

Picture Books and Illustrations - Unit Plan

Grade 2 Art & L.A.

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Adapted from the Original Unit Plan by

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Unit Outcomes

GENERAL LEARNING OUTCOMES:

Art

Students will receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.

Language Arts

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Students will listen, speak, read, write, view and represent to manage ideas and information.

SPECIFIC LEARNING OUTCOMES

Art

- *Students will assess the use or function of objects.*
- *Students will interpret artworks literally.*
- *Students will represent surface qualities of objects and forms.*
- *Students will create emphasis based on personal choices.*
- *Students will illustrate or tell a story.*
- *Students will express a feeling or a message.*
- *Students will create an original composition, object or space based on supplied motivation.*
- *Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.*
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Language Arts

- *Contribute relevant ideas and information from personal experiences to group language activities.*
- *Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts.*
- *Use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information.*
- *Explain why particular oral, print or other media texts are personal favourites.*
- *Engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts.*
- *Connect situations portrayed in oral, print and other media texts to personal and classroom experiences.*
- *Retell the events portrayed in oral, print and other media texts in sequence.*
- *Identify how pictures, illustrations and special fonts relate to and enhance print and other media texts.*
- *Identify main characters, places and events in a variety of oral, print and other media texts.*

Unit Rationale

This unit was originally intended for a grade 2 class room, and I think the idea of combining curriculums that deal with language art and visual art in the form of picture books to be very age appropriate. I have always been a big fan of picture books, and I think the idea of letting students be creative and create their own books while integrating art into the language arts curriculum is a practical and unique idea for a unit. The students in grade 2 are at a young enough age that story books with pictures are still an important part of their lives. As chapter books that involve only text can be intimidating and boring to students, the idea of looking at picture books and their creation seems to be a very approachable and student friendly unit.

Because students have had such a large exposure to picture books at this age, it is a very appropriate topic to address. I believe that by adding the addition of artwork into storytelling, students will be much more willing to create original works of text and combine them with unique artwork to create their own stories. In this sense, I believe the ideas in this unit are very relatable to students, and the interest level of students will be high when they see a topic they are familiar with. Because language art is such a large part of a child's development, I believe it is a smart and useful idea to make units around topics that students will be willing to engage in and learn more from. I believe if students are interested in the topic at hand, they will be more willing to approach the activities, and will in turn learn more of the outcomes and learning requirements.

This unit is broken into 4 different lessons, each of which will take more than 1 class period to complete. Each lesson introduces a new picture book to students with a very unique art form, and has them create similar art using their own text. In this way, this unit is approachable as it offers students a chance to bring their own experiences and stories to life while adding illustrations that are similar to those from stories that they are being introduced to. It will act as a way to keep students interested in the artwork they are being shown, and engaged in the story writing as they talk about their own lives.

Unit Assessment Plan

Method of Assessment	Assessment Components	Weighting	Type
Critiques and Class Discussions	Observation	n/a	Formative
Reflections	Checklist	n/a	Formative
<i>No David!</i> Artwork & Text	Use of color Painting techniques Sentence structure Grammar	25	Summative
<i>Patches Lost and Found</i> Art & Text	Use of MS Paint Sentence structure Grammar	25	Summative
<i>The Party</i> Plasticine Art & Text	Use of Plasticine Sentence structure Grammar	25	Summative
Creature Creation Prints & Stories	Creature Prints Story structure Rhyme use art/text connection	25	Summative

Students will be evaluated on the standard 5 point scale as seen in the Elementary Report Card (5 - Excellent, 4 - Very Good, 3 - Satisfactory, 2- Improvement Needed, 1 - Unsatisfactory)

Lesson Plan Summaries (30 minute classes)

Lesson Summary 1 (3 classes)

Students will begin by being introduced to the main idea of the unit: picture books. Students will start by being introduced to the book *No David!* by David Shannon. Students will make comments about both the story and the artwork, and will from their use paint to recreate a scene from the book and attach a piece of text to their artwork. This will in turn touch upon objectives from both the L.A. and art curriculums.

