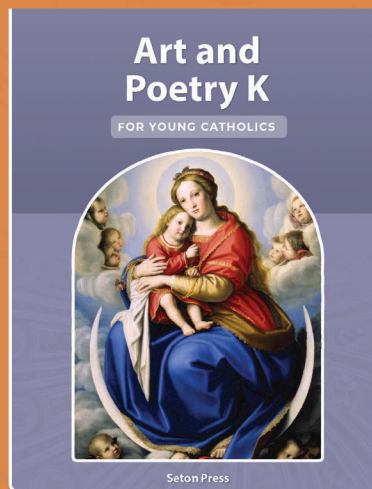




ART AND POETRY K

COURSE MANUAL



LESSON PLANS - QUARTER REPORT FORMS

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Quarter Report Forms are located at the end of this Course Manual.

Course Materials

Art and Poetry K for Young Catholics



St. Luke Painting the Virgin, Pierre Mignard
St. Luke, patron saint of artists, pray for us!



FIRST QUARTER



ART AND POETRY K LESSON PLAN

Week One

Lesson 1

Day 1

ARE YOU A LITTLE LIGHT FOR GOD?

The poems that we will read in this book have rhyming words. *Rhyming words* are words that sound almost alike. In a poem, the rhyming words are usually found at the end of a line. Poems that have rhyming words are also called *rhymes*.

Some poems are also songs. Most of the songs that you sing in church are poems. The poem we will read today is called “God Make My Life a Little Light,” by Matilda Edwards. It is an example of a poem that is also a song. This song is sung in many churches. We call the songs that we sing in church *hymns*.

You can check off work
as you complete it!



Read the poem out loud to your child slowly three times, slightly emphasizing the rhyming words.



Tell your child which words in the poem rhyme. Explain that the rhyming words are at the end of the lines. Point to the rhyming words as you say them again. Have your child repeat the two sets of rhyming words back to you.



Read each line slowly, asking your child to repeat it after you.



Read the poem out loud to your child again.



Ask your child if he or she can recite the poem from memory. Help if your child gets stuck.

ACTIVITIES TO TRY



Sing the poem to your child, using the tune of “Yankee Doodle.” Then ask your child to sing the poem with you.



Read each group of words below out loud to your child. Ask your child to tell you which word does not rhyme in each group.

- Boat, goat, lake
- Bend, end, part
- Hot, stove, pot
- Big, hair, wig
- Egg, man, pan
- Right, night, day
- Bed, boy, red

ART AND POETRY K LESSON PLAN

Day 2

THE PAINTING

Carnation, Lily, Lily, Rose was painted by John Singer Sargent in the late 1800s. The painting shows a beautiful garden with white lilies, yellow carnations, and pink roses, among which two little girls are holding paper lanterns. Sargent painted the picture while he was at a summer house in England. The famous poet Robert Louis Stevenson was staying at the same summer house, writing his poetry book *A Child's Garden of Verses*. Perhaps Stevenson's book of children's poems inspired Sargent to paint a picture of children in a garden.



Have your child look carefully at the painting in silence for about a minute. Then ask the following questions.

1. What time of day do you think it is—morning, afternoon, evening, or night? Why do you think this?
2. Do you think the name of the painting is a good one? What would you name this painting?
3. Do you think the little children in the painting are happy? Having fun?
4. Do you like this painting? Why or why not?

ACTIVITY TO TRY

Make a paper lantern.

MATERIALS

- Paper or cardstock
- Scissors
- Stapler or tape
- Glue
- Ruler
- Pencil
- Decorations for your lantern (gift wrap paper, wash tape, ribbons, stickers, glitter, small buttons, etc.)



DIRECTIONS

1. Cut a 1-inch-long strip off the smaller side of your paper. Reserve this for the handle.
2. Fold the paper in half across the longer side of the paper.
3. Draw a horizontal line 1 inch above the open edges.
4. Starting from the fold and in about 1 inch from the edge, cut up to the line.
5. Continue to cut more lines, about an inch apart, until you reach the line you drew with a pencil at the top. Remember, don't cut beyond your line drawn at the top.
6. Unfold the paper. It will have slits in the middle. Erase your pencil marks.

ART AND POETRY K LESSON PLAN

Week Six

Lesson 6

Day 1

WHERE IS YOUR FAVORITE PLACE TO SIT IN CHURCH?

We do not know who wrote this poem, “Here’s the Church,” or how long ago it was written. The first two lines are more commonly known than the last two. (A *parson* is the name given in certain Protestant religions to a person in charge of a parish.) This short rhyme has a fun finger play that goes along with it. Let’s learn the rhyme; then we will learn the finger play.



Read the poem out loud to your child slowly three times.



Ask your child which words in the poem rhyme. Show your child the words in the book, and point to the rhyming words as you say them.



Read each line slowly, asking your child to repeat it after you.



Read the poem out loud to your child again.



Ask your child if he or she can recite the poem from memory. Help if your child gets stuck.

ACTIVITIES TO TRY



Try the finger game that goes with this rhyme.

Here’s the church ...

(Interlock your fingers and fold them down, palms together, thumbs up.)

... and here’s the steeple;

(Point your forefingers up to make a steeple.)

Open the door ...

(Fan out your thumbs.)

