

## Using Art to Bring Literature Alive!



### CKA PCI Divas

This dynamic workshop is led by *ART Really Teaches* Editor Ruth Velasquez, CKA Visual Arts Coordinator Linda Becker, and National Presenters Pat Rees-Miller and Zelda LeFrak.

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# **Bring Literature Alive for Young Learners**

## **MAKE AND TAKE ART ACTIVITIES TO EXTEND AND ENRICH CLASSROOM LITERATURE**

CKA Pre Conference Institute  
Friday, January 17, 2014

All activities in this presentation are tied to the Pre-School Foundations, Common Core Standards for English Language Arts and Math and to the California Standards of Content and Performance in other classroom subjects and are developmentally appropriate for 4, 5 and 6 year old children.

### Pre-School Foundations ~ Visual Arts

- 1.1-1.4 Notice, Respond and Engage
- 2.1-2.6 Develop Skills in Visual Art
- 3.1-3.3 Create, Invent and Express Through Visual Arts

### Pre-School Foundations ~ Reading and Writing

- 4.1 Demonstrate knowledge of main characters or events in a familiar story through answering questions, retelling, reenacting or creating artwork.
- 4.2 Demonstrate knowledge from informational text through labeling, describing, playing or creating artwork.
- 5.1 Experiment with grasp and body position using a variety of drawing and writing tools.

### California Content Standards ~ Visual Arts Kindergarten

- 1.1-1.3 Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
- 2.1-2.6 Creating, Performing and Participating in the Visual Arts
- 3.1-3.3 Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
- 4.1-4.4 Responding to, Analyzing and Making Judgments About Works in the Visual Arts
- 5.1-5.4 Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

### Common Core Standards ~ English Language Art Kindergarten

- Kindergarten » 3\_ With prompting and support, identify characters, settings, and major events in a story.
- Kindergarten » 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

# Bringing Literature Alive

January 17, 2014

Purpose: To learn how art activities can provide a developmentally appropriate focus on literature and other curriculum for young children. To develop a sense of space, color, and use of art materials with comprehension for understanding the English language, math, science, social and physical relationships.

## Portfolio Project: Gadget Printing

**Curriculum:** Visual Arts **Art Really Teaches** page 30

**Vocabulary:** Naming various gadgets used in this project e.g. potato masher, whisk, forks, cookie cutter shapes, wheel toys

**Activity:** Printing

**Materials:** tempera paint, shallow dishes for paint, manila folder, gadgets for printing

**Process:** Select gadgets and press into a color of paint of your choice and print a beautiful design on the cover of your portfolio.

**Note:** These folders may be used to collect student work over the course of the school year.

**Extension:**

## Frog and Toad Are Friends – A Lost Button by Arnold Nobel

**Curriculum:** Science, Language Arts, Visual Arts **Art Really Teaches** page 70

**Vocabulary:** frog, toad, colors, small, larger, large, thin, thick, space, button, jacket

**Activity:** Cut and paste; 3 Dimensional embellishments

**Materials:** book, background paper, green, purple, red and yellow construction paper, buttons, glue or glue sticks and scissors

**Process:** Cut out versions of Frog's jacket and heads. Cut hands, and feet of another color. Glue buttons on the jackets and count the number of buttons on the jacket. Write the number on the paper beneath the artwork.

**Extension:** Act out story using art work as puppets.

## Eating Fruit and Vegetables from A to Z by Lois Ehlert

**Curriculum:** Science, Health Language Arts, Visual Arts, Math

**Vocabulary:** circle, shape, narrow, wide, press, print, template, fruit, vegetables, apple, carrot, orange, onion, yellow, blue, red, etc.

**Materials:** Templates in shapes of vegetables and fruit. White construction paper. Pastels/colored chalk, black sharpie pen, pencils. Real fruit for examples.

**Activity:** Display real fruit and veggies. Place template on paper and draw around with a pencil. Repeat for other shapes. Trace over pencil marks with black pen. Color shapes with pastels as desired..

**Materials:** book, templates created on heavy duty paper, tempera paint, colored chalk, oil pastels, background paper

**Extensions:**

## Where the Wild Things Are by Maurice Sendak

**Curriculum:** Language Arts, Visual Arts, Math

**Vocabulary Words:** head, body, inside, claws, cool colors (blue, green, purple), warm colors (red, orange, yellow)

**Activity:** Use mixed media: paint, cut and glue, collage. Discuss cool and warm colors.

**Materials:** book, egg cartons, stapler, scissors glue, tempera paint and construction paper: blue, green and purple, crepe paper, yarn, paint brushes, paint containers and lids, circle template for head

*Day 1* Paint the egg carton body and arms with cool color tempera paints. Cut out paper head, features and claws.