Lesson Summary 2 (3 classes)

Students will next focus on the book *Patches Lost and Found*. Students will again discuss the story and illustrations of the book, and will look at the method the book's main character used to create a story. From there, students will work on a paint program on a computer to create new scenes to complete a start of a story they are given. They will present their pictures, and then include text that will be added to the illustrations.

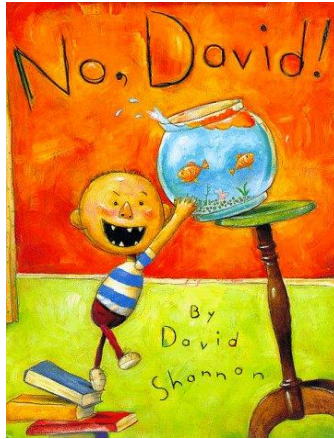
Lesson Summary 3 (5 classes)

Students will next look at the book *The Party*, and will be introduced to the ideas of rhythm and rhyme in a story. Students will also be introduced to plasticine and modeling clay, and will use this as a medium for their next artwork. Students will recall a similar event in their lives like the party of the book, and will make plasticine artwork and write paragraphs to explain what happened and write their own party story.

Lesson Summary 4 (3 classes)

Students will explore the book *The Kweets of Kookatumbe*. Students will continue to look at rhyme schemes, and how the cover of a book tells us a story. Students will then create their own make believe creatures, and write a short poetic story about their lives. Students will follow that by making printmaking stencils on a Styrofoam cup to create a cover for their stories.

Lesson 1 – No David! (3 classes)



General Learning Outcomes:

Art - Students will receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.

L.A. - Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Art Specific Learning Outcomes:

- *Students will observe illustrations to determine characteristics of the artwork.*
- *Students will identify materials used in the picture book artwork.*
- *Students will identify how readers can be affected by artwork.*
- *Students will use memory to recreate artwork from the picture book.*
- *Students will enhance the story by adding in their own interpretation of the story's text.*
- *Students will use painting techniques to replicate the artwork from the picture book.*

L.A. Specific Learning Outcomes:

- *Students will recreate narrative in their own words.*
- *Students will create a textual response to visual stimuli.*
- *Students will apply proper grammar skills and punctuation to their work.*
- *Students will express their ideas through voice by sharing past experiences and their art.*

Assessment:

- **Formative:** Observation, Class discussion, Reflections
- **Summative:** No David! Artwork and text

Materials: *No David!* (David Shannon), Paint supplies, brushes, pre-drawn David pictures

INTRODUCTION (10 min):

Students will enter the class and sit in a group in the middle of the classroom. The new unit of picture books will be introduced to the class, and students will have a chance to share one of their favorite picture books to the rest of the class. Students will be told that the first

book they will look at is called *No David!* by David Shannon. When students are quiet and listening, the teacher will then begin to read through the story.

PROCEDURE

Activity 1 – Reading (20 min)

Sitting in a group, students will listen as the teacher reads to them *No David!* and shows them the corresponding pictures. Before beginning, have students look at the cover of the book, and discuss the artwork on it. Does it make them want to read the book? How would they describe the artwork? Continue to read through the book and display the illustrations.

Afterwards, hold two separate discussions, one about the written part of the book to cover the L.A. outcomes, and one about the artwork to cover the art outcomes. Begin by talking about what happened to David in the story, and have students come up with some ideas when they were told by their parents not to do something. How did this make them feel? Have them talk about what problems might have happened if David went ahead and did what he was not supposed to. Go back and pick certain moments in the book to help with this discussion. Finally, ask the students if David’s mother still loves him, and ask how they can be certain. Talk about how even though we are sometimes told not to do things, we are told this out of love and not because we are not liked by our parents.

Following that discussion, get the students thinking about the artwork used in the book. Were they fond of the pictures? Why or why not? How would they describe the style that the artist used? Have a discussion about what possible materials were used to create the art. If they can figure out it was paint, ask how they came to the conclusion. Have students think about how the pictures affected them, and get them to imagine how the book would change if it had a different style of pictures, or no pictures at all. As the class comes to a close, inform the students that the next class will have them creating their own artwork for *No David!*

Activity 2 – Text and Artwork (55 min / 2 classes)

When students arrive for the next lesson, have a quick summary prepared to go over what happened in the story. Assign a picture for the students to use as the basis for their artwork and writing assignment. The entire class will be given the same page, and the blank pictures of David they will be given later will represent the ideas on this assigned page.

