

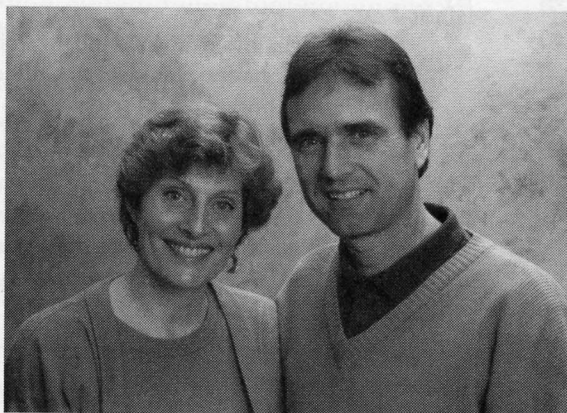
# A Teacher's Guide to A Drop Around the World

Lesson plans for the book

*A Drop Around the World*, by Barbara Shaw McKinney

by Bruce & Carol Malnor

Bruce and Carol Malnor together have over 40 years of educational experience. Bruce has been a classroom teacher, elementary school principal, and is a Brain Gym instructor. Carol has taught elementary, junior high and high school, and has helped found two alternative high schools. They are directors of the Education for Life Foundation and have conducted workshops for educators throughout the U.S., as well as in Canada, Germany and Italy.



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*Sharing Nature  
with Children Series*

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<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Use imagination and creativity to write a cloud-related vertical poem</li> </ul>
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Demonstrates competence in expressive writing (Language Arts 1, Levels II and III)</li> </ul>
<b>Skills for Living</b>	<ul style="list-style-type: none"> <li>• Creativity, cooperation</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Plain white paper, blue construction paper, notebook paper—1 sheet of each per student; tape—2 pieces per student; classical music tape</li> </ul>

## Awaken Enthusiasm



Notice the clouds outside of the classroom window. As a class or in small groups, brainstorm a list of adjectives that describe the size, shape, texture, and color of clouds they see; for example, wispy, fluffy, soft, dark. Expand the list to describe other clouds they have seen.

## Focus Attention



Play the music tape softly and instruct students to close their eyes and imagine that they are looking up at the sky. Tell them that clouds are forming into many different shapes; some might look like animals or people or unusual objects. Have students use their imaginations for a minute or two as they watch the clouds float by, changing shapes. Turn off the music and have them open their eyes. Using the plain white paper, have them tear it into one of the shapes they "saw." (Reassure them that it's O.K. if they didn't see any shapes or if they have another idea of a shape they want to use; the objective is simply to have them tear out a cloud shape.) Once their shape is torn out, have them glue it to the blue construction paper. Next have them tape the piece of notebook paper on the reverse side of the construction paper at the top of the page leaving the bottom of the page free. When finished, instruct each student to pass his paper to another student who looks at the shape of the cloud. Then that student turns the paper over and writes down what he thinks the shape looks like on the bottom line of the notebook paper. He hides his writing by folding up the bottom edge of the paper. He then passes the picture to someone else who follows the same procedure of looking, writing, and folding.

## Direct Experience



After eight passes, tell students to return the paper to the original student who reads what others have "seen" in his cloud shape. Tell students to choose either their own idea, or one from the notebook paper, to be the subject of a vertical poem. To write a vertical poem, instruct students to write the name of the object vertically down the left margin of a piece of paper. Each letter of the word becomes the first letter of a word which begins a line in the poem. For example, the word "lion" becomes:

L arge and ferocious  
I t fills the sky  
O nly to be blown into a  
N ew shape by the wind.

## Share Inspiration



Check students' spelling and have them write their poems neatly onto the construction paper. Display clouds and poems around the room.