... and see all the people.

(Wiggle the dangling fingers.)



ART AND POETRY K LESSON PLAN

Have your child try to make a short rhyme using the following church-related words.

For example, using the rhyming words *you* and *pew*, the rhyme could be: "Can I sit with you in the nice pew?" (Parent: Praise any attempt made by your child for this more challenging exercise.)

- bell, tell
- ring, sing
- pray, day
- handle, candle
- love, above

Day 2

THE PAINTING

Salisbury Cathedral from the Bishop's Grounds, was painted by John Constable in the early 1800s. Constable liked painting scenes of outdoor life. He painted this painting for a friend. This friend is in the painting; he is the man dressed in black. Ask if your child can find him.

This painting is called a *study*. This means the painting we are looking at was a practice painting. Painters often practice by painting a study first, so that the last picture they paint can be just right.

Point out the steeple of Salisbury Cathedral to your child. It is the highest steeple in all of England, and it soars up into the clouds in this painting.



Have your child look carefully at the painting for a moment. Then ask the following questions:

1. How many cows are in the picture? Are there any animals near your church?
2. How many people do you see? What are they doing?
3. What season do you think it is in this picture? Why?
4. If you were painting this picture, would you change anything? More trees? Less trees? Different season? More people? More cows?
5. Do you like this painting? Why or why not?

ACTIVITIES TO TRY

Draw a picture of your church. Ask your child if your church has a steeple (not all of them do). Next, ask your child to draw a picture of your church. Perhaps this drawing could include your family standing in front. Your child might also want to draw a priest standing by the church.

Ask your child to color the drawing of the church on the Week Six Activity Page in the Activity Packet.

Stained Glass of St. David of Wales,
St. David, patron saint of poets, pray for us!



SECOND QUARTER

ART AND POETRY K LESSON PLAN

Week Nine

Lesson 9

Day 1

DO YOU KNOW WHAT A WINDMILL DOES?

“The Windmill” was written by Henry Wadsworth Longfellow in the late 1800s. Back then, many farms had a windmill. Show your child the windmill in the painting on the first page of this lesson. A *windmill* is a huge, tall machine that grinds grains into flour. It uses wind as energy to run its grinder. The farmer puts grains such as corn, wheat, and rye into the machine, and it grinds them up into flour. (*Maize* is another word for corn.)



Read the poem out loud to your child slowly three times. Ask your child: Can you tell who is speaking in the poem? It is the windmill! We know that windmills can't really talk, but sometimes poets like to pretend that things, such as windmills, can speak and act like people.



Explain that the poem has two verses. Point to and count each verse. Ask your child to point to and count each verse. Have your child point to the white space between each verse. Help if needed.



Tell your child which words rhyme in the first verse. Explain that the rhyming words are at the end of the lines. Point to the rhyming words as you say them again. Have your child repeat the two sets of rhyming words back to you. Do the same for the second verse.



Read each line of the poem slowly, asking your child to repeat it after you.



Read the poem out loud to your child again.



Ask your child if he or she can recite the poem from memory. Help if your child gets stuck.

ACTIVITIES TO TRY



The poet is pretending that the windmill is alive and that it is speaking about its job of grinding wheat and maize (corn) into flour. Ask your child to pick some object in the house and pretend that it is telling you its job.

For example, pretend you are a vacuum cleaner. What is your job? Do you make noise? What color are you? Do you travel by yourself or on your own? What do you eat? Do you like it?



If your child is enjoying this exercise, ask him or her to make up a short poem pretending that the object is describing what it does.



ART AND POETRY K LESSON PLAN

Here is an example:

I am a big vacuum;
when I move, I yell "VROOM!"
I eat up all the dirt;
So you don't need a broom.

Day 2

THE PAINTING

The Mill was painted in the mid 1600s by the famous artist from Holland named Rembrandt van Rijn. Windmills were extremely important to the people of Holland. In fact, Rembrandt's father owned one. The people used windmills to grind grain and to pump away water that flooded their farms.

This painting shows a windmill just as a dark storm is going away. The people are coming back to the river after the storm to resume their daily activities.



? Have your child look carefully at the painting for a moment. Then ask the following questions:

1. What do you think the woman kneeling at the river is doing?
2. Do you think the man in the boat was caught in the storm? (Hint: Look closely at the sail.)
3. The windmill is high on a hill. Why do you think it is on a hill?
4. Do you like this painting? Why or why not?

ACTIVITY TO TRY

✎ Ask your child to color the picture of a windmill on the Week 9 Activity Page in the Activity Packet.

Week Ten

Lesson 10

Day 1

HAVE YOU EVER CAUGHT A FISH?

The poem "One, Two, Three" is hundreds of years old. As with many nursery rhymes that are very old, we do not know who wrote it. The first verse is a fun counting verse. The second verse was added many years later. This verse makes the poem funny.



Read the poem out loud to your child slowly three times. When reading the numbers, the first two in each line should be said with the beat. The next three should be said faster, at a double beat.

ART AND POETRY K

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We encourage you, however, to write in this Course Manual, or highlight in it to mark student progress.

For more information, visit:
setonhome.org/return-lp

LIST OF COURSE MATERIALS

- *Art and Poetry K for Young Catholics*



Seton
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