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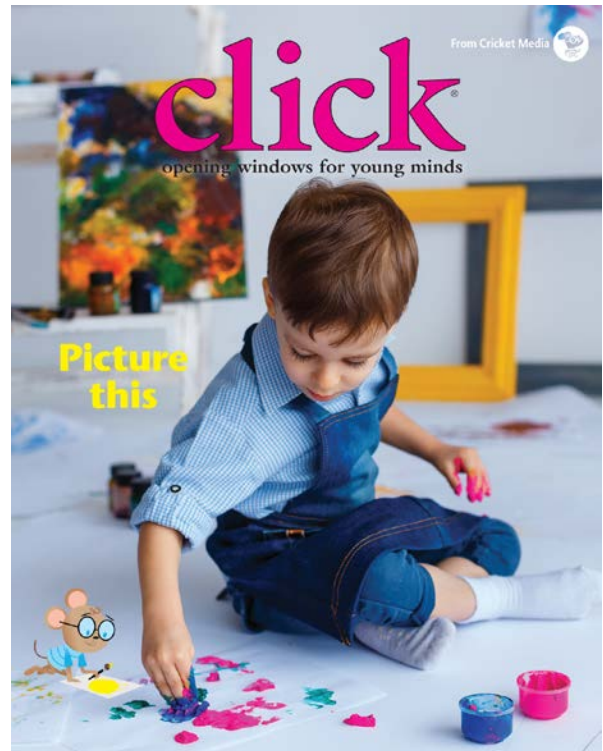
“A picture is worth a thousand words” suggests an ancient proverb. Students will enjoy discovering the power of this statement as they delve into the stories behind the artwork presented in this issue of *Click*. Colors, shapes, and textures will be examined to teach young readers how art is both a beautiful and useful part of our world.

CONVERSATION QUESTION

How can pictures tell a story?

TEACHING OBJECTIVES

- Students will learn how artists tell stories without words.
- Students will learn how Henri Matisse created art.
- Students will learn how geographical places are represented on a map.
- Students will record and interpret various elements of art.
- Students will explore cause-and-effect relationships.
- Students will examine structure and function relationships.
- Students will explain works of art using words.
- Students will create autobiographies using words and pictures.
- Students will draw basic maps depicting simple scenes.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

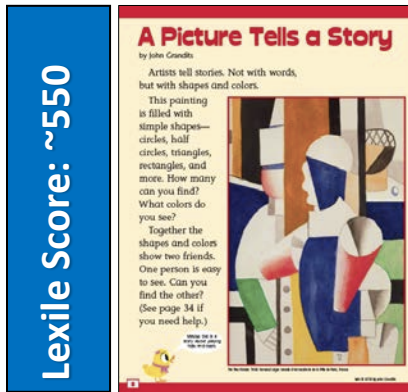
SELECTIONS

- **A Picture Tells a Story**
Expository Nonfiction, ~550L
- **Henri's Scissors**
Primary Biography, ~550L
- **Artists in the Family**
Realistic Fiction, ~550L

A Picture Tells a Story

pp. 8–12, Expository Nonfiction

Artists use shapes and colors to express ideas, as well as to tell stories. This article will captivate the attention of young readers as they are invited to study and discuss famous pieces of art.



RESOURCES

- Adventures in Art

OBJECTIVES

- Students will learn how artists tell stories without words.
- Students will record and interpret various elements of art.
- Students will explain works of art using words.

KEY VOCABULARY

- **complicated (p. 9)** consisting of many interconnected parts or elements
- **poke (p. 12)** to jab, to push something pointed into something else
- **washboard (p. 12)** a board made of ridged wood or metal, used as a surface against which to scrub dirty clothes

ENGAGE

Conversation Question: How can pictures tell a story?

Take students on an “art walk” through your school. Encourage them to discuss the artistic compositions they see. Direct them to observe colors, textures, mediums, and content. What stories do they see?

INTRODUCE VOCABULARY

Review the key vocabulary terms and definitions with the class. Since the words are different parts of speech (adjective, verb, and noun), they can be used together to make a sentence. Challenge pairs to use the words together in one creative sentence.

READ & DISCUSS

Divide the class into three groups. Assign each group one of the questions below. Advise them to use information from the article, in addition to their own thoughts, to develop complete answers. Allow each group to share their reflections.

- How do artists tell stories?
- What are some of the different things that the artwork in this article showed you?
- How can artists give us information about the past or ideas about the future?

CONCEPT/SKILL FOCUS: Record and Interpret

INSTRUCT: Inform students that they will use the organizer to record the colors, shapes, or objects they saw on their art walk and interpret their meaning. Explain that *interpret* means “to say what something means to you.” For example, *blue* may represent a feeling like sadness or simply represent water/sky.

ASSESS: Visit students as they are recording and interpreting the artwork and facilitate discussion. Collect the *Adventures in Art* graphic organizer and evaluate interpretations for reasonableness.