Begin by having students write 2 sentences explaining what is happening in the picture they were given. Every student must start with the phrase “No David, don’t do that because...” and then finish off with their own words. Once every student has completed this section, the students will gather and individually read their sentences to the class to create new sections of the story. Now, they will create art to go along with their text.

Students will each be handed out a black piece of paper that has an outline of David. Students will be given a tutorial about how to mix paints together, hold a paint brush correctly, and how to apply the paint to the paper. Students will be asked to create their

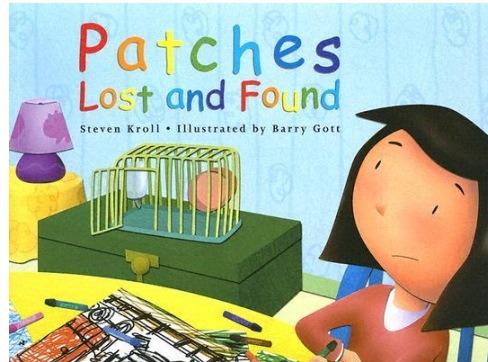
image so that it looks like the same style that is used in the book. To help them, a picture from the book will be posted on the Smartboard so they can see the style. Students are encouraged to find the messy look that David Shannon uses. Students will get the rest of the class period, and another 30 minute class to complete their artwork. At the end of each lesson, give students time to clean up their work spaces and rinse their paint brushes.

CLOSURE (5 min)

Once all the students have finished their work, have them cut out the text they wrote for their picture and glue it on to their artwork. All the pieces will be handed in to the teacher. Both the text element and the art work will be used for summative assessment to assess both language skills and art skills. Student's artwork will be assessed on how well painting skills were used, and if it resembles the artwork of the book. Their text element will be marked for proper sentence structure, and use of grammar.

They will then be posted on the bulletin board with a photocopy of the final scene in which David's mom hugs him and tells him she loves him. Students will then be able to see their work, as well as their classmate's artwork together, and see how they create new pages of the story. Students can also be given a chance to write a reflection in their journals. They can make comments about their thought process for creating the text pieces and the artwork, and which they enjoyed more and why. Students can also talk about their thoughts on No David!, and if they thought it was a good picture book to study.

Lesson 2 – Patches Lost and Found (3 classes)



General Learning Outcomes:

Art - Students will receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.

L.A. - Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Art Specific Learning Outcomes:

- *Students will create visuals electronically using a computer paint program.*
- *Students will learn how shapes can be composed to create images.*
- *Students will use descriptive vocabulary to explain the characters in the story.*
- *Students will brainstorm what materials were used to create the artwork of the book.*
- *Students will form opinions about the quality of the pictures.*
- *Students will find ways that pictures can be used to affect a viewer.*

L.A. Specific Learning Outcomes:

- *Students will use the Jenny's method of creating a story through visuals.*
- *Students will use their imaginations to create a new and original story.*
- *Students will verbally communicate their stories to other classmates.*
- *Students will provide text to their visuals in order to create a cohesive story.*

Assessment:

- **Formative:** Observation, Class discussion, Reflections
- **Summative:** Mamba The Monkey Paint Artwork

Materials: *Patches Lost and Found*, computers, paint program, pencils, paper

INTRODUCTION (10 min):

Students will enter the class and sit in a group in the middle of the classroom. The next book, *Patches Lost and Found*, will be introduced to them. Like the last book, students will first look at the cover page and see the artwork. They will then discuss what they see, and if the cover is inviting and makes them want to read the book. The style of the art can be

talked about, and students can try and decide how the art was created, and how they could make it themselves. They will then sit silently as the book is read.

PROCEDURE

Activity 1 – Reading & Response (20 min)

Sitting in a group, students will listen as the teacher reads to them *Patches Lost and Found*. The pictures on each page will also be shown so students can see how the artwork is used in the book to help enhance the story.

