

# **A Unit Example Which Integrates Art and Language Arts**

**Unit: Picture Books and Illustrations**

**Grade level: Grade Two**

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## Rationale

Language arts is a large part of the elementary program, especially at the division one level. Usually Language Arts takes up all morning classes five days a week. Art classes make up a very small portion of a scheduled school week, so why not integrate language arts and visual art?

Student's reading and writing abilities are generally at a very developmental stage in grade two and writing sentences can be challenging for some. Most grade two students are intimidated by chapter books and most students pick picture books off the shelf during library time, or silent reading time. Students enjoy the visually stimulating images because they are usually better at illustrating than writing at this age. Illustrations also make the stories come to life for young students. We saw a great opportunity here to use book illustrations and their artistic qualities to promote writing development. When students get excited about illustrating, they might get excited about their writing too. These factors also gave us the idea to use picture books as our reference for this unit.

In this unit, the students study four different picture books. Each book contains unique illustrations with a defined style. The students will be involved in discussions where they critique the illustrations, and the students will also be given an opportunity to use the same technique in their own illustrating. The students will use paint, the computer, sculpture relief and printmaking as mediums. There are mini lessons along the way to incorporate elements and principles of design and to improve writing skills. The students will be encouraged to compliment their illustrations with writing. Lesson two takes a bit of a different approach by having the students create the illustrations first.

There haven't been too many unit plans that have tackled this age group, so we hope this unit will be helpful to you in thinking about teaching art and language to those little guys.

# Lesson One: “No David”

Written and Illustrated by David Shannon

This Lesson will introduce students to book illustrations. Students will begin thinking about illustrations critically, and try to replicate the illustrator’s style. The students will also engage in the written part of the story by adding to the narrative.

## Language Objective:

- Students will learn that a narrative can be retold or interpreted.
- Students will interpret a visual image and write a short paragraph adding to the narrative.
- Students will concentrate on using capitals and periods in their sentences.
- Students will “speak” by sharing what they wrote with the class.
- Students will share personal reactions to being told “no” like David.

## Art Objectives:

- Students will be able to describe the characteristics of the book illustrations.
- Students will determine what kind of medium was used to create the illustrations.
- Students will give their opinion about whether or not they like the illustrations.
- Students will begin to think about how illustrations affect the reader.
- Students will elaborate on the illustrations through writing simple sentences.
- Students will base their sentences on a memory of what the illustrations looked like.
- Students will try to replicate the characteristics of the book’s illustrations through painting.
- Students will learn about blending colours.
- Students will learn how to hold a paintbrush.
- Students will learn how to paint with short thick strokes using their brush.
- Students will discuss and critique their work by answering guided questions.

Progression:	Procedures/ Instruction/ Content
Introduction	Students will be seated on the floor for story time. “ No David “ will be introduced. I will tell the students to pay attention to the pictures while we read the story
Reading the story	Before reading the book we will talk about the cover of the book. What does the cover look like? Does it make you want to read the book?
Reading story	I will read the story to them, showing them the pictures
Discussion about the story	We will discuss the narrative in the story using the following questions. -Are you ever told “no” by your mom, dad, grandma, baby sitter? -Have you ever done some of the same things David did, and been -What would happen if David’s mom didn’t say “no” to David’s Sometimes? (ex. David’s cat might loose his tail, or David might hurt

Viewing pictures	<p>Himself.)          -Even though David’s mom is telling him “no” all the time, does she still love David? How do we know?</p> <p>We will examine some of the illustrations and have a discussion about them.</p> <ul style="list-style-type: none"> <li>-Do you like the illustrations? Why?</li> <li>-What do the pictures look like? (Messy)</li> <li>-What do you think the artist used to make these illustrations? Pencil’s. Crayon, Paint?</li> <li>- How can you tell it is paint?</li> <li>-Do you think you would have like this book as much if there weren’t any pictures, or different pictures? Why?</li> </ul>
Writing	<p>I will show the students the pictures again, assigning them a specific picture to store in their memory. The students will then write two sentences elaborating on the picture they see. We will use the sentence starter “No David, Don’t do that because...” I will show the students the example. After everyone is done, we will re-tell the story to each other as a group. Each child will read what they wrote for the corresponding illustration.</p>
Illustrating	<p>We are going to illustrate a pre-drawn picture of David. We are going to try and make our illustration messy using paint like David Shannon did.</p> <p>Each child will get a square and will have to paint a hand out picture of David using the technique that has been demonstrated for them. I will give them a quick demonstration of how to hold their paintbrush and how they can move their brush to make quick strokes with a lot of paint. Even though each child is painting the same picture, the colors and final products will all be unique. We will put these up on a bulletin board with the sentences around the bulletin board.</p>
Critique and Conclusion	<p>We will then discuss our bulletin board as a class.</p> <ul style="list-style-type: none"> <li>-Was it fun to write the sentences about David? Why?</li> <li>-Did you like illustrating David using paint and messy painting? Why?</li> </ul>

Evaluation Ideas:

Students will be evaluated on their writing in response to the visual images they see. They can be evaluated on its creativity and the use of basic sentence structure. Student’s art work, use of learned brushstrokes and use of colour can be evaluated. Also, if you as the teacher choose to, you can have your students keep a simple journal where they can write down what they learned through the David story.

