

The ART of Reading

Goal: Introduce students to the world of art and illustration.
Encourage them to explore illustrating and reading about artists.

BookSpring will provide:

Read Aloud Envelope/Lesson Plan
Artist's smock and beret
Art books
Color "paddles"
Artist portraits from "Just Like Me"
Art materials/tools
Picture Book Art Slideshow.



Description of Activity:

1. In advance: Talk with the art teacher about holding an art show during Books For Me week, being a guest reader, or helping to decorate the library. Encourage any artists on your faculty or staff to join in the fun.
2. Pull Caldecott Award winning selections from you collection to display during Books For Me.
3. Dressed as an artist, invite your students into the library. If you have an art show, walk them through the "gallery" on their way to the story steps.
4. Introduce the LARGE illustrations on the oversize posters and talk about who created the art and why. (for a picture book.) Mention the name of each artist and the method they used to create the art. (Cheat sheet included.)
5. Use the Caldecott winning books to show different types of art. These questions will come in handy for each book. You and the students will discover the unique properties and styles of different artists. (Alternately, project artwork from children's books on the big screen. (slide show included.)
 - A. Questions: Did the artwork come from a Caldecott Award Winner?
 - B. How are the illustrations done? Paint? Collage? Pencil? Mixed media?
 - C. How does the artwork effect the mood of the story?

*** If you have access to the book: **Why did the Chicken Cross the Road?** by 15 different artists, it is AWESOME for show art can change the meaning or mood of the story!

Tech Connection: Visit the National Center for Children's Illustrated Literature (in Abilene!) at www.nccil.org The website includes activities that match 30 different illustrators styles! Another great place to go is www.carlemuseum.org The website for the Eric Carle Museum for Picture Book Art. Check out the blogs. Still more? www.ala.org has a list of all the Caldecott Winners—EVER!

Texas Essential Knowledge and Skills: K(21 A&B); 1st (27A&B); 2nd (28A&B); 3rd (110.14 29A); 4th (110.6 b1A,C &b3A); 5th (110.7 b1A &b3A &b8A,B,C)

Common Core: ELA-Literacy. RL.K 10, SI.K.1a-K.2, 1.1a-c, 1.2, 1.3, 2.1a-c, 2.2, 2.3, 3.1a-d, 4.3, 4.4, 4.1d, 4.6, RF 4.4a-cSI 4.2, SI 5.3, 5.6, RI5.2, 5.8, 5.10

Grade Level:
Pre-Kinder through First Grade

Suggested Read-Aloud (s):
I Love Colors/Me Gustan Colores by Hans Wilhelm—and/or—
the dot by Peter H. Reynolds.

Discussion Points:

1. **I Love Colors:** Use the color paddles provided in the kit to show children what happens when red and blue are mixed. (purple) Show the cover of the book and ask students to predict: Will this story be fiction or non-fiction. What will the puppy discover? (Another classic title that teaches the same lesson is Mouse Paint.)
2. After reading, use the color paddles to explain the concept of primary and secondary colors. Show the the color wheel poster provided in the kit to further explain.
3. **The Dot:** Ask the children if they are artists. Brainstorm what it means to be an artist. Explain that anyone can make art.
4. Read the selection. Show the children examples of traditional and modern art.

Grade Level:
Second through Fifth Grade

Suggested Read-Aloud: Jamaica Louise James by Amy Hest and/or Just Like Me: Stories and Self-Portraits by 14 artists.

Discussion Points:

1. Set up a display of art supplies: colored pencils, paints, chinks and colored paper for collage.
2. **Jamaica Louise James:** Ask the students what their favorite art supplies are and how they like to use the art supplies. Ask them if they are an artist? Explain that anyone can be an artist!
3. Show the students the cover of the book and ask them what the setting is. From the cover, what do they predict that she will paint? Is she a professional artist? Write predictions down on a chart tablet and confirm or cross out as you read.
4. **Just Like Me:** Pass out laminated portraits of the 14 artists in the book.
5. After you read about an artist, ask the students to identify whose self portrait matches the information you just shared.
6. Share the information from the appendix about how the art was made. Discuss the meaning of the terms: acrylic, oils, water colors, collage, photograph and mixed media. You can relate this information to the students by asking their preferences for drawing: pencils, crayons, chalk, or pastels. How does the texture of the tool affect what they draw? Encourage the students to learn more about art and artists in the library!