Afterwards, begin a discussion by talking about the writing method Jenny used in the story to create her own story. Take a vote in the class. Do students prefer to create stories using text, or do they like to use pictures to make a story? Students can be informed that they will see a similar approach to Jenny's in order to finish a story they will be read later.

Following that discussion, get the students thinking about the artwork used in the book. Did they like the artwork in the story? Why or why not? How would the story change if there was no artwork at all, or if a different type of artwork was used? How do the solid colours and cartoony look compare to the messy paint drawings that were used in the previous book? End the first class in this lesson by having students write in their journals a few sentences about their opinions of the book and the artwork used in it.

Activity 2 – Computer Artwork (55 min / 2 classes)

The next class, have computers booked for each student. The computers need to be equipped with the paint program. Begin by giving students a brief introduction of how to open the program, save files, use the paint brush tool pen tool, fill tool, and change colours. This can be done on a Smartboard so students can get a visual idea of how to work the program. Students will then be given a short example of a story. It will be about a monkey named Mamba who escapes from her cage in the zoo. The following sentences can be given so students have an intro to their story to work off of:

1. *Once there was a monkey named Mamba who lived at the zoo.*
2. *Mamba was tied of the same old zoo every day, and one day decided to sneak out of her cage.*
3. *Mamba was free from her cage, and decided to spend the day doing something new!*
4. *Mamba left the zoo and walked down the street.*

Students will be told that they will use the paint program to create 4 pictures using the tools they were shown to add on to this story. Students will be given the rest of the class to create their four pictures. Once students are done, they will raise their hand so the teacher can come and help them to print their pictures for the next class. Teachers should hold on to all printed pictures. Students who do not finish will have to find time before the next class to finish their art.

The next class, students will be handed back their four pictures and will be asked to share them with a partner. Each partner will present their story, and the other will tell them things they liked about their art. This process will repeat, and students will share their work with one other partner. After sharing, students will be asked to create text for their pictures by writing out sentences that correspond with their work. These will then be cut out and attached to each student's work so their stories will be completed. From there, students will once again find a new partner and read their completed stories to them.

CLOSURE (5 min)

Students will end this lesson by adding new sentences to their journals. They will comment on why they made the pictures that they did, and what tools they used to create them. They will also talk about at least one part of a classmate's story that they enjoyed. Students will hand in the illustrations with attached text to the teacher to be graded. The pictures will be graded on the use of paint tools used in the illustrations, and the text will be graded on sentence structure and correct use of punctuation and grammar.

Lesson 3 – The Party (5 classes)



General Learning Outcomes:

Art - Students will receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.

L.A. - Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Art Specific Learning Outcomes:

- *Students will identify how the artwork of the book was created.*
- *Students will list the components of the artwork that they see in the book.*
- *Students will familiarize themselves with plasticine techniques.*
- *Students will use plasticine techniques to create their own artwork to attach to their stories.*

L.A. Specific Learning Outcomes:

- *Students will identify how rhyme and rhythm are used in the story.*
- *Students will make predictions of the book's text based on the artwork.*
- *Students will share personal experiences and use them as structure for their own stories.*
- *Students will find meaning about the author's intentions.*

Assessment:

- **Formative:** Observation, Class discussion, Reflections
- **Summative:** The Party Plasticine Artwork

Materials: *The Party*, modeling clay (Plasticine), cardboard, pencils, paper

INTRODUCTION (10 min):

Students will enter the class and sit in a group in the middle of the classroom. The next book, *The Party*, will be introduced to students. Have students examine the cover and make predictions about what the story will be about. Who is on the cover? What are they doing? What emotions do you see in the picture? Show students the new medium (clay), which was used to create the book's art. Have students compare this art to that of the previous two books, and see if they can figure out how the art was created. Explain to students how the artwork was made and see if anyone has ever used modeling clay before.

Also point out to the students the stickers for the awards the book has received on the cover. See if anyone knows what they are, and explain to them that well done books are given awards for their illustrations and stories. After the explanation, ask students if they are intrigued about the book. What elements have made you want to read it? What can books put on their covers to capture a viewer's attention?

PROCEDURE

Activity 1 – Reading & Response (20 min)

Sitting in a group, students will listen as the teacher reads to them *The Party*. The pictures on each page will also be shown so students can see how the artwork is used in the book to help enhance the story.