## Lesson Two: “Patches Lost and Found”

Written by Steven Kroll and Illustrated by Barry Gott

Scope and Sequence: In this lesson we will continue our critique of picture books and try replicating the illustrator’s technique. The students will compare the illustrations of Barry Gott to David Shannon’s illustrations.

### Language Objective:

- Students will learn that an original story can be created visually (just like Jenny did).
- Students will create a story from their imagination
- Students will communicate their story to a classmate verbally using their illustrations.
- Students will add sentences to their illustrations to describe their original story.

### Art Objectives:

- Students will illustrate their story using the same technique as Barry Gott by making four computer generated illustrations.
- Students will learn how to use the paint program to make their illustrations.
- Students will learn how different shapes make up pictures and try to use shapes in their illustrations.
- Students will be able to describe the characteristics of the book illustrations.
- Students will determine what kind of medium was used to create the illustrations.
- Students will give their opinion about whether or not they like the illustrations.
- Students will begin to think about how illustrations affect the reader.

### ICT Objectives:

- F6: Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.
- P1: Students will compose, revise, and edit text.
- P3: Students will communicate through multimedia

Progression:	Procedures/ Instruction/ Content
Introduction:	Students will gather at the reading corner where I will introduce the book, “Patches, Lost and Found.”
Reading the story	Before reading the story, we will talk about the cover of the book. What does the cover look like? Does it make you want to read the book? Then I will read the story to them.
Discussion about the story	We will then discuss the story? -Do you think the way Jenny wrote her story was o.k.? Why? - What do you like better: writing a story or drawing a story like Jenny? Why?

	I will tell the students that we are going to do the same thing. We are going to illustrate our pictures and then write our stories.
Viewing Pictures	We will then discuss the illustrations -Do you like the illustrations? Why? -What do the pictures look like? Solid colours, cartoon-looking -How are these illustrations different that the “No David” book? Did Barry Gott use paint like David Shannon? (The illustrations are actually computer generated) -Do you think you would have like this book as much if there weren’t any pictures, or different pictures? Why? I will then tell the students that we are going to be making illustrations using computers.
Imagining	I will then read the students a story starter to get their imaginations going. (Mamba the monkey, who gets loose in the zoo). The students will base their illustrations on their own creation of the continuation of the story.
Illustrating	We will go to the computer lab and the students will then illustrate their pictures using the paint program. I will give them a mini lesson on how to use the program (step-by-step). I will also give them a mini lesson on how to use shapes to make object. In the paint program you can create all kinds of shapes an fill them in.
Sharing	We will either print the pictures out or create a power point presentation out of them. The students will be put into partners and they will share their story using their created pictures with their partner. Each partner will have to share what they liked about the other person’s story.
Writing	Students will then add sentences to describe each scene and create a story. We could either do this on the computer (by cutting pictures and pasting them into Word Processing or Power Point. Or the students could write on the bottom of their printed pictures. We will go through the writing process to write this story so the students will write the story in their workbooks first.
Conclusion	Students will share their finished products with each other in groups.

#### Evaluation Ideas:

Students can be evaluated on their use of the paint program and their use of the different options based on the paint program mini lesson.

Students can also be evaluated on their speaking abilities in communicating their stories to you by using their pictures as cues.

Students can be evaluated on their own journal entires reflecting on what they learned through the “Patches Lost and Found” story.

## Lesson Three: “The Party”

Written and Illustrated by Barbara Reid

This lesson will introduce the students to another method of illustrating stories. The students are encouraged to relate the content of the story to their personal experiences. The students will become familiar with the presence of poetic prose in literature. The students will get to write a short story and illustrate it using a new and exciting medium and technique.

### Language Objective:

- Students will look at the cover of the book and make predictions about the content of the story.
- Students will listen to the story being read aloud.
- Students will identify some words that rhyme in the story.
- Students will note how the narrator feels based on the things she says (and also the facial expressions).
- Students will talk about personal experiences that are similar. (ie: family gatherings, etc).
- Students will write a short narrative about a personal experience, such as a birthday party, Christmas morning, a day at the park, or any other (positive) experience they would like to write about in the form of a short narrative.

