



Unit 10 – The Arts

Joyful Discoveries Preschool Curriculum



Revision Date: October 2023



Unit 10 The Arts: Circle Time, Small Group, & Centers







<p><u>Knowledge Building Targets</u></p> <ol style="list-style-type: none"> 1. There are different types of art 2. Basic concepts around music, visual art, and dance 3. Anyone can be an artist, a musician, a dancer 4. Art is how people express themselves and share their culture 5. People around the world make art 6. Art is often shared in some kind of performance for an audience 	<p><u>Oral Language Skill Targets</u></p> <ol style="list-style-type: none"> 1. Answering questions 2. Stating an opinion 3. Academic vocabulary 4. Story vocabulary: author, illustrator, title, character (who), setting (where) 5. Length of sentences 6. Extended decontextualized accounts, explanations, and narratives 7. Retelling/summarizing 8. Fluency
<p><u>Early Literacy Skills</u></p> <ol style="list-style-type: none"> 1. Print/book skills: title, author, directionality 2. Listening comprehension <ol style="list-style-type: none"> a. Answering key questions (focus on who, when, what questions) b. Memory for events c. Retelling d. Following directions 3. Sequencing of events 4. Fiction vs. nonfiction 5. Writing skills <ol style="list-style-type: none"> a. Prewriting strokes b. Letter formation c. Shared writing 6. Early writing through crafts 	<p><u>Math Skills</u></p> <ol style="list-style-type: none"> 1. Small number recognition without counting 2. Counting 3. Number recognition 4. More than, less than, same 5. Number after knowledge 6. Number comparisons 7. Number after equals ones more 8. Addition 9. Subtraction 10. Patterns 11. Story problems




Table of Contents

Unit 10 The Arts Overview	1
Material List for Unit 10 The Arts	3
Unit 10 The Arts Dramatic Play Center	5
123 Whole Group Circle Time- Basic Outline	7
Shared Writing Experience- Basic Outline	8
The Arts, Part 1- Music	9
Book 1- <i>Music</i> by The Project Ready! Team	9
Book 2- <i>Change Sings</i> by Amanda Gorman	11
Book 3- <i>Zin! Zin! Zin! A Violin</i> by Lloyd Moss.....	13
Book 4- <i>Because</i> by Mo Willems.....	15
Book 5- <i>Drum Dream Girl</i> by Margarita Engle	17
Book 6- <i>88 Instruments</i> by Chris Brown	19
Book 7- <i>Tito Puente</i> by Monica Brown (Challenge)	21
Book 8- <i>Sing, Don't Cry Angela Dominguez</i>	23
Book 9- <i>Mole Music</i> by David McPhail	25
The Arts, Part 2- Visual Arts	29
Book 10- <i>Visual Arts</i> by The Project Ready! Team.....	29
Book 11- <i>Museum 123</i> by The Metropolitan Museum of Art	31
Book 12- <i>Maybe Something Beautiful</i> by F. Isabel Campoy (Challenge).....	33
Book 13- <i>Sky Color</i> by Peter H. Reynolds	35
Book 14- <i>Beautiful Oops!</i> by Barney Saltzberg	39
Book 15- <i>The Dot</i> by Peter H. Reynolds (Challenge)	41
Book 16- <i>This Little Artist An Art History Primer</i> by Joan Holub	43
The Arts, Part 3- Dance.....	45
Book 17- <i>Dance</i> by The Project Ready! Team.....	45
Book 18- <i>Miss Lina's Ballerinas</i> by Grace Maccarone	47
Book 19- <i>Firebird</i> by Misty Copeland (Challenge).....	49
Book 20- <i>10 Ballerinas</i> by Amanda Malek-Ahmadi	51
Book 21- <i>Giraffes Can't Dance</i> by Giles Andreae	53
Book 22- <i>How Do You Dance?</i> By Thyra Heder	55
Book 23- <i>I Got the Rhythm</i> by Connie Schofield-Morrison.....	59
Wordless Books Small Group Instruction for The Arts Unit	61
<i>Another</i> by Christian Robinson.....	63
<i>Draw the Line</i> by Kathryn Otoshi	65








Unit 10: The Arts Overview

Overview of Part 1- Music








Book 1	Book 2	Book 3	Book 4	Book 5
<i>Music by The Project Ready! Team</i> 	<i>Change Sings by Amanda Gorman</i> 	<i>Zin! Zin! Zin! A Violin by Lloyd Moss</i>  	<i>Because by Mo Willems</i> 	<i>Drum Dream Girl by Margarita Engle</i> 