*Day 2* Attach head to the body. Decorate body with crepe paper, yarn and other collage items.

**Extension:** Students can dictate stories about their “wild things”.

## Elmer by David McKee

**Curriculum:** Language Arts, Visual Arts,

**Vocabulary Words:** pattern, color words, first, next, identical, left, and right, elephant

**Activity:** matching colors to make a pattern; practicing going from left to right

**Materials:** book, Unifix Cubes, cut paper squares matching the colors in book, glue or glue sticks, manila paper strips

**Process:** Form a color pattern with Unifix cubes and chant or sing the color pattern. Next arrange color squares onto a paper strip. Make an identical pattern on a second strip of paper.

**Extension:** See ART page 78: “Elmer the Elephant”

## Miss Rumphius by Barbara Cooney

**Curriculum:** Science, Language Arts, Visual Arts

**Vocabulary:** lupine, stem, buds, flower, blossom, bloom, spring, summer, baseline, vertical

**Activity:** Mural Making, Color Mixing

**Materials:** background paper (butcher paper or fadeless bulletin board paper), tempera paints (white, blue, red, purple), small individual containers, toy cars, shallow paint dishes, NO BRUSHES

**Process:** Dip the toy cars in a dish of green tempera. Starting at the base of the background paper, roll the cars vertically to create the grass. Dip the finger or side of hand into the green paint and create a series of stems and leaves. Pour a very small amount of white paint into an individual container. Add drop by drop paint from the blue or purple or red bottles. Dip one fingertip into the paints that represent the various colors of the lupine blossoms. Add more drops of the color choice to the white base paint to create shades of blue, or purple or pink. Continue to dab these colors on each stem to create the flowers.

**Extension:** If you want to add other features (bugs, sun, house, rocks) to the mural you will need to provide appropriate tempera paint, scissors, a variety of paper scraps, glue sticks, etc.

**Extension:** Complete the sentence: My skeleton is \_\_\_\_\_. Place the student’s papers in a row to show Skeletons on Parade.

## **Dem Bones by Bob Barner**

**Curriculum:** Science, Language Arts, Math

**Vocabulary Words:** skull, neck, body, neck, arms, hands, legs, feet, Q-tips and glue, black and white construction paper, symbolize

**Activity:** Learning about the parts of our body,

**Materials:** book, q-tips, glue, black and white paper, black marker, optional: beans, cotton balls.

**Process:** Sing the words in the book. Cut or tear a skull shape from white paper. Place Q-tips on paper to symbolize the bones in our body. Option: draw the bones with white chalk on black paper.

**Extension?**

## **May There Always Be Sunshine by Jim Gill**

Note: This song may be found on CDs by various artists focusing on music for children.

**Curriculum Area:** English Language - Vocabulary Development; Inclusion Activity (signing); Social Studies

**Activity:** Crayon Resist; Class Quilt

**Vocabulary:** sunshine, illustrate, wash, watercolors

**Materials:** crayons, watercolors, shallow container for water, and brushes.

**Process:** After reading the story and singing the song, children draw a picture of something that is deeply important to them using waxy crayons. The child then paints a “wash” (very watery paint) over the picture. The crayon illustration will “resist” the paint. The teacher may assist the student in completing the open ended sentence. Add the illustrated page to a designated wall hanging e.g. tied quilt or marked off spaces on a large piece of background paper.

**Extension:** Each student will offer a word that completes the sentence “May there always be \_\_\_\_\_.”

## **Be Mine, Be Mine, Sweet Valentine by Sarah Weeks**

### **America, the Beautiful by Scholastic Publishing Company**

**Curriculum:** English Language – Rhyming, Vocabulary Development; Social Studies, February Holidays

**Activity:** Visual Arts- Weaving

**Vocabulary:** patriotic, America, Valentine, color words appropriate to the materials used (e.g. red, blue, pink), yarn, string, ribbon, across, diagonal, front, back, thin, thick, over, under, snip

**Materials:** foam plates, scissors, variety of yarn, ribbon, string, twine, raffia in colors appropriate to Patriotic Plates or Valentine Plates

**Process:** Demonstrate using scissors. Have the child make snips around the edge of the plate. Weave a variety of pre-cut ribbons or yarn over, under and across the plate to make a unique design. Note: the foam with the snips holds the materials in place. Scotch tape in not needed.

