FREE TEACHING RESOURCE / 3–5 / 21

Bayou Biome Book

TEACHER GUIDE • lesson design & facilitation

Grade band: 3–5 | 4–5 sessions, 45–55 minutes

Media: folding paper, drawing tools, approved reproduction, staples used by adults as appropriate

The artistic problem

Create an accordion-book habitat study showing relationships among living things.

Essential question: How can a sequence show that a habitat is connected?

Place-based cultural lens: Investigate Louisiana wetland food webs and plant communities using conservation sources.

Learning targets

- Investigate the question: How can a sequence show that a habitat is connected?
- Apply scientific drawing, layered collage, accordion folding in a deliberate original composition.
- Use critique evidence to improve scientific drawing and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Create an accordion-book habitat study showing relationships among living things.
- Artwork includes a three-panel sequence showing linked organisms and labeled relationships.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate scientific drawing and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana Grade 3–4: VA-CE-E1, VA-CE-E3, VA-AP-E6; Grade 5 (5–8 cluster): VA-CE-M2, VA-CE-M7

Studio Habits of Mind: Develop Craft, Stretch & Explore, Express, Reflect. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- folding paper, drawing tools, approved reproduction, staples used by adults as appropriate
- Samples and images from reliable sources, with attribution

- Tools appropriate to local safety rules and grade level
- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: How can a sequence show that a habitat is connected? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Investigate Louisiana wetland food webs and plant communities using conservation sources. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate scientific drawing, layered collage, accordion folding. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Create an accordion-book habitat study showing relationships among living things. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (a three-panel sequence showing linked organisms and labeled relationships); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using scientific drawing, layered collage, accordion folding; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of scientific drawing in the work.

08 / Revise Revisit the specific checkpoint: A three-panel sequence showing linked organisms and labeled relationships. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved scientific drawing? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Observe + question** Investigate Louisiana wetland food webs and plant communities using conservation sources.	Notice/wonder log and initial study.
Day 2	**Develop craft** Demonstrate scientific drawing, layered collage, accordion folding. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Technique trials and feedback.
Day 3	**Generate + plan** Produce three proposals and select one using criteria.	Three thumbnails and written/oral rationale.
Day 4	**Produce + critique** Create and test work against the checkpoint: A three-panel sequence showing linked organisms and labeled relationships.	Work sample and peer response.
Day 5	**Revise + exhibit** Make one substantial change; present and reflect.	Before/after evidence and a precise next step.

Key technique to model

scientific drawing, layered collage, accordion folding

Access without lowering the artistic goal

Include urban waterways, marsh, swamp, and coastal habitats without flattening differences. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Keep species descriptions evidence-based and avoid collecting wildlife.

Stretch & explore

Compare a seasonal change within the same habitat.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.