

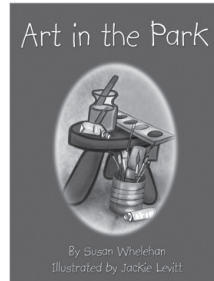
ART IN THE PARK

By - Susan Whelehan
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Genre - Recount

Set 16 – 309 words

Building Anticipation - Setting the Context

Ask an artist to come in and talk about his or her work or visit an art gallery. If neither event is possible, bring in some art prints or art books in order to expose the students to great works of art. Look at a variety of art. Depending on the children, you could initiate discussions about the materials used to create art and two-dimensional and three-dimensional art. The children can share their preferences about which type of art they like best. Ask the question, *What makes someone an artist?* Record the children's answers on chart paper.



Introduction

Give the students paint and paper and ask them to paint anything they want. Some children might require discussion of what they would like to paint. Others will have many ideas of their own. Hang the paintings and have the students stand together in front of each painting and say what they like about each painting. Then show the children the book they are going to read. Read the title of the book and read page 2. Initiate a discussion about the question on page 2. Have the students read the rest of the story to find out more about artists.

Discussion - Book Talk

Right there questions:

Who does Mom think is an artist?

Artists use different materials when they create. Name three different materials the artists used.

What did Mom say was a big part of being an artist?

Name some things that the narrator painted.

Think and search questions:

Where did the narrator see the cups and plates?

Why was the painting of the spider scary?

What did the narrator want to make for his cat?

On your own questions:

Do you think you are an artist? What makes you say that?

What materials do you like to use when you create things?

Why did Mom mean when she said, *A big part of being an artist is dreaming?*

What was going through your mind when you read this story?

Now that you have read the story, look at the statements on the chart paper that were written during the anticipation phase of this lesson.

Do you still agree with those statements? Why or why not?

Creative Response - Independent Practice

Oral Language

Put on some tranquil classical music. Ask students to close their eyes, listen and dream of whatever pictures the music creates in their minds. When the music is over, ask students to describe what they saw in their dream and tell what media they would like to use to create what they saw in their minds. Look at paintings of famous artists and find poems that describe the same subject or mood. Read the poem with the painting on display. This can also be done using the children's paintings. Talk about the similarities and differences between artists.

Art

Have a variety of media available in the room such as clay, paint and paper, pastels, charcoal, a grab bag of sculpture making parts. Have students create a piece of art. Students could choose to create their art about the dream they had during the music.

Comparing

Compare Van Gogh's painting of sunflowers and a child's painting.

Writing

Provide information to the group about several famous artists. Complete the graphic organizer on the reproducible master for several of the artists. Post these beside the prints or by the art books. Have the students then complete the same graphic organizer and post it beside their paintings.

Read Aloud and Poetry Connections

Linnea in Monet's Garden by Christina Bjork and Lena Anderson, R and S books, 1987.

No One Saw - Ordinary Things Through the Eyes of an Artist by Bob Raczka, The Millbrook Press, 2002.

The Jumbo Book of Art by Irene Luxbacher, Kids Can Press, 2003.

The Jumbo Book of Easy Crafts by Judy Ann Sadler and Caroline Price, Kids Can Press, 1997.

The Starry Night by Neil Waldman, Boyds Mills Press, 1999.

Learning about Language – Focused Teaching

High Frequency Words – says, even

Interest Words - artist, paint, carved, clay

Word Families and Letter Clusters – *apes*: shapes, tapes, capes

– *ar*: parked, carved – *ff*: fluffy, different

Structural Features of Words – art, artists – says, said

Text Features – use of bold type, pages 11 and 16

Reproducible Master - Art in the Park

Name _____

| | |
|----------------------------------|--|
| Title of Artwork | |
| Date Created | |
| Media Used | |
| Size of Artwork | |
| Artist's Name | |
| How does this art make you feel? | |