

• Use PowerPoint to create a presentation that pulled everything together.

Zoo instructors with props and videos on western lowland gorillas visited the ve schools. Students observed and conducted investigations with the educators to build an understanding of animal behavior and adaptation. Students were to observe and describe how living and nonliving dispense food. Simulating the active pursuit of food in the for that style of art, especially Jackson Pollock. Students wild and making changes to the habitat improves animal/viewed photographs of Ivan's actual work and compared it welfare and reduces stress. to the style of abstract artists. On JacksonPollock.org, stu-

Classroom engineering and math projects includeddents created an abstract masterpiece online. A click of the designing crates using craft sticks and glue that wouldhouse changed the paint colors, and the painting could be hold a Beanie Baby (Figure 2) and creating a puzzle feed**pr**inted.

using cardboard tubes, paper, scissors, string, glue, and Students then learned about abstract art and how it is M&M's. Both the crate and the puzzle feeder included lled with color, line, movement, and form and uses inspeci c directions that classmates could duplicate usingnovative textures and shapes. They also discussed the difmeasurements of length, width, and height and the di-ferent forms of media that could be used, such as oil and mensions of any openings. We assessed the crate based appropriate paint. They learned how elements in the paintthe following criteria:

- Could the animal be released from the crate without analyze different abstract paintings:
 Choose two words from the Tagul word cloud
- Was the crate structurally sound three days later?
- Did the crate hold the weight of the stuffed animal when lifted?
- Choose two words from the Tagul word cloud created in the previous lesson. Cut a sheet of white construction paper in half. Create two small

(behavior checklist) or one where students can launch a study of their own design.

Led by the zoo educators, students observed animal behavior, compared behaviors between species or individuals within a group, and discussed topics such as space use, social groupings, and gorilla natural history and conservation. These topics connected to the key themes of The One and Only Ivan. Students then completed scienti c illustrations of the exhibits, incorporating art into their science observations that doubled as a way to assess learning.

Because we viewed visual and performing arts as integral components to our project, we also involved our students in a theater production of The One and Only Ivan through the KidSeries Student Matinee Program at the Lifeline Theater in Chicago. Prior to the show, teachers received a study guide with activities that related the play to different subjects. For The One and Only Ivan, younger students were encouraged to create on paper ideal animal habitats for their favorite zoo animals. A simple math activity page included a maze. Following the matinee, the cast held an interactive storytelling session with games that explored the book behind the play. and motivating, students were immersed in activities that allowed them to experience and then express the natural world around them over a period of four months. All ve schools participated in the blog, read Ivan, Skyped with each other, and hosted an author visit. The STEAM lessons described in this article were the result of the partnership between the school that initiated the One Book, One Community event, the underserved school, and Lincoln Park Zoo.

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