

# THE STORY OF ART

**Grade Level or Special Area:** Kindergarten

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**Length of Unit:** Seven lessons (approximately seven days), one day = 20-30 minutes)

## I. ABSTRACT

This unit will help students appreciate the fact that artwork has specific elements including line and color to tell a story. The students will learn why the elements of art are important. They will learn about the structure of a story. In addition, they will produce a story about a piece of art.

## II. OVERVIEW

### A. Concept Objectives

1. Develops an understanding of the elements of art in various pieces of artwork.  
**[Colorado Grade Level Expectation, Kindergarten Elements of Art Standard]**
2. Develops an awareness of the structure of story.  
**[Colorado Grade Level Expectation, Kindergarten Reading and Writing Standards]**

### B. Content from the *Core Knowledge Sequence*

1. Elements of Art (p. 14):
  - a. Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green purple).
  - b. Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
  - c. “*The Hunters in the Snow*”- Pieter Bruegel
  - d. “*Tahitian Landscape*”- Paul Gauguin
  - e. “*The Purple Robe*”- Henri Matisse,
  - f. “*People and Dog in the Sun*”- Joan Miro
  - g. “*Snap the Whip*” -Winslow Homer
  - h. “*Mother’s Helper*”- Diego Rivera
2. Book and Print Awareness (p. 7)
  - a. Know parts of a story (title, beginning, middle, end) and their functions.
  - b. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
3. Literary terms: Author and Illustrator (p.10)
4. Writing and Spelling (p. 8)
  - a. Use letter – sound knowledge to write simple words and messages, consistently representing initial and final sounds.

### C. Skill Objectives

1. Students will observe and discuss paintings listed above.
2. Students will participate in telling the story “*The Snowman*.”
3. Students will identify certain colors as being “warm” or “cool.”
4. Students will identify the paintings as “warm” or “cool.”
5. Students will create paintings using “warm” or “cool” colors.
6. Students will identify zigzag, straight, thin, thick, curved, in *Harold and the Purple Crayon*.
7. Students will identify straight, wavy, curved, thick, thin lines in work by Matisse.
8. Students will identify straight, thin, curved lines in work by Miro.
9. Students will understand beginning, middle, and end of a story.
10. Students will actively participate in creating a story for *Tahitian Landscape*.
11. Students will create a title and ending for the painting.

12. Students will use skills they have learned in previous lessons to create the illustrations for “*Snap the Whip*” by Winslow Homer
13. Students will draw beginning, middle, and end of a story.
14. Students will understand and use beginning, middle, and end of a story.
15. Students will write a story with the teacher, as a whole group about the piece of art “*Mother’s Helper*” by Diego Rivera.
16. Students will write a story about the piece art “*Children’s Games*” by Pieter Bruegel independently.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1999. ISBN: 1-890517-20-8
  2. Hirsch, Jr. E.D. *What Your Kindergartner Needs to Know: Preparing Your Child For A Lifetime of Learning* New York, New York: Doubleday, 1996. ISBN: 0-385-31841-3
- B. For Students
  1. Know how to hold a pencil.
  2. Know how to write his or her own name.
  3. Know how to draw a circle.

### IV. RESOURCES

- A. “*The Hunters in the Snow*”- Pieter Bruegel (Lesson One)
- B. “*Tahitian Landscape*”- Paul Gauguin (Lesson One, Lesson Three)
- C. “*The Purple Robe*”- Henri Matisse (Lesson Two)
- D. “*People and Dog in the Sun*”- Joan Miro (Lesson Two)
- E. “*Snap the Whip*” -Winslow Homer (Lesson Four)
- F. “*Mother’s Helper*”- Diego Rivera (Lesson Five)
- G. “*Children’s Games*”- Pieter Bruegel (Lesson Six)
- G. Briggs, Alan. *The Snowman*. New York: Random House, 1978. ISBN:0-394-83973-0
- H. Johnson, Crockett. *Harold and the Purple Crayon*. New York: Scholastic Inc., 1955. ISBN:0-439-13253-3
- I. *Listen, My Children*

### V. LESSONS

#### Lesson One: Colors Tell a Story (approximately 30 minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Develops an understanding of the elements of art in various pieces of artwork.
  17. Lesson Content
    - a. *The Hunters in the Snow*- Pieter Bruegel, *Tahitian Landscape*- Paul Gauguin
    - b. Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green purple)
  18. Skill Objective(s)
    - a. Students will observe and discuss paintings listed above.
    - b. Students will participate in telling the story “*The Snowman*.”
    - c. Students will identify certain colors as being “warm” or “cool.”
    - d. Students will identify the paintings as “warm” or “cool.”