EXTEND

Art History Use books or the internet to show the class various works of art. Display a variety of styles, as well as scenes from diverse historical periods. Give small groups of students a piece of art and ask them to “tell the story” using words. Discuss why different students may interpret the pictures differently.

Adventures in Art

Explain what different elements you saw on your art walk mean to you.

Color/shape/object	To me, this means . . .

Henri's Scissors

pp. 20–24, Primary Biography

Snip, snip! Students will learn how Henri Matisse's art evolved over time. Beginning with a paintbrush and a box of colored paints, he ultimately discovered that scissors were his most expressive tool.



RESOURCES

- A Change of Art

OBJECTIVES

- Students will learn how Henri Matisse created art.
- Students will explore cause-and-effect relationships.
- Students will create autobiographies using words and pictures.

KEY VOCABULARY

- **assistant** (p. 23) a helper in particular work
- **deed** (p. 20) a legal document
- **weaving** (p. 20) making fabric by interlacing threads

ENGAGE

Conversation Question: How can pictures tell a story?

Instruct each student to take out a pair of scissors and distribute different-colored paper to the children. Announce that they are going to create art using only these materials. Allot time. Allow students to view each other's fabrications and discuss. Create a class collage using a piece of everyone's art to launch the reading of the article.

INTRODUCE VOCABULARY

List the key vocabulary terms on the board and have students use resources to define them. Note that each of the words will have more than one meaning.

READ & DISCUSS

Have small groups of students discuss the questions below. Reconvene and share responses.

- What different surfaces did Matisse paint on?
- Why did Matisse stop studying law?
- How did Matisse's illness early in life, as well as late in life, affect his artwork?
- How did Matisse "draw" with scissors?

CONCEPT/SKILL FOCUS: Cause and Effect

INSTRUCT: Distribute the graphic organizer, *A Change of Art*, and tell students that they will be searching through the article for examples of events (causes) that led to changes in Matisse's life (effects).

ASSESS: Circulate and have mini-conversations with students as they are working on the graphic organizer. Arrange peer help for any students having difficulty. Collect and review their work to further assess understanding.

EXTEND

Language Arts Review the genre of biography and note that "Henri's Scissors" is meant to teach about the life of Matisse. Expose students to other artists who "paint with scissors," such as the beloved children's author and illustrator, Eric Carle. Instruct them to create their own three- to five-page autobiographies using words and scissor art to convey information about themselves.

A Change of Art

Show how things that happened in Henri Matisse's life caused changes in his art.

Page #	What happened? (Cause)	What changed? (Effect)

Artists in the Family

pp. 27–31, Realistic Fiction

Join Vivi and her brother, Emmett, as they embark on an artistic adventure designed to delight their Aunt Tonya. Young readers will learn how maps can be artistic representations of places and events.



RESOURCES

- Spectacular Scenes

OBJECTIVES

- Students will learn how geographical places are represented on a map.
- Students will examine structure and function relationships.
- Students will draw basic maps depicting simple scenes.

KEY VOCABULARY

- **blossoms** (p. 28) flowers on trees or bushes
- **curlique** (p. 27) a decorative curl or twist in the design of an object
- **sand dunes** (p. 28) hills of sand that lie beyond the part of the beach affected by tides
- **scene** (p. 28) a place where something happened in real life

ENGAGE

Conversation Question: How can pictures tell a story?

Create a map of the classroom. Ask students for input and discuss as you draw, and invite them to add features to the map. Converse about the usefulness of maps and begin reading the article.

INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with your students. Provide them with paper, and instruct them to fold it into quarters. Have them make a visual representation of each key term.

READ & DISCUSS

Lead a class discussion based on the following prompts.

- Why did Vivi make little scenes all around her backyard?
- Which one of Vivi's scenes do you like best? Why?
- What is a map?
- How will Emmett's map be useful to Aunt Tonya?
- How do the children feel about Aunt Tonya? What tells you this?

CONCEPT/SKILL FOCUS: Structure and Function

INSTRUCT: Guide the students to notice that Vivi used a variety of materials to create her scenes around the yard. Distribute the graphic organizer and read the words that are listed in the column on the left. Instruct students to draw/write how Vivi used each material.

ASSESS: Observe students as they are completing their organizers. Help them revisit the article for information if necessary. Share and discuss finalized work.

EXTEND

Social Studies Continue to explore the concept and design of maps. If possible, show them a map of your school/town. Provide small groups of students with a few objects that they can use to represent other things in their own scenes, as Vivi did. Have them arrange the objects and then draw a map depicting the scene.

Spectacular Scenes

Write or draw to show how Vivi used each object to create her scenes.

What did Vivi use? (Structure)	How did she use it? (Function)
sandbox	
bubbles	
flower petals	
wagon wheel	
playdough	
straws	
rainwater	