Afterwards, have students talk about some of the expressions and feelings that the characters conveyed in the story. Are there common feelings in characters? Have students think about the way the words sounded on each page. Was there something that sounded unique about the words? Explain to them that this is because of rhythm and rhyme on each page. Explain to them that rhythm is how the words are set up to have flow to them, and the rhyme is what happens when two words sound very similar. Ask students to talk about their thoughts on the rhythm and rhyme, and if it makes the story good or bad.

Following that discussion, get the students thinking about the story itself. Have them try and relate the story to an event that has happened to them in their lives. Have students think of a time they were at a party or gathering, and ask them these questions to get them thinking creatively for the next art assignment:

1. What was the event you were at?
2. Who were you at the event with?
3. Where did this event take place?
4. What did you do at the event?
5. Who were you at the event with?

Also have students discuss the artwork used. How did the artist use lines, shapes and colours in order to make the clay come to life? What elements in the art tell you about the party? How can we tell who was there, when it was and what they did? What else was put in the pictures besides people? What kinds of backgrounds were created for the book? How do the backgrounds change over time? How are realistic elements added into this book to give the pictures a very life like look? The class will end with students being told that next class they will write about their own events and illustrating them.

Activity 2 – Plasticine Artwork (90 min / 3 classes)

The next class will begin by having students gather a small amount of plasticine for the next three classes. Students will begin by thinking of a time when they had a party or an event that they were at that reminded them of the party from the story. Students will create paragraphs that will tell a short story about what happened at their event. Encourage students to write about what happened, where and when it took place, and who was there

with them. Students should create a minimum of three different paragraphs and a maximum of five to explain their event and tell a story. Proper sentence structure and punctuation will have to be used for full marks. Students can be encouraged to try and add rhyming words or rhythm to their paragraphs, but this is not a necessary addition to the project. This section of the assignment should take one of the three classes for a total of 30 minutes.

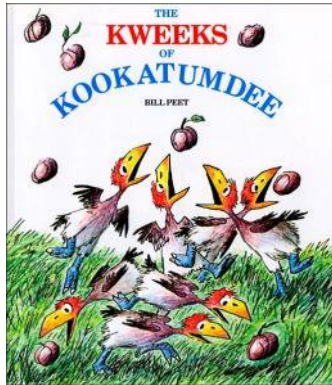
The next two classes should be spent on student artwork. Using the modeling clay, students will each be given a piece of cardboard to create their clay pictures on. As a class, students will all create a simple day time backdrop with a blue sky, green grass and white clouds to see how to put the plasticine on the paper to create an image. After the class demonstration, students will have the rest of the class and the following class to create one piece of artwork made of plasticine for each of the paragraphs they created the following day. This will result in 3 to 5 pieces of art per student. Students are allowed to use the model they made with the rest of the class as the background for one of their pictures.

On the last class, students will attach their paragraphs by cutting them out and gluing them to the piece of cardboards with the corresponding illustration. Students will be given the following class to do a short reading of their work.

CLOSURE (30 min)

The last class of this lesson will have students each read their stories to the rest of the class and share their illustrations. Students will gather in a circle, just as they do when the teacher reads. After each student has had their chance to present their stories, students will end the class by adding another page of reflections to their journals. Students will be asked to write about the part of the activity they thought they did the best at, and comment on e other classmate's work by explaining their favorite scene from their story. The class will then hand all of their artwork in, and it will be posted on a bulletin board so that everyone can have a closer look at the rest of the class' work.

Lesson 4 – The Kweeks of Kookatumdee (3 classes)



General Learning Outcomes:

Art - Students will receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.

