



## **Classroom Extension Activities**

### **Seeing Stories: K-2**

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In the classroom, students will prepare for and build on their museum experience by reviewing museum expectations, practicing close viewing of works of art, and making connections between illustrations and text in stories.

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## **Museum Manners**

**Whole class, 10-45 minutes**

**Before museum visit**

**Learning Target:** Students will be able to name behavioral expectations for their museum field trip. [If using extension: Students will connect those expectations to their school's rules.]

**Standards:**

WA State Social Studies

1.2.2 (K) Understands the purpose of rules in the classroom and school.

1.1.2 (2) Applies the key ideal of the public or common good to uphold rights and responsibilities within the context of the community.

**Materials:**

"Our Class' Visit to TAM" Social Story (provided)

Large paper (optional, one per group of 4 students)

Markers or crayons (optional)

**Preparation:**

If using lesson extension, draw a line down the middle of each piece of large paper. On one side of the line, write your school's name. On the other side of the line, write "Tacoma Art Museum."

**Lesson Procedure:**

Gather students on the rug or a similar space where they can all see the board. Project "Our Class' Visit to TAM" and read it together.

Ask students to identify an expectation or rule for their museum visit from the social story. (For example: don't touch the art, pay attention to the educator, ask questions, etc.) Discuss why you think that rule might be in place. (For example: you could break the art if you touch it, and we want to make sure that the art is there for other students to enjoy, too.) Repeat with other expectations from the social story.

**Extension:**

Discuss the rules of your school that your students are familiar with. Divide students into small groups (approximately 4 students). Have each student group choose a rule from your school (or assign a rule to each group). Give each group a large piece of paper. On the side of the paper with the school name, they will write (as developmentally appropriate) and illustrate the school rule. (For older students, you may have them write why the rule is in place.) On the side of the paper with "Tacoma Art Museum," they will write (as developmentally appropriate) and illustrate an expectation or rule at TAM that is similar to their school rule.

Post the groups' work around the classroom and/or have them present to the class.

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## Close Viewing: Illustrations

**Whole class or small group, 15-30 minutes**

**Before and/or after museum visit**

**Learning Target:** Students will analyze the visual art in a picture book and compare their predictions with the story.

**Standards:**

CCSS ELA

RL.7

(K) Describe the relationship between illustrations and the story in which they appear.

(1) Use illustrations and details in a story to describe its characters, setting, or events.

(2) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Materials:**

Picture book (suggested books: *Dragonfly Kites* by Tomson Highway, *Triangle* by Mac Barnett, *Call Me Tree* by Maya Christina Gonzalez)

**Lesson Procedure:**

Select a picture book to read with your class. Find a page in the book with little or no text, but a vivid illustration. (Alternately, look at the front cover or title page.) Show this page so that all students can see it, explaining that you will be looking at this illustration to figure out what the story is about.

First, have students quietly look at the image for at least 30 seconds. After 15 seconds or so, you may prompt them with instructions such as:

- Have your eyes start at the top of the picture and slowly work their way down to the bottom
- Have your eyes start at the left side of the picture and slowly work their way across
- Look carefully at what is in the corners of the picture
- Look carefully at what is in the center of the picture

Then, use Visual Thinking Strategies questions to help students analyze the image.

- Ask, "What do you notice?"
  - Call on one student to point out something they notice in the art.
- Ask, "What do you see that makes you say that?"
  - Ask that same student to describe why they said what they did. (For example, "It looks like clouds because the shapes are fluffy and layered.")
  - Paraphrase what the student said – this is a good opportunity to incorporate target vocabulary, make connections with other learning or what other students said, and check for understanding.
- Ask, "What else can we find?"
  - Call on another student to point out something they notice, and repeat the process, asking them to describe their reason.
- Repeat until at least 5 students have had the chance to share something they noticed.

Once students have had the chance to closely look at the image, now start to connect the image to the story. Have students discuss with a partner their predictions about the story, then share out a few predictions with the class.

Read the picture book out loud to the students.

To wrap up the lesson, discuss the accuracy of their predictions. Were they correct in guessing what the story was about? How did the illustration connect to the overall story?

**Extensions:**

Repeat the lesson with different books, or even with the same book using different page spreads. You may also choose to repeat this lesson structure in different settings – for example, as a whole-class lesson and also in differentiated reading groups.

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**Write Your Story**  
**Whole Class, 1 hour +**  
**After museum visit**

**Learning Target:** Students will create a narrative story, using their artwork as a starting point.

**Standards:**

CCSS ELA

W3

- (K) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
- (1) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- (2) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W5

- (K) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- (1) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- (2) With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

Students' artwork from museum visit

Students' planning sheet from museum visit

Writing materials

**Lesson Procedure:**

Distribute the students' artwork and planning sheets from their museum visit. Allow students time to write (or dictate, as needed) the story that goes along with their artwork.

**Extensions:**

Have students peer-edit and revise their stories. You may also wish to have students publish their work – binding it together as a book with their artwork from the museum as the cover, posting it around the classroom, putting it up in the hallway or library . . .