### Art Objectives:

- Students will identify the medium in which the illustrations are constructed.
- Students will identify textures, colors, and other things they see in the illustrations.
- Students will follow teacher-directed modelling to practice some techniques for creating plasticine pictures.
- Students will construct a pictures to illustrate their personal experience story using plasticine.

Progression:	Procedures/ Instruction/ Content
Introduction	<p>We will look at the cover of the book and determine what the story will be about. Some questions about the cover illustration:</p> <ul style="list-style-type: none"> <li>- What are the kids doing?</li> <li>- Are they having fun? How can you tell?</li> <li>- Where are they? Who’s party do you think it could be?</li> </ul> <p>Engage the students in investigating the medium used to illustrate the book by asking questions like:</p> <ul style="list-style-type: none"> <li>- Do you think the illustrations for this book were made with paint or computer graphics like the other books we have looked at?</li> <li>- How might the illustrations of this book be different? (The surface is bumpy) What material could be used to make pictures like these? (Plasticine or clay)</li> </ul> <p>Explain to the students that the author used plasticine to create the images and that her husband took photographs of the images to be put in</p>

	<p>the book.</p> <p>Get the students to evaluate the quality of the book based on previous knowledge.</p> <ul style="list-style-type: none"> <li>- Is there anything else on the cover of the book that may make you want to check it out more, something that we have seen on another book? (There are two awards stickers on the cover) What does it mean when a book has these on the cover? (That the illustrations or the writing are very good).</li> </ul>
Reading the story	<p>Read the story to the students and have them note the feelings and facial expressions of the characters.</p> <p>Get the students to identify something interesting about the way the words sound. Questions:</p> <ul style="list-style-type: none"> <li>- Why do the words sound interesting? (Some of them sound alike). - Is there a pattern to the rhyming of the words in the story?</li> <li>- Does it make the story sound better?</li> </ul>
Discussion about the story	<p>Have the students relate what is happening in the story to their own lives by talking about personal experiences. Some prompting questions for this:</p> <ul style="list-style-type: none"> <li>- Who has been to a big party before? What was the occasion?</li> <li>- What game are the kids playing in the yard at the party? Have you ever invented your own games?</li> <li>- What kinds of food have you eaten at parties for special occasions? Do you see any kinds of food on the table that you have tried before?</li> </ul>
Viewing pictures	<p>Questions to ask about the illustrations while reading the story:</p> <ul style="list-style-type: none"> <li>- What elements of art can you see in the plasticine pictures? (Colors, lines, shapes, texture).</li> <li>- Is it day time or night time? How do you know? (The sky is blue, there are children playing outside, etc).</li> <li>- Who are the people at the party?</li> <li>- What do you see in the picture besides the people? (grass, leaves, trees, fence, sky, chairs, balloons, dog, picnic table, etc).</li> <li>- How does the author make these objects look more realistic? (Creates surface textures – ex: hair of the dog, blades of grass, shininess of the metal on lawn chairs, etc).</li> <li>- How can you tell it is later in the day by looking at the illustration? (The colors in the sky have changed).</li> </ul>
Writing	<p>The students will think about a fun occasion from their own experience that they would like to write a <b>short</b> story about. They can rhyme some words, but they do not have to follow the exact same pattern that appears in the story. They must separate the events into five separate (or more) paragraphs, which are to be written <b>nicely</b> on separate pieces of paper.</p>
Illustrating	<p>The students must choose five happenings from their story to illustrate using plasticine. I will show the students the two books (written by the same author as the storybook) that we will use to get ideas and techniques for illustrating the stories with plasticine. We will work on</p>

	the first image together, creating the scene step by step, which will modelled to the class. (First they choose what color they will need, spread the background colors onto a square piece of cardboard, and then gradually build the image up as objects are added – we will refer to the books as we go). Then the class will illustrate the last four scenes on their own, coming up to view the book for ideas as necessary. The finished images will be pasted onto a larger piece of cardboard with enough space under each image to place their paragraphs.
Critique and Conclusion	Each person will partner up with someone else and recite the story on the board to their partner. The students can be prompted to look for textures in the illustrations and other elements they can find. Then all of the finished story boards will be on display in the classroom, and the class will get a chance to make their rounds and read and look at all the stories.

Evaluation:

The students' ability to comprehend the images in the book and reflect on them will be noted.

The students will be evaluated on their level of creativity in the stories they write.

The students will also be evaluated on their choice of scenes from the story to represent.

The students will be evaluated on the neatness of their writing on the final story board as well as their listening skills while partner presentations are going on.

The students will be evaluated on the level of skill employed in the creation of their illustrations.

Resources:

Reid, Barbara. The Party. North Winds Press, A Division of Scholastic Canada. 1997.