**Extension:** At a variety of celebrations, change the colors of the ribbons and yarn to fit the occasion and add a three- dimensional toy or object to the project. Example: At Halloween add a spider to the web, for Mother’s Day add a flower.

## Jenny's Hats by Ezra Jack Keats

**Curriculum:** Language Arts, Visual Arts, Social Studies

**Activity:** hat creations

**Vocabulary:** crown, brim, ribbon, newspaper, label,

**Materials:** book, newspaper, construction paper, , masking tape, crepe paper, glue, marking pens, crayons, deco, decorations, elastics, rubber bands, sentence strips, stapler,

**Process: Brimmed hat:** Newspaper and masking tape: Form a double sheet of newspaper around the top of a friend's head and secure with masking tape. Roll the edges of the paper to make the brim of the hat. **Crown:** Use a sentence strip to fit a head: staple the ends of the strip to an elastic thread or a rubber band. The crown can be used on many sizes of heads.

**Extension:** Caps for Sale by Esphyr Slobodkina, Curious George by Hans Augusto Rey and Margret Rey, The Cat in the Hat by Dr. Seuss

## Lines, Lines, Lines

**Curriculum:** Language, Visual Arts, Math

**Vocabulary:** zig zag, loops, over loops, under loops, straight, crooked, curly

**Activity:** Using paint or crayons to make designs in linear ways

**Materials:** construction or painting paper, newsprint, crayons, paint brushes, paint, sentence strips

**Process:** Fold paper in lengthwise to make lines. Use crayons making the various types of lines. Then use thinned tempera for a wash over the crayoned lines.

**Extension:**

## It's Okay to be Different by Todd Parr

**Curriculum:** Language, Visual Arts, Social Studies

**Vocabulary:** portrait, self, others, different, similar, family

**Activity:** Self Drawing, Create a crown,

**Materials:** sentence strips, crayons,

**Process:** Read the book, have "think time" about ways that are okay to be different. Finish sentence "It is okay to \_\_\_\_\_." Then write the sentence or draw about the sentence. . Draw self- portrait.

**Extension:** Draw about yourself doing something that you like to do.

**Extension:**

# Reflecting about Art:

## *“Let’s Talk about Our Work”*

After a project is completed, gather the students together to talk about their work and evaluate the experience. These discussions help teachers evaluate what the students have done and find out what they have learned while doing art, and can advance the students’ artistic development. The teacher’s statements and questions use the language of art or of the curriculum that is being emphasized. The teacher can provide specific and positive feedback for each student. Positive statements encourage students as they work and open doors for greater achievement.

### **Teacher’s Positive Comments**

*Look how nicely you left spaces in your drawing.*

*I can tell that you worked really hard on your artwork.*

*It looks like you put a lot of thinking into your artwork.*

*I see that you filled the page with your beautiful picture.*

*I can see that you took your time and made careful decisions.*

*You made great choices of color (using spaces, mixing colors, etc).*

*I like the way you put that \_\_\_\_\_ in (by, with, near) the \_\_\_\_\_.*

### **Questions that Encourage Students to Talk about Their Classmates’ Work**

*Is your art similar to \_\_\_\_\_’s? How?*

*What do you like about \_\_\_\_\_’s work?*

*What part of \_\_\_\_\_’s artwork do you like best?*

*Is your artwork different from \_\_\_\_\_’s? How?*

*How is \_\_\_\_\_’s artwork similar to other artwork you’ve seen?*

### **Phrases that Encourage Students to Tell about Their Artwork**

*Tell me about your art.*

*Tell me how you did that.*

*Who did you make the art for?*

*What will you do next? Or next time?*

*Tell me what you like about your art.*

*What part of your work do you like best?*

*Point out the curves (zigzags, dots, etc.) in your work*

*Tell me how you made that pretty green (orange, purple, etc.)*

*How did you create those textures (colors, hues) in your work?*

*Today let’s talk about the colors (shapes, lines, materials, tools) you used.*

*Did you learn anything new when you made that picture (sculpture, artwork)?*