L.A. - Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Art Specific Learning Outcomes:

- *Students will learn how to create multiple images with using printmaking.*
- *Students will represent their favorite parts of their stories through print making.*
- *Students will make multiple prints to practice the art of printmaking.*
- *Students will use multiple colours to experiment with different emotions and feelings.*
- *Students will add details from their literature to improve their prints.*
- *Students will describe how their created images relate to the story they have created.*
- *Students will present their stories and prints to other classmates and make connections between other student's artwork and their stories.*

L.A. Specific Learning Outcomes:

- *Students will develop a comfort for prose in literature.*
- *Students will identify rhythm and rhyme patterns in literature.*
- *Students will understand the purpose of rhyme in literature, and identify rhyming words.*
- *Students will plan out a story that they will expand and write upon.*
- *Students will create their own made up creatures and explain through text their lifestyles.*
- *Students will incorporate rhyme schemes into their own literature.*

Assessment:

- **Formative:** Observation, Class discussion, Reflections
- **Summative:** Creature creation prints and stories

Materials: *The Kweeks of Kookatumdee*, Styrofoam, pencils, paper, acrylic paints

INTRODUCTION (10 min):

Students will enter the class and sit in a group in the middle of the classroom. The next book, *The Kweeks of Kookatumbee* will be introduced to students. Like the other books, students will observe the cover and make connections about what they believe the book will be about. Ask students if they have ever heard of Kweeks. Is it a good idea for an author to make up creatures for a book? Try and come up with some other made up creatures for popular movies and books that students may recognize. As you begin to read, have students listen carefully to the words in the book, and see if they can identify the rhyming words as they did with *The Party*.

PROCEDURE**Activity 1 – Reading & Response (20 min)**

Sitting in a group, students will listen as the teacher reads to them *The Kweeks of Kookatumbee*. As the story is read, take small breaks in between certain pages to have students identify the rhyming words on the page. You can further their learning of rhyming words by asking them to find other words that rhyme with those in the story.

After the story has been read, students will discuss the story itself and the illustrations in the book. Begin by addressing the differences and similarities this book has to the last three that have been looked at. Explain that the rhyming in this book gives it similarities to *The Party*, and see what other connections students can make between the books. How did the addition of the rhymes affect the story and the student's enjoyment? Did it make the book more entertaining with the rhyming words, or did it take away from the story. If the students were to write this, would they have rhyming words or not included?

After talking about the text, focus next on the book's illustrations. Get students to focus on the cover and explain what they see. How does this image relate to the story? Is it helpful to have a picture like this to give us an idea about what the story is about? Explain that this picture shows the main event that happens in this book, and is therefore important to give us a visual of what we will be reading about. As the class ends, explain to students that next class they will be creating their own creatures with rhyming stories to attach to them.

Activity 2 – Creature Creation (50 min / 2 classes)

The next class will begin by having students coming up with an idea for their creature. The writing component will be first, and students will fill out on a piece of paper the following information about their creature to help them write their stories:

1. What is your creature called?
2. What does your creature look like?
3. Where does your creature live?
4. What does your creature do for fun?
5. What happens to your creature in the story?

After students answer these five questions and show the teacher, they will next write a total of 5 different pages for their story. Each page must contain two sentences, and the words at the end must rhyme, just like in the story. This will lead to a total of at least 10 sentences. Students may do more if they wish. Encourage them to spend one page on each of the five questions they were given. This should take them until the end of the first class.

The next class should be spent working on their creature artwork. Explain to students that they are going to be using printmaking techniques to create their creatures. Begin by having students draw their creatures out on a piece of paper. Once they are finished, each student will be given a Styrofoam plate. Give them the following instructions:

1. Place your plate upside down, and put your drawing on top of the plate.
2. Gently trace over the drawing, which will leave indents in the plate.
3. These indents will be what is left white on your drawing.
4. Once traced, coat the bottom of your Styrofoam plate with acrylic paint.
5. Press the painted plate on a piece of paper to transfer the coloured image over.

Once students have gotten the hang of making the stencil, encourage them to use at least three different colours to make three prints of their animal to see which colour suits them best. They will chose their favorite, and attach it to the front of the pages of their story that they created the day before. This will be their final product they will hand in.

CLOSURE (10 min)

Before handing in their final books, students will break into groups of three or four. They will each have a chance to present their artwork to their peers, and read the five page story they have created. Once all the group members have presented, students will add another entry to their journal. They will talk about one aspect of a classmate's work that they remembered and enjoyed, and explained how the drawing they made relates to the text they created about their made up creature. Their artwork and journals will both be handed in at this time to be reviewed by the instructor to end the unit.

Resources

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