Reid, Barbara. Fun with Modelling Clay. Kids Can Press Ltd.; Toronto, ON. 1998.

Reid, Barbara. Playing with Plasticine. Kids Can Press Ltd.; Toronto, ON.



## Lesson Four: “The Kweeks of Kookatumdee”

Written and Illustrated by Bill Peet

This lesson will present the students with a story that uses rhyming words. The students will begin to understand how rhyming words together can make the story more interesting. The students will get to write a story using words that rhyme, similar to the story that they listen to. They will also visually represent a part of their story that they like the most using a printmaking technique.

### Language Objective:

- Students will develop an understanding of poetic prose.
- Students will listen to a story being read aloud.
- Students will identify words that rhyme with others.
- Students will identify the pattern in which the words rhyme.
- Students will be able to explain the purpose of rhyming words together in a story.
- Students will look at the illustrations and connect them with what is going on in the story.
- Students will visually represent a part of the story that they like the most.
- Students will invent their own creature with its own habitat to write a story about.
- Students will plan the story.
- Students will write the story using the same rhyming style as the story read aloud.
- Students will describe the unique features of the creature in their story.

### Art Objectives:

- Students will learn about printmaking and will understand how the same image can be reproduced multiple times.
- Students will be able to understand the reversibility that is evident when an image is transferred from plate to print.
- Students will use a printmaking technique to represent their favourite part of the story they wrote.
- Students will make more than one print.
- Students will be able to experiment with different colors for each print and try to mix different color combinations.
- Students will add features to the creature in their image that make it unique and that are described in the story.
- Students will describe how the image they produced connects with what happens in the story.
- Students will choose one of their prints to use as the cover page for their story.
- Students will present their chosen prints to each other in small groups and describe the part of the story that the image came from.

Progression:	Procedures/ Instruction/ Content
Introduction	Students will be seated on the floor for story time. The story “The Kweeks of Kookatumdee” will be introduced.
Reading the story	The students will be required to listen for words that rhyme in the story as it is read to them. Some questions can be asked throughout the reading of the story, giving the students chances to identify phrases that rhyme: - Which words sounded alike? - Who can think of another word that would rhyme with these two?
Discussion about the story	I will ask the students how this story is different from the others. (Some words rhyme with others). The students will express how this changes the way that the story is read and how it sounds, by responding to questions: - Did the rhymes make the story fun to listen to? How? - How does having words that rhyme with other words, make a story interesting?
Viewing pictures	Some questions about the cover illustrations afterward: - What does the image on the cover of the book show? - Why is the picture important to the story? (Because it has to do with the main thing that happens throughout the story). Explain to students that the author chose this picture for the cover of the book for this reason, because it gives the reader an idea what the story will be about.
Writing	Students will invent a creature of their own that has its own unique features. First, as a class we will plan the writing activity out, and each student will figure out what their creature will be called, where the creature lives, what it eats, what it looks like and what happens in the story. Then students will write their story, adding these details into the story. The students will use the same rhyming pattern that was used in the story “The Kweeks of Kookumdee.”
Illustrating	The students will draw a picture of their favourite part of the story they have written, using a pencil and a piece of paper. Then they will get some direct instruction about the printmaking process that their drawing will be transformed by. They will get a demonstration in the meantime of how to make a print with a styrofoam plate and paint. The students will use a sharp pencil to <b>gently</b> press their drawing into the styrofoam plate; they will be reminded that any area that has been pressed by the pencil will remain white, and any area that has not been pressed in will have color. The students will use a large brush (with some help) to spread tempura or acrylic paint over the plate, which will then be placed over a piece of paper. They will repeat the printing process a number of times using different colors and color combinations every time (unless they need to use up excess paint on plate). After they will choose their favourite or best print and it will be the cover of their book. This way they are letting readers know what their story will be about.

Critique and Conclusion	Students will partner up and read their stories to the other classmate. They will tell each other at least one thing that they really enjoyed about the other person's story and also state why they like that part of the story. The students will also be able to relate how the cover image was helpful in telling them what the story would be about.
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Evaluation:

The students' abilities to follow instructions during the printmaking process will be considered.

The students will be assessed on the level of imagination and creativity that went into the making and inventing of their creature.

The writing skills and improvement of them will be assessed in the students' work.

The students' use of words that rhyme together in an "aa/bb" pattern will be noted.

The students will be evaluated on their ability to listen to their partners read their stories.

The students will also be evaluated on their ability to offer constructive and meaningful observations and praise about their partners' work.

The students' abilities to make connections between the cover pages of their partners' story and the content of the story will be considered.

Resources:

Peet, Bill. The Kweeks of Kookatumdee. Houghton Mifflin; Boston. 1985.