- e. Students will create paintings using “warm” or “cool” colors.
- B. *Materials*
1. Artwork: *The Hunters in the Snow*- Pieter Bruegel, *Tahitian Landscape*- Paul Gauguin
  2. “*The Snowman*” –Raymond Briggs, use the version with no words
  3. One piece of butcher paper for each student
  4. One set of watercolor paints for each student
  5. One paintbrush for each student
  6. A copy of the assessment for each student (Appendix A)
- C. *Key Vocabulary*
1. “Warm colors”- red, yellow, orange
  2. “Cool colors”- blue, green, purple
  3. Artist- the person who paints the picture
  4. Painting- what we call the picture the artist painted
- D. *Procedures/Activities*
1. Show the story “*The Snowman*” by Raymond Briggs.
  2. As the teacher shows the story, talk with the students about what is happening in the pictures.
  3. After the story is finished, say “Let’s look at some of the pictures again a little more closely.”
  4. Show the first page of the book where the boy is in the house sleeping. Ask, “What is happening in this first picture?” (The boy is sleeping in his bedroom.)
  5. “That’s right, the boy is in his nice **warm** house, what colors has the artist used the most in this picture?” (orange and yellow)
  6. “Right, the **artist** used those colors to show us that it is nice and warm in the house. Orange, red, and yellow are **warm colors** because they reminds of things that are warm like the sunshine or a fire.” Ask students to repeat, “**Warm colors** are red, yellow, and orange.”
  7. “Let’s look at some other painting to see if we can find more **warm colors**.”
  8. Show *Tahitian Landscape* by Paul Gauguin.
  9. Say “This **painting** is called *Tahitian Landscape* by an **artist** named Paul Gauguin. It is a **warm color** painting because the **artist** used mostly **warm colors**.”
  10. “What colors do you see in this picture?” (orange, red, yellow, blue, white, green)
  11. “That’s right, there are many colors in this picture. What colors do you see the most of?” (red, yellow, orange)
  12. “Do you think you would need to wear a coat if you visited the place in the picture?” (no) “Why?” (It looks sunny, the man in the painting isn’t wearing one, it looks like summer.)
  13. Tell the students that since the painting is mostly using the **warm colors**, the painting is **warm**.
  14. Ask students to recall what the warm colors are.
  15. Show pages 24-25 of “*The Snowman*.”
  16. “What is happening in these pictures?” (The boy and the snowman are flying outside, it’s cold, they see the sun coming up.)
  17. “That’s right, the boy and the snowman are outside in the cold, what colors has the **artist** used the most in this picture?” (blue, purple)
  18. Tell the students that blue, purple, and green are **cool colors** because they give us the feeling of being cold.
  19. Ask students to repeat, “**Cool colors** are blue, purple, and green.”

20. Show *Hunters in the Snow*-Pieter Bruegel.
  21. “This painting is called *Hunters in the Snow* by Pieter Bruegel.”
  22. “Do you think this is a **warm color painting** or a **cool color painting**?”
  23. “That’s right, this is a **cool color painting** because the artist used mostly blue and purple to tell us that it is **cool**.”
  24. Show both pieces of artwork, and ask the students which one is **warm** (*Tahitian Landscape*) and which one is **cool** (*Hunters in the Snow*).
  25. Show various pages in “*The Snowman*” and ask students if the **artist** used **cool or warm colors**.
  26. Give each student a piece of butcher paper and paintbrush.
  27. Review the **warm colors** and **cool colors**.
  28. Ask each student to paint a picture using only **warm colors** or only **cool colors**.
- E. *Assessment/Evaluation*
1. As the students are painting, assess them one on one using the Assessment checklist (Appendix A) to assess their understanding of “warm” and “cool” colors.

### **Lesson Two: Lines Tell a Story (approximately 30 minutes)**

- A. Daily Objectives
1. Concept Objective(s)
    - a. Develops an understanding of the elements of art in various pieces of artwork.
  2. Lesson Content
    - a. Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
    - b. *The Purple Robe*- Henri Matisse, *People and Dog in the Sun*- Joan Miro
  3. Skill Objective(s)
    2. Students will observe and discuss artwork listed above.
    3. Students will identify zigzag, straight, thin, thick, curved, in *Harold and the Purple Crayon*.
    4. Students will identify straight, wavy, curved, thick, thin lines in work by Matisse.
    5. Students will identify straight, thin, curved lines in work by Miro.
    6. Students will understand beginning, middle, and end of a story.
- B. Materials
1. Artwork: *The Purple Robe*- Henri Matisse, *People and Dog in the Sun*- Joan Miro
  2. A copy of *Harold and the Purple Crayon* by Crockett Johnson
  3. One box of crayons for each student
  4. One piece of 8 ½” x 11” paper for each student
  5. Copy of Appendix B for each student
  6. Copy of Appendix C for each student
- C. Key Vocabulary
1. Straight line - a line that has no curves
  2. Curved line - a line without straight edges
  3. Zigzag - a line that moves back and forth like a Z
  4. Wavy - a line that looks like ocean waves
  5. Lines - what we use to draw shapes and designs
- D. Procedures/Activities
1. Say, “Today we are going to look at how lines help us to create a picture.”
  2. Read *Harold and the Purple Crayon* by Crockett Johnson.

