Title/Author: *The Art Lesson* by Tomie dePaola

Suggested Time to Spend: 5 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.K.1, RL.1.2, RL.1.3, RL.K.4, RL.K.7; W.K.1, W.K.8; SL.K.1, SL.K.2; L.K.1, L.K.2, L.K.4

Lesson Objective:

Students will listen to the book, *The Art Lesson*, read aloud and engage in oral and written discourse as they interact with the text.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

How does Tommy compromise within the story to make himself happy? One key takeaway is that Tommy compromises by trying art the art teacher's way and also getting to try his own way as an artist.

Synopsis

In the book, *The Art Lesson,* Tommy wants to be an artist when he gets older. He practices his art all of the time and listens to the advice of artists he knows who tell him to never copy. Tommy looks forward to taking art class in 1st grade and when Tommy goes to his first art class, he is told he needs to copy and to use the school’s box of 8 crayons instead of a pack of 64 crayons he received for his birthday. Tommy gets upset, but then the teacher and he are able to compromise.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING: Focus: for enjoyment**Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |

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| **SECOND READING: Focus: Structure** \*Reread pages 1 – 12 \*Reread pages 13 – 18\*Reread pages 19 – 31 (During this time, re-read the text in smaller chunks. Pause to have discussion about what is happening in the beginning, middle, and end of the story.) \*Create beginning, middle, and end chart (tri-fold paper).\* Teacher will use gradual release model: Teacher model the beginning (I do), do the middle as a class (We do), and the students do the end in partners or independently (You do it). | * Ex. In the beginning Tomie wants to be an artist when he grows up. He loves drawing.
* Ex. In the middle Tomie makes pictures for his family. He learns that an art teacher will come to school every Wednesday.
* Ex. At the end Tomie meets the art teacher, Mrs. Bowers. She lets him have extra paper so he could make his own picture.
 |
| **THIRD READING: Focus: Vocab and language** *\*Teachers: Feel free to pick and choose vocabulary you’d like to introduce based upon needs of your students.* Tier 1-wrinkly , smockTier 2-awful, artist, monitor Tier 3-Irish, Italian Reread page 1. Look at the first page. It says “Tommy knew he wanted to be an artist when he grew up.” What evidence does the author and illustrator give about the meaning of artist? Reread page 2.This page says, “Jack collected all kinds of turtles.” What do you think collected means? Do you collect anything? \*Teacher will share what she collects. Reread page 3. Did you hear twin cousins? What do you notice about the illustration? What do you think twins are? A barber shop is a place in the community. What do you think happens in a barber shop? The person cutting your hair is a barber. These pages talk about Tommy’s grandparents. It says, “Tom and Nana are Irish and Nana Fall-River is Italian.” Let me show you on the map where they are from. When you are Irish you are from Ireland. This country is Italy. When you are from Italy you are Italian. Read pages 4 and 12. This page (4) talks about Tommy’s family was having a house built. The next page (12) says, “When the walls were up, one of the carpenters gave Tommy a piece of blue chalk.” Who do you think builds the house? Page 12 also talks about unfinished walls. Tommy was allowed to draw on them until the painters came to paint them. What do you think unfinished means? Page 14 Tommy said, “The paint was awful and the paper got all wrinkly.” If something is awful what do you think it means? Wrinkly?\*Teacher will model making a paper wrinkly. Page 16 talks about how Tommy knew the art teacher when he saw her because she was wearing a blue smock. \*The teacher will show students what a smock looks like. Page 20 says, “These crayons are school property so do not break them. “ What do you think school property means? How about property?Page 23 This page talks about a paper monitor. A monitor is a person who is in charge of watching something to make sure the rules are followed. What do you think a paper monitor does? This page also says don’t ruin your paper. What do you think ruin means?Page 21 This page talks about Thanksgiving and Pilgrims. A pilgrim is a person who first came to the United States. \*After completing the third reading, students will sequence and act out the story using the above vocabulary words with picture cards (the teacher will need to make). \*Students will match vocabulary words (created in advance by the teacher) with pictures that represent or showcase the word. Students will work in partnerships.  |  The author gives evidence that an artist is someone who creates art because Tommy is always drawing pictures and illustration shows him drawing.Collected means to have things that are the same or go together. The illustration shows Jack with lots of turtles. I like to collect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.Twins are people born at the same time. You go to a barber shop to get your hair cut. Explain and show on a map (Italy and Ireland). Point to these pages. Carpenters built the house. Unfinished means not done or not completed. Awful means something is bad. Have paper to wrinkle. Wrinkly means when something is not smooth.Have a smock available. Property means it belongs to someone. School property belongs to the school.A paper monitor watches to make sure the paper is used correctly. Ruin means to make messy. Show a picture of a pilgrim.Students will collaborate and sequence the story in small groups after completing the third reading. Students will match the vocabulary words (used in the lesson) to pictorial representations. |
| **FOURTH AND BEYOND: Meaning, Central idea, Big idea** Reread end of book, which details how Tommy compromised with the art teacher.Say, “Now we are going to watch a short video about something called a compromise.”\*Show the video (link below) to define a compromise. <https://www.youtube.com/watch?v=9Wjl4qu2TLY>After viewing the video, the teacher will then discuss what the children saw in the video and how they end up compromising on painting the shed. A compromise is when people with different ideas come up with an idea that they both like and agree to do or follow.\*Review what a compromise is and then have a few people act out what it is. For example, two children are arguing over the blue crayon. The compromise would be for the children to take turns sharing it. Teacher models a scenario first with a student. When we are done acting out each scenario we will then turn and talk to our partner about how the compromise was made.Now that we have defined compromise, discuss the following question with a partner and use the sentence frame.How did Tommy compromise during the art lesson?Tommy compromised during the art lesson by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | The teacher will then discuss what the children saw in the video and how they ending up compromising on painting the shed.Teacher and students will act out examples of the word compromise. Students will turn and talk with partners about the examples.Possible student response:Tommy compromised during the art lesson by drawing with the art teacher’s crayons and her way and then trying it his own way.  |

FINAL DAY WITH THE BOOK - Culminating Task

*How does Tommy compromise within the story to make himself happy? Use words and a drawing to answer this question.*

Sample student response: Tommy loves art and he follows the art teacher’s directions and then uses his own crayons during art class. (The illustration could include a picture of Tommy with his art and his crayons.)

* [CCSS.ELA-LITERACY.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/)
With prompting and support, identify characters, settings, and major events in a story.
	+ Students will be able to name main the characters in the story (Tommy, his family, the art teacher).
	+ Where the story took place (at home, school, and during Tommy’s 1st grade school year).
	+ What the main idea of the story is? (Tommy loves art and can’t wait until art classes begin)
	+ Why is compromising so important? (Compromising is important because…)

Vocabulary

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| **These words merit less time and attention** (They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are familiar to your students)  | **These words merit more time and attention**(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| \*This book does not have page numbers, so we have numbered our copy starting on page 1, with the text saying “Tommy knew he wanted to be an artist when he grew up.”-twin pg. 4– 2 children born to the same mommy at the same time.-wrinkly pg. 14 – when you make your paper into a ball and then you try to make it flat again.-smock pg. 16– what you wear when you paint at the easel to keep your clothes clean.-Pilgrim pg. 24– A person who celebrated the first Thanksgiving.-monitor pg. 23– To be in charge of a job for example, a chair monitor makes sure all the chairs are pushed under the table.-artist pg. 1– someone who likes to paint or draw.-collected pg. 2– when you save things to make a collection.-barber shop pg. 7– a place where you go to get a hair cut. | -Irish pg. 8– people who are from the country Ireland are Irish.-Italian pg. 9– people who are from the country Italy are Italian.-unfinished pg. 12– not done, you are still working on it.-ruin pg. 23– when something gets messed up.-property pg. 20– something that belongs to you is your property. -awful pg. 14– something you don’t like. |

Extension learning activities for this book and other useful resources

\*Youtube video of the book being read [www.youtube.com/watch?v=EDA1Jybm2bo](http://www.youtube.com/watch?v=EDA1Jybm2bo)

\*Have students be their own artist (reach out to your art teacher). Have students create their own artwork of something special to him/her.

\*Incorporate a song about compromise (idea: reach out to music teacher for ideas)

\*Reader’s Theatre of the story ending. *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

\*Students would benefit from understanding this is a form of autobiography

The attached link gives the children an introduction to Tomie dePaola. [www.youtube.com/watch?v=aGfK26oDhY4](http://www.youtube.com/watch?v=aGfK26oDhY4)

\*Pay attention to the dedication, as this could be used as a teaching point.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

650

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

-determination

-believing in yourself

-achieving a goal

-never giving up

-fiction

-sequenced

-told like a story

-artist, collected, twin, barber shop

-Irish, Italian, carpenters, unfinished

-awful, wrinkly, smock, property, monitor

-ruin, pilgrim

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-What an artist is

-Knowledge of art (museums, art special, etc.)

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* + This book has many different vocabulary terms that will be challenging for some students to grasp, especially since they are probably hearing most of them for the first time. To help understand this vocabulary teachers can show real world or pictorial examples to students.
	+ This book also has multiple characters. Students might get confused with who each character is. This should be cleared up after several readings.

How will this text help my students build knowledge about the world?

* + Understanding differences (cultures, personalities). This book talks about Irish and Italian grandparents. This is a good way to discuss where these countries are in relationship to the United States, and can also be a good way for students to learn more information about these countries and some of their cultures and traditions.
1. **Grade level** What grade does this book best belong in? Kindergarten as a read-aloud

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