



Classroom Extension Activities

Seeing Stories: K-2

In the classroom, students will extend their program experience by practicing close viewing of works of art, creating their own artwork, and making connections between illustrations and text in stories.

For more classroom and at-home activities, visit

<https://www.tacomaartmuseum.org/tam-at-home/create-with-tam-at-home/>

Close Viewing: Illustrations

Whole class or small group, 15-30 minutes

Before and/or after museum program

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.

WA Visual Arts

VA:Re7.2.K Describe what an image represents.

VA:Re7.2.1 Compare images that represent the same subject.

VA:Re8.1.2 Interpret art by identifying the mood suggested by the work of art and describing relevant subject matter and characteristics of form.

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.")

- o 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?”
 - o 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:

1. 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.

 2. Rather than using illustrations from a picture book, look at a work of art from TAM's [Teacher Resource: Narrative Art collection](#).
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Draw A Story

Whole Class, 45 min. +

After museum program

Learning Target: Students will create a work of art that tells a story, incorporating the elements of setting, character, and plot.

Standards:

CCSS ELA

W.3 (K) Use a combination of drawing, dictating and writing to narrate a single event.

WA Visual Arts

VA:Cr1.1.K Engage in exploration and imaginative play with materials.

VA:Cn10.1.K Create art that tells a story about a life experience.

VA:Cr1.1.1 Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

VA:Cn10.1.2 Create works of art about events in home, school, or community life.

Materials:

Planning Sheet (provided, separate document)

Pencils

Paper (cardstock, tagboard, or mixed-media paper is ideal, but any paper will work)

Any available art-making supplies, such as:

- Coloring implements like crayons, markers, colored pencils, or pastels
- Watercolor paints, paintbrushes, and water cups
- Scraps of colorful paper, scissors, and glue sticks for collage
- Drawing pens
- Sculptural materials like Popsicle sticks, cardboard, tin cans, wood scraps, twist-ties or pipe cleaners, and tape

Lesson Procedure:

Remind students of the narrative elements discussed during the museum program (setting, character, and plot). Explain that they will get to create their own work of art that tells a story about their life.

Distribute the Planning Sheets and pencils. Students think about the story they would like to tell in their work of art and make some notes on the planning sheet about what the setting, characters, and plot will be. These notes do not necessarily need to be thorough, or even complete sentences, but students should have at least one note in each section before beginning their artwork.

Students then create their work of art using available materials.

Extension:

Each work of art shows a snapshot of the overall story. Students could create a series of three works showing the beginning, middle, and end of the story.

Write Your Story

Whole Class, 1 hour +

After *Draw A Story*

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 *Draw A Story*

Students' planning sheet from *Draw A Story*

Writing materials

Any familiar story-writing supports

Lesson Procedure:

Distribute the students' artwork and planning sheets from the previous lesson, along with any story-writing supports. 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 as the cover, posting it around the classroom, putting it up in the hallway or library . . .