3. Point out the various lines throughout the book while telling the students what they are. (Ex: “Harold is using a **curved line** to draw the moon.” “Harold is using **wavy lines** to draw the water.” etc.)
  4. Have students repeat the type of line after the teacher says it to reinforce the vocabulary.
  5. After the story is finished, open the book to any page and ask the students to tell you what lines they see. (\*Note: The “dragon” page and the “city” page have at least four types of lines on each page.)
  6. Show the paintings *The Purple Robe*- Henri Matisse, and *People and Dog in the Sun*- Joan Miro.
  7. Tell the students the name of each painting and the artist name.
  8. Start with *People and Dog in the Sun*.
  9. Ask students what types of lines they see and have them come and point to them on the painting.
  10. Show students the characters in the painting. (three people, a dog, the sun)
  11. Ask students questions such as, “What type of lines did the artist use to make the sun?” “What type of lines did the artist use to make the person?” etc.
  12. Show students the painting *The Purple Robe*.
  13. Ask the same type of questions as with the previous painting.
  14. Give students crayons and a copy of Appendix B.
  15. Instruct students to take out a purple crayon and write their name on the paper.
  16. Ask students to copy the lines that are on the page.
  17. Give students a plain piece of paper. Say, “We are going to be like Harold and use our crayons to draw a picture.” (They do not need to just use purple!)
  18. Instruct students to draw a picture of their choosing using the lines they have learned about.
  19. As students are working on their drawings, assess them one at a time using Appendix C.
- E. *Assessment/Evaluation*
1. Use the Assessment (Appendix B) to assess the student’s ability to draw various types of lines.
  2. Use the Assessment checklist (Appendix C) to assess the student’s knowledge of types of lines used in the artwork.

### **Lesson Three: Art Tells a Story (approximately 30 minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Develops an awareness of the structure of story.
  2. Lesson Content
    - a. Know parts of a story (title, beginning, middle, end) and their functions.
    - b. Literary terms: Author and Illustrator
    - c. *Tahitian Landscape* by Paul Gauguin
  3. Skill Objective(s)
    - a. Students will actively participate in creating a story for *Tahitian Landscape*.
    - b. Students will create a title and ending for the painting.
    - c. Students will use skills they have learned in previous lessons to create the illustrations for the story.
- B. *Materials*
1. Copy of *Tahitian Landscape* by Paul Gauguin
  2. One piece of 8 ½” x 11” lined paper with space for illustration for each student

3. One copy of Appendix D for each student copied on tagboard
  4. One piece of plain 8 ½" x 11" tag board
  5. One pencil for each student to write their name
  6. One set of colored pencils or crayons for each student
  7. Copy of Assessment E for each student
- C. *Key Vocabulary*
1. Title - the name of the story
  2. Ending - how the story ends
  3. Illustration - the pictures in a story
  4. Author - the person that wrote the story
- D. *Procedures/Activities*
1. Show painting of *Tahitian Landscape*.
  2. Ask students to recall the type of colors used in the painting. (warm)
  3. Ask students to recall what warm colors are. (orange, red, yellow)
  4. Say, "This painting is called *Tahitian Landscape* because it is a picture of a island called Tahiti." "*Tahitian Landscape* is the **title** of the painting and of the story we are going to write." Ask, "What is the **title**?" Remind students to use complete sentences, such as, "The **title** of the painting is *Tahitian Landscape*."
  5. "Do you see the person in the picture?" "What do you think the person is doing?" (Accept various answers.)
  6. "I see that the person is on a road or path going somewhere, do you see that?"
  7. "Seeing the person in the picture and talking about him is the beginning of a story."
  8. "Our sentence is 'I see a person walking on a road.'" Write sentence on the board.
  9. "We are going to illustrate, or draw, a page to show where you think the person is going. This will be our **ending**." Have students repeat the word **ending**.
  10. "The **ending** tells us how the story ends."
  11. Explain to the students that an **illustrator** is someone who draws pictures in stories.
  12. "We are also going to be **authors** and write a sentence about our picture."
  13. Say, "An **author** is someone who writes the words in stories."
  14. Give an example of the type of illustration and story required. Ex: Say "I think the person is going to his home so I'm going to write my sentence to say 'The man is walking to his home.' Then I am going to draw a picture of what I think the man's home looks like."
  15. Remind students of warm and cool colors, as well as lines. Encourage them to use those skills when drawing their picture.
- E. *Assessment/Evaluation*
1. Use Appendix E to assess if your students demonstrate the ability to recognize the title, create an ending with words and pictures, use lines to create illustrations, and use warm or cool colors appropriately. (The assessment can also be used to just evaluate their ability to recognize the title, create an ending with words, and create an ending with pictures.)