Book 6	Book 7	Book 8	Book 9
<i>88 Instruments by Chris Barton</i>	<i>Tito Puente by Monica Brown</i> 	<i>Sing, Don't Cry by Angela Dominguez</i>	<i>Mole Music by David McPhail</i>  

Overview of Part 2- Visual Arts

Book 10	Book 11	Book 12	Book 13	Book 14	Book 15	Book 16
<i>Visual Arts by The Project Ready! Team</i> 	<i>Museum 123 by The Metropolitan Museum of Art</i> 	<i>Maybe Something Beautiful by F. Isabel Campoy</i> 	<i>Sky Color by Peter H. Reynolds</i>  	<i>Beautiful Oops! by Barney Saltzberg</i>	<i>The Dot by Peter H. Reynolds</i> 	<i>This Little Artist: An Art History Primer by Joan Holub</i> 

Overview of Part 3- Dance

Book 17	Book 18	Book 19	Book 20	Book 21	Book 22	Book 23
<i>Dance by The Project Ready! Team</i> 	<i>Miss Lina's Ballerinas by Grace Maccarone</i> 	<i>Firebird Misty Copeland</i> 	<i>10 Ballerinas by Amanda Malek-Ahmadi</i> 	<i>Giraffes Can't Dance by Giles Andreae</i> 	<i>How Do You Dance? by Thyra Heder</i>  	<i>I Got the Rhythm by Connie Schofield-Morrison</i>

Wordless Books for The Arts Unit

<u>Wordless Books—Seasons and Weather</u>
<i>Another</i> by Christian Robinson
<i>Draw the Line</i> by Kathryn Otoshi

Material List for Unit 10- The Arts

Whole Group Reading	
Books	Cost
<i>Music</i> by The Project Ready! Team	Cost of printing and lamination
<i>Change Sings</i> by Amanda Gorman	\$9.49
<i>Zin! Zin! Zin! A Violin</i> by Lloyd Moss	\$8.99
<i>Because</i> by Mo Willems	\$11.12
<i>Drum Dream Girl</i> by Margarita Engle	\$17.99
<i>88 Instruments</i> by Chris Barton	\$15.05
<i>Tito Puente</i> by Monica Brown	\$16.39
<i>Sing, Don't Cry</i> by Angela Dominguez	\$11.69
<i>Mole Music</i> by David McPhail	\$9.99
<i>Visual Arts</i> by The Project Ready! Team	Cost of printing and lamination
<i>Museum 123</i> by The Metropolitan Museum of Art	\$12.89
<i>Maybe Something Beautiful</i> by F. Isabel Campoy	\$11.38
<i>The Dot</i> by Peter H. Reynolds	\$9.34
<i>Beautiful Oops!</i> by Barney Saltzberg	\$14.95
<i>Sky Color</i> by Peter H. Reynolds	\$10.71
<i>This Little Artist: An Art History Primer</i> by Joan Holub	\$7.99
<i>Dance</i> by The Project Ready! Team	Cost of printing and lamination
<i>Miss Lina's Ballerinas</i> by Grace Maccarone	\$14.89
<i>Firebird</i> by Misty Copeland	\$13.49
<i>10 Ballerinas</i> by Amanda Malek-Ahmadi	\$13.00
<i>Giraffes Can't Dance</i> by Giles Andreae	\$13.59
<i>How Do You Dance?</i> by Thyra Heder	\$9.20
<i>I Got the Rhythm</i> by Connie Schofield-Morrison	\$13.39
Wordless Books	
<i>Another</i> by Christian Robinson	\$10.61
<i>Draw the Line</i> by Kathryn Otoshi	\$9.99
Total Book Cost	\$266.13

Craft and Additional Materials	
Large popsicle sticks	\$5.29 (pack of 100)
Ribbon	\$7.95 (pack of 4 rolls)
Paper stars	Low or no cost
Recycled materials (to make into instruments)	Low or no cost
Yarn	Likely already purchased
Glue	Likely already purchased
Crayons or marker	Likely already purchased
Counting blocks (if not using Zin Zin Zin Eye Spy)	Likely already purchased
Large paper for making a mural	Likely already purchased
Variety of scrap paper for squiggle/mistake art in dramatic play center	Low or no cost
Total Cost of Crafts and Math Materials	\$13.24 or more

Material List for Unit 10- The Arts

(Continued)

Dramatic Play Center Materials	
Ukulele set	\$17.99
Stage backdrop	\$11.99
Dance scarves	\$9.95
Art Posters	\$20.99
Recycled Materials Instruments	Low or no cost
Variety of music playing quietly	No cost
Squiggle/mistake art paper (After book 14 Beautiful Oops)	Low or no cost
Total Cost of Dramatic Play Center	\$60.92

Total cost for Unit 10= \$340.39
(starting amount)

Materials to Prepare (Found in Materials Binder)			
	Teacher's Manual	www.readingscience.org	Print 2-sided, put in binder
	Shared writing pad	Already purchased	Check that paper remains
	Book 1- <i>Music</i> Non-Fiction book	Page 1 Materials binder	Print, laminate, bind
	Book 10- <i>Visual Arts</i> Non-Fiction book	Page 13 Materials binder	Print, laminate, bind
	Book 17- <i>Dance</i> Non-Fiction book	Page 22 Materials binder	Print, laminate, bind
	Book 3- <i>Zin! Zin! Zin! A Violin Eye Spy Counting</i>	Page 32 Materials binder	Print 5x (so student in a math group has one), laminate
	Book 4- <i>Because Paper stars and ribbons</i>	Page 16 Teacher Manual	Cut paper stars and ribbons to glue on conducting wands
	Book 9- <i>Mole Music</i> Recycled music instruments	Page 26 Teacher Manual	Collect recycled items or ask students to bring them from home
	Book 11- <i>Museum 123</i> Materials for Dramatic Play Center	Page 5 Teacher Manual	Prepare according to directions
	Book 11- <i>Museum 123</i> Famous art counting cards	Page 33 Materials Binder	Print, cut, laminate, cut. Only need one set.
	Book 12- <i>Maybe Something Beautiful</i> Cincinnati Murals	Page 37 Materials binder	Print 2-sided, laminate.
	Book 14- <i>Beautiful Oops</i> Squiggle/mistake art paper	Page 39 Teacher Manual	Prepare pieces of paper as described and place in dramatic play center or writing center
	Book 20- <i>10 Ballerinas</i> Ballet counting cards	Page 45 Materials binder	Print, cut, laminate, cut. Only need one set.
	<i>Another</i> craft template	Page 49 Materials binder	Print one for each student, prepare crayons or markers
	<i>Draw the Line</i> craft template	Page 50 Materials binder	Print one for each student, prepare glue and yarn

The Arts Dramatic Play Center—Recital Stage



Purpose: Promote creative play, exploration and experimentation, and oral language skills.

Materials: non-functional microphones (from Seasons and Weather unit), toy ukuleles, stage backdrop, dance scarves, poster set of famous artwork

We suggest Adding these materials after Book 11 Museum 123. Children will have exposure to the concepts around music, performance, and a brief introduction to visual arts.

How it Works: Remind students that art performances often happen in front of an audience. Show them the dramatic play center. Explain the stage backdrop and provide a few ideas of how students could put on a performance. Show students the materials. Show student the art museum and explain that an art museum is a quiet place where you look at art and think about what you see.

For the first few days, a teacher should be near this center to help students act out different performance or art museum scenarios. The microphones and ukuleles add interest and appeal to the center. Because there are two and three of these items, this can naturally help students to understand how many students can play appropriately in this center at once. Keep this in mind when setting up the center. Also keep in mind that the stage backdrop requires a significant amount of wall space.

Teachers may choose to add optional additional props or music for interest and appeal.

Recital Hall Dramatic Play Center- Materials



Pretend Microphones (non-functional)
Already purchased for Seasons and
Weather unit



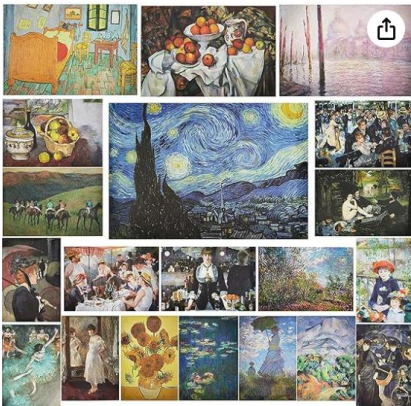
Toy Ukuleles
\$17.99 for set of three



Stage Backdrop
\$11.99



Dance Scarves
\$9.95



Famous Art Posters
\$20.99

- Additional (Optional) Items
- A variety of quiet music playