



# with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 3.5 How Do I Solve My Problems?

Lesson: Book Binding

Grade Levels 3–4



## Yearlong Objectives

- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

## Essential Questions

- How can I be an active member of an ensemble?

## Lesson Objectives

- Define and describe “conflict” and “resolution”.
- Create a draft of an advice page.
- Create a piece of writing in fine calligraphic lettering.

## National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.2a)
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. (VA:Cr2.2.2a)
- Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. (VA:Pr6.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2)



## Materials needed

A collection of pages from last few classes: Chapters 1, 2 and 3, stacked in order; blank pages in a matching size; hole punch or awl; long strings or floss; cover paper (could be heavier)



## Time needed

90 minutes



## Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, sadness, joy, fear, surprise, anger, conflict, resolution*

Visual Arts: *draft, book arts, binding, lettering, drop cap*

Theatre: *ensemble*



## Warm-Up Phase (15 minutes)

Circle: “Favorite” question: What is your favorite class at school? Why?

Feelings question: Think about the five emotions we learned in the **last unit**. Which one most closely matches the way you are feeling right now? Why?



### I Do/ We Do (20 minutes)

#### Explicitly Teach

- Show class the assortment of pages that will be bound into a book. Review bookmaking vocabulary.
- Explain that we will be binding the class book today using a Japanese side binding. Show examples, if possible. Each person will also have an opportunity to bind her own small, personal book to take home.
- Discuss how books are like ensembles: Each of the pages and ideas must work together in order to make a complete whole.
- Talk about the parts of the book. This book will need a table of contents, a cover, and an About the Authors section.

#### Keep in Mind

- This book binding is complicated and can be frustrating. What can you do if you accidentally make a mistake?
- How do we share supplies and keep spaces clean and safe?
- What can you do to make your book unique? How can you ensure that you are working as a group?

NOTE: *This project is good practice as a book binding, but will be more successful if students are able to work on some of the extensions. Try to leave time for the extensions, or develop them into a subsequent class.*



### You Do (55 minutes)

#### The project, step-by-step

*Teacher will model the book binding on the large class book at the front of the room, while students make their own books at their desks.*

- Teacher should have class pages pre-punched and assembled in order, with two covers (front and back), a blank page at the front for a table of contents, a blank page at the back for an About the Authors section, and blank pages separating the chapters.
- Students should have a stack of papers (any size or shape will do) with covers (front and back) and holes pre-punched.
- Teacher models the binding step-by-step with a string. Students use floss on their bindings.
- See extensive [book binding directions](#). Do not use a needle; make the holes using a hole punch so thread can easily go in and out of holes.
- When books are finished, students can decorate them or create them as they see fit. *See Extensions.*

**Extensions:** The class book needs to be finished, which can happen in a number of ways. Here are a few ideas:

- All students can collaborate on the cover by making their own square-shaped pictures and affixing them to the cover.
- Each student can make a letter for the title of the book.
- Take a class picture for the cover or the About the Authors section.
- Each table group can create art for the chapter pages, so each table group has made a chapter.
- Students can vote for their peers to design the chapter pages.

**Closure:** Have students confer in small groups about what this book might be used for.

**Optional Writing Prompt:** What other problems have you thought of while working on this project?



### Big Picture

We have written our first book. Now we're ready to put it in the library and help rising students with the biggest problems at our school!



## Adjustments for K-1

### Warm-Up Phase

Play the Level 1 or 2 version of the game, or choose either the game or the circle question.

### I Do/ We Do

Look at book pages and read sections aloud to students. Have them tell you what they think about the book. Give compliments and reviews.

### You Do

Skip the book-binding section. Come to the class with the book already bound. Have students design covers or chapter sections individually using markers. Attach elements of children's covers to the book after class is over.