#### **Lesson Four: Stories have a Beginning, Middle and End (approximately 25 minutes)**

##### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develops an awareness of the structure of story.
2. Lesson Content
  - a. "*Snap the Whip*" by Winslow Homer

- b. Know parts of a story (title, beginning, middle, end) and their functions.
  - 3. Skill Objective(s)
    - a. Students will draw beginning, middle, and end of a story.
- B. *Materials*
  - 1. The painting, “*Snap the Whip*” by Winslow Homer
  - 2. Copy of Appendix F for each student (it needs to be folded on the dotted line so that the words are on top and cut on the solid line for each child; this is a flip story, you open the flap to find out what happened at the beginning, the next flap for the middle and the third flap for the end)
  - 3. Dividers for each student– three pieces of construction paper taped together on the short sides in order to keep students’ eyes on their own paper (for assessment)
  - 4. Appendix G cut in half for each student- one half per student (assessment)
  - 5. *Listen, My Children*
- C. *Key Vocabulary*
  - 1. Artist – the person who makes the artwork
  - 2. Artwork – piece of work that an artist made; could be a painting, drawing, sculpture etc.
  - 3. “Snap the Whip” – a game in which children hold hands in a line, then they run behind a leader, who runs fast and turns quickly – so quickly that you can get thrown out of the line
  - 4. Beginning – the first part of the story
  - 5. Middle – the next part of the story
  - 6. End – the last part of the story
- D. *Procedures/Activities*
  - 1. Display the painting “*Snap the Whip*” by Winslow Homer.
  - 2. Tell the students, “An American artist, Winslow Homer painted this picture called ‘*Snap the Whip*,’ more than one hundred years ago. It shows boys playing a game at recess. In the game of Snap the Whip children hold hands in a line, then they run behind a leader, who runs fast and turns quickly – so quickly that you can get thrown out of the line! You have to hold on tight to stay on the line.”
  - 3. Remind the students that the painting shows a story. Say, “We’ve been talking about stories lately. Remember that lines tell a story, colors tell a story and so do paintings like this one.”
  - 4. Read, “*Hickory, Dickory, Dock*,” from the book *Listen My Children*. Ask the students to identify the beginning, middle and end of the story. As they tell you the beginning draw a quick reflection of it on the board in a box for beginning. Do the same for middle and end.
  - 5. Tell the students, “We are going to figure out the beginning, middle and end of the story for this picture.”
  - 6. Tell the students that you are going to hand out this piece of paper (Appendix F) after you tell the story. Show them that they will draw the parts of the story that you tell them. Under the first flap they will draw the beginning of the story, the second flap is for the middle and the third flap is for the end.
  - 7. Make up a simple story that goes with the painting. This story needs to be simple enough for the students to identify the beginning, middle and the end, as they will be assessed on it later. Following you’ll find the story that I came up with.
    - a. *One day some boys were playing “Snap the Whip” during recess. They liked to play this game because it was kind of dangerous. The line of boys was long today. They ran in a circle and David was the leader. He would run fast and turn quickly. The game went on for a while.*

- b. *Suddenly, Joey was thrown off the line. Joey was the smallest boy. He fell hard and rolled down the hill. Everyone was laughing because they were having fun, but only Dan heard Joey crying. He ran to see what was wrong. Joey had a broken arm. The rest of the boys went to get the teacher.*
- c. *Joey was taken to the hospital in an ambulance. All the boys were worried about him. They said that they would never play this game again. David even cried because he thought it was his fault. While Joey was in the hospital he got a cast.*
- d. *They next day Joey came to school and everybody was happy to see him, especially David. All of the boys got to sign his cast with a marker!*
- 8. Remind the students that you want the best drawings. There needs to be good lines. Make sure you tell the students that they may not draw the same picture under each flap.
- 9. Hand out the papers and the dividers. Make sure the students write their names of the back of the paper. Be sure they use the dividers for this activity in order to keep the assessment pure.
- 10. Allow some time for the students to draw pictures of the beginning, middle and end of the story.
- 11. Have your assistant and a couple of parent helpers go around with you to each child when they are finished and have them explain each drawing. Write their description above their pictures.
- E. *Assessment/Evaluation*
  - 1. Use Appendix G to assess the students' knowledge of beginning, middle and end. Attach it to the child's artwork.
  - 2. Please note that if the students do not understand the idea of beginning, middle and end you need to repeat this lesson using a different piece of art.

**Lesson Five: We Tell Stories with Art (approximately 30 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Develops an awareness of the structure of story.
  - 2. Lesson Content
    - a. *"Mother's Helper"* by Diego Rivera
    - b. Know parts of a story (title, beginning, middle, end) and their functions.
  - 3. Skill Objective(s)
    - a. Students will understand and use beginning, middle, and end of a story.
    - b. Students will write a story with the teacher, as a whole group about the piece art *"Mother's Helper"* by Diego Rivera.
- B. *Materials*
  - 1. *"Mother's Helper"* by Diego Rivera
  - 2. Appendix H for each child for assessment purposes
- C. *Key Vocabulary*
  - 1. Beginning – the first part of the story
  - 2. Middle – the next part of the story
  - 3. End – the last part of the story
  - 4. Emotions - feelings such as happy, sad, angry, frustrated
- D. *Procedures/Activities*
  - 1. Review the concept of beginning, middle, and end in the story *Goldilocks and the Three Bears* with the students.

2. Draw three boxes on the board. One is for the beginning, middle and end of the story.
  3. Ask the students to raise their hands to tell you the beginning of the story. (In the beginning the bears leave for a walk while they wait for their porridge to cool down.) Draw the beginning of the story in the beginning box.
  4. Ask the students to raise their hands to tell you the middle of the story. (In the middle of the story Goldilocks comes into the house and eats the little bear's porridge, breaks his chair and sleeps in his bed.) Draw the middle of the story in the middle box.
  5. Ask the students to raise their hands to tell you the end of the story. (In the end of the story the bears come back from their walk and find Goldilocks sleeping in the little bear's bed. She jumps out and runs home.) Draw the end of the story in the end box.
  6. Display the painting, "*Mother's Helper*" by Diego Rivera. Tell the students, "This painting is called '*Mother's Helper*' by the Mexican artist, Diego Rivera. We know from the title of the painting that the girl is helping her mother with something."
  7. Tell the students, "We are going to make up a story to go with this painting."
  8. First ask about the characters in the story. Have the children give the characters names.
  9. Then ask about the setting of the story.
  10. Ask the students, "What is the girl helping her mother with?" Each class will come up with different answers. Ask some more probing questions about what is happening in the story such as: "Look at the expressions on the faces. How do you think the girl and her mother feel? What emotions are they feeling?"
  11. Draw three boxes on the board for the beginning, middle and end of the story that the class comes up with from this painting. Draw each part of the story in the correct box. At this point you may choose to have the children act out the story, use puppets or create a class big book. If you choose to make the big book, continue with the following directions. If you choose not to make the big book, this is the end of this lesson.
  12. Create a big book with the words of the story on the pages. Don't bind the pages yet so that the students can work in groups of two or three to draw a picture on a page.
  13. The next day review with the students about the beginning, middle and end of the story we created together yesterday.
  14. Divide the class into groups of two or three students each. Give each group a page from the story to draw the pictures.
  15. Once the pictures are drawn and the book is bound, read it to the class.
- E. *Assessment/Evaluation*
1. Use Appendix H to orally assess your students understanding of the concept of beginning, middle and end.

### **Lesson Six: I Tell a Story with Art (approximately 30 minutes)**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develops an awareness of the structure of story.
2. Lesson Content
  - a. "*Children's Games*" by Pieter Bruegel
  - b. Know parts of a story (beginning, middle, end) and their functions.

3. Skill Objective(s)
    - a. Students will understand and use beginning, middle, and end of a story.
    - b. Students will write a story about the piece art “*Children’s Games*” by Pieter Bruegel independently.
- B. *Materials*
1. The painting, “*Children’s Games*” by Pieter Bruegel
  2. Appendix F for each student (previously cut and folded)
  3. Dividers for each student
- C. *Key Vocabulary*
1. Beginning – The first part of the story
  2. Middle – The next part of the story
  3. End – The last part of the story
- D. *Procedures/Activities*
1. Review the idea of beginning, middle and end in the story that the class made up for the painting “*Mother’s Helper*” with the students.
  2. Draw the pictures of beginning, middle and end in three different squares on the board.
  3. Display the painting by Pieter Bruegel. Say, “This painting is called, “*Children’s Games*.” The artist’s name is Pieter Bruegel. He painted this picture more than four hundred years ago. Many of the games it shows are still played today. The artist painted more than ninety different games in this painting!”
  4. “Do any of you recognize the games tug-of-war, leapfrog, hula hoops?”
  5. Allow the kids some time to think of these games and maybe even mention some of their favorite games.
  6. Tell the students that they are going to use the flap books to write a story about one of the games they see on this painting. Say, “You will draw the pictures and one of the teachers or parents will come and help you write the story. Your stories need to have a clear beginning, middle and end. So, if you’re writing about some kids playing a game you need to start by telling us how they started playing the game, what happened during the game and how the game ended. Some games have a winner and some games are just for fun. You need to decide what kind of game is going on in your story. Also, some of the games that are going on in this painting you might not know so you can make up the game. You can even make up a name for your game.”
  7. Make sure to tell the students that they might want to give their characters names.
  8. Pass out the flap books (Appendix F) along with the dividers and have the students write their names on the back.
  9. Allow the students plenty of time to work on their drawings before the adults begin helping.
  10. Before the parents begin helping them make sure that they know not to substitute any words or change anything about the child’s story. They will wait until they see that a child is finished with their pictures before they approach any children. The child needs to tell the parent the whole story and write, next to the pictures, what the child says.
  11. When everyone is finished with their story have them meet at the rug to tell their story for the class.
- E. *Assessment/Evaluation*
1. Use Appendix I to assess your students’ understanding of the concept of beginning, middle and end. Keep this assessment in the child’s cumulative file.

## **Lesson Seven: I Tell Stories (approximately 30 minutes once a week)**

### **A. *Daily Objectives***

1. Concept Objective(s)
  - a. Develops an awareness of the structure of story.
2. Lesson Content
  - a. Know parts of a story (title, beginning, middle, end) and their functions.
  - b. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
  - c. Use letter – sound knowledge to write simple words and messages, consistently representing initial and final sounds.
3. Skill Objective(s)
  - a. Students will understand and use beginning, middle, and end of a story.
  - b. Students will write a story or continue a story in their journals.

### **B. *Materials***

1. A journal for each student (there are templates of journals in Appendix J)
2. Appendix K for each student (This is used to “publish” stories that are finished.)
3. Crayons for each student
4. Pencils for each student
5. Erasers for each student

### **C. *Key Vocabulary***

1. Beginning – The first part of the story
2. Middle – The next part of the story
3. End – The last part of the story
4. Capital letter – the letter that goes at the beginning of a sentence or the beginning of a name
5. Period, exclamation point, question mark – marks that go at the end of the sentence

### **D. *Procedures/Activities***

1. Tell the students that we are about to have “journal time.” (Remember that students need to write at least two times a week. It’s important for the students to get used to writing and to practice their letter/sound knowledge. This should be a routine that the students are used to.)
2. Say, “Before we get started writing I want you to help me write the first part of a story on the chart paper.”
3. Tell the student that you already have an idea for the story. Your idea is about a girl who liked cookies. She made some cookies for her grandma. On her way over to her grandma’s house she ate all of the cookies. Tell them you’ll finish the story another day. First you want to get started.
4. Ask the students to raise their hand if they can think of what the first sentence should sound like. (If the students struggle suggest starting out with the words “once upon a time...”)
5. Before you start writing the sentence ask the students what sort of a letter does a sentence start with. (capital letter)
6. Begin writing each word making it real obvious as you sound out each part of each word. Once the students are ready you can ask them the sounds of each word. Make sure you emphasize putting a space between each word.
7. When it comes to the end of the sentence be sure to emphasize putting a period, exclamation point or question mark.
8. Check in with each child frequently helping them with the letter sounds, adding suggestions to their stories and encouraging them as they work hard.

9. When a child finishes a story “publish” it by entering the words on to Appendix K, which is a template for “publishing” your students’ stories. The pages need to be back to back. They cut it on the solid line. Fold it on the dotted line. Cover the book with a 6” x 9” piece of construction paper.
  10. When each child is finished drawing their pictures in their “published” book have the child “read” his or her story to the class.
- E. *Assessment/Evaluation*
1. Writing is a great prescriptive tool! Make sure you have the students read their writing to you. It’s important that they remember or are able to read what they wrote. Their writing will show you their spelling stage and their knowledge of the letter sounds. Their writing will also show you if they understand the concept of beginning, middle and end.
  2. Use Appendix L to assess some basic writing concepts. This assessment can be used many times!

## **VI. CULMINATING ACTIVITY (one-two days)**

### **A. Create an Original Big Book!**

1. Review the skills learned in Lessons One – Lessons Three. (warm, cool colors, various type of lines.)
2. Ask the students to identify some of those colors and lines in the paintings.
3. Review the skills learned in Lessons Four – Seven. (title, beginning, middle, ending, telling a story)
4. Explain to students that they are going to create their own artwork and their own story.
5. Give them the freedom to paint what they want to, but remind them to choose warm or cool colors, and to use different types of lines.
6. Give each student a piece of poster board with a line across the middle.
7. Explain to the students that they are to paint a picture above the line and show them as you explain it to them. Have each child point to the space above the line to be sure they understand.
8. Put cool color paints on one side of the room and warm color paints on the other.
9. Ask students to choose which type of paint they want to use for their artwork.
10. Allow students time to create a masterpiece!
11. When the paint is dry, review with students about title, beginning, middle, and ending.
12. Instruct students to write their title right below the line.
13. Instruct students to write “Written and illustrated by \_\_\_\_.” (John Smith)
14. You may write this on the board for them to copy.
15. Instruct students to think of three sentences to describe what is happening in their artwork. Ex: “I am fishing with my dad. I caught a big fish. We had a fun day.”
16. Review that sentence one is the beginning, sentence two is the middle, and sentence three is the ending.
17. When all students are finished with their painting and story, make one large book by attaching all the pages together. Create a cover page with the title “Art Tells a Story.” “Written and illustrated by \_\_\_\_\_.” (Ex: Mrs. Saltzman’s Kindergarten Class)
18. Place book in art center or literature center for students to enjoy!

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Assessment for Lesson One- warm and cool colors
- B. Appendix B: Assessment for Lesson Two- lines

- C. Appendix C: Assessment checklist for Lesson Two- lines
- D. Appendix D: Title page for Lesson Three
- E. Appendix E: Assessment checklist for Lesson Three- story
- F. Appendix F: Beginning, middle, end flipbook
- G. Appendix G: Assessment: Did the child understand beginning, middle, and end?
- H. Appendix H: Assessment: Could the child identify beginning, middle, or end?
- I. Appendix I: Assessment: Did the child write beginning, middle, and end?
- J. Appendix J: Journal templates (two pages)
- K. Appendix K: Storybook template (two pages – needs to be reproduced back to back)
- L. Appendix L: Writing assessment (two pages)

### VIII. BIBLIOGRAPHY

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- D. [www. Barewalls.com](http://www.Barewalls.com)
- E. [www. Artexpression.com](http://www.Artexpression.com)
- F. [www. Allposters.com](http://www.Allposters.com)

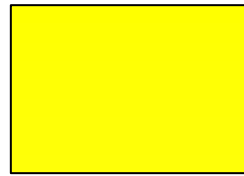
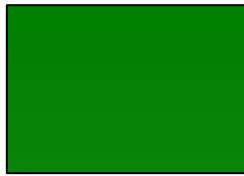
## Appendix A Assessment

Name:

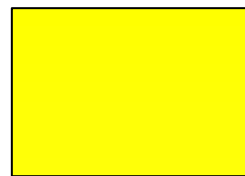
Date:

Teacher Assessing:

**Circle the warm colors:**



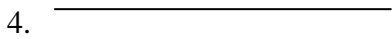
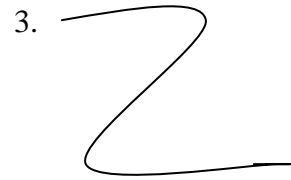
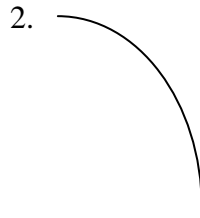
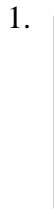
**Circle the cool colors:**



## Appendix B Assessment

Child's Name:  
Date:  
Teacher Assessing:

Copy the lines drawn below:



## Appendix C Assessment

Name:

Date:

Teacher Assessing:

1. **Student showed the ability to identify straight lines in paintings: Yes / No**  
Comments:
  
2. **Student showed the ability to identify zigzag lines in paintings: Yes / No**  
Comments:
  
3. **Student showed the ability to identify curved lines in paintings: Yes / No**  
Comments:
  
4. **Student showed the ability to identify wavy lines in paintings: Yes / No**  
Comments:
  
5. **Student showed the ability to identify thick lines in paintings: Yes / No**  
Comments:
  
6. **Student showed the ability to identify thin lines in paintings: Yes / No**  
Comments:

# Tahitian Landscape



**Written and  
Illustrated by:**

## **Appendix E Assessment**

Name:

Date:

Teacher Assessing:

Use this assessment with the artwork/story created by the student in Lesson Three:

1. Student demonstrated the ability to recognize where to find the title of the book.

**Yes / No**

2. Student demonstrated the ability to create an ending to the story using pictures.

**Yes / No**

3. Student demonstrated the ability to create an ending to the story using words.

**Yes / No**

4. Student demonstrated the ability to identify warm or cool color in their painting.

**Yes / No**

5. Student demonstrated the ability to identify types of lines used in their painting.

**Yes / No**

**Appendix F**

Beginnings

Middle

End

Name \_\_\_\_\_

## Appendix G

Name \_\_\_\_\_

Circle Yes, No, or Partially

Did the child understand beginning?    Yes    No    Partially

Did the child understand middle?    Yes    No    Partially

Did the child understand end?    Yes    No    Partially

Comments:

---

Name \_\_\_\_\_

Circle Yes, No, or Partially

Did the child understand beginning?    Yes    No    Partially

Did the child understand middle?    Yes    No    Partially

Did the child understand end?    Yes    No    Partially

Comments:

## Appendix H

Name \_\_\_\_\_

Is this painting showing the beginning, middle or end of our story? \_\_\_\_\_

Did the child answer correctly? \_\_\_\_\_

---

Name \_\_\_\_\_

Is this painting showing the beginning, middle or end of our story? \_\_\_\_\_

Did the child answer correctly? \_\_\_\_\_

---

Name \_\_\_\_\_

Is this painting showing the beginning, middle or end of our story? \_\_\_\_\_

Did the child answer correctly? \_\_\_\_\_

## Appendix I

Name \_\_\_\_\_

Provide detailed answers for the following questions. Include parts of their story in the blanks.

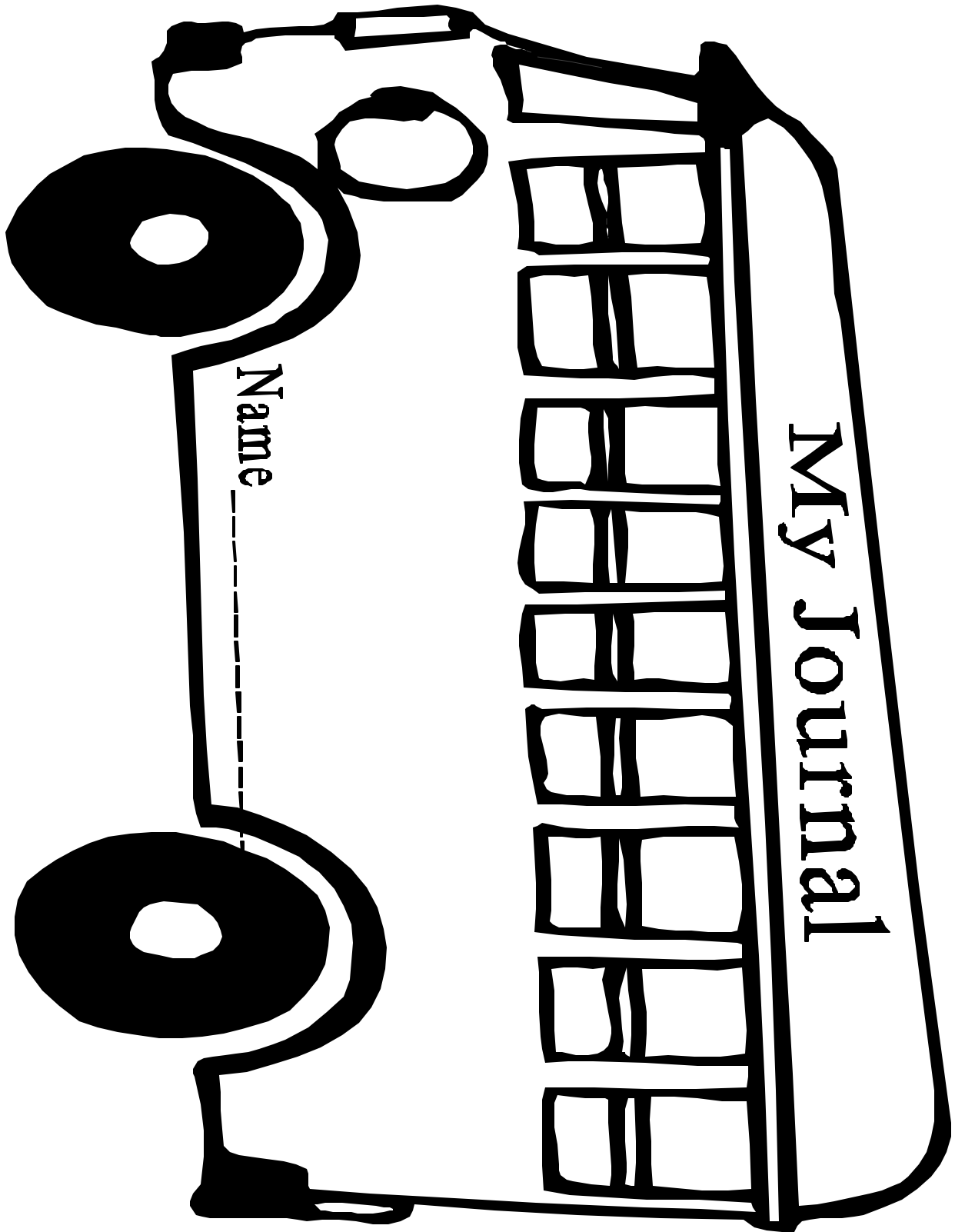
Did the child have a story that made sense? If no, explain.

Did the child have a clear beginning? Explain.

Did the child have a clear middle? Explain

Did the child have a clear end? Explain.

Appendix J





# Appendix K

Title

By \_\_\_\_\_

7

5

2

**Appendix K, page 2**

1

6

3

4

## Appendix L

### Writing Assessment

Name \_\_\_\_\_

**Circle the answer to the following questions.**

Does the child depend on the help of an adult to hear the sounds words? Never    Sometimes    Always

Explanation/Example:

Does the child use beginning and ending sounds? Never    Sometimes    Always

Explanation/Example:

Does the child use more than one letter to represent a word? Never    Sometimes    Always

Explanation/Example:

Does the child use a vowel in words?    Never    Sometimes    Always

Explanation/Example:

Does the child use the correct vowel in words? Never    Sometimes    Always

Explanation/Example:

Does the child spell simple CVC words correctly? Never Sometimes    Always

Explanation/Example:

## Appendix L, page 2

Does the child spell frequently used words correctly? Never Sometimes Always  
Explanation/Example:

Does the child write from the left to the right? Never Sometimes Always  
Explanation/Example:

Does the child think of his/her own ideas? Never Sometimes Always  
Explanation/Example:

Does the child write about events in his/her own life? Yes No  
Explanation/Example:

Does the child stay on topic when given a topic? Yes No  
Explanation/Example:

Does the child write stories? Yes No  
Explanation/Example:

Does the child write a clear beginning, middle and end? Never Sometimes Always  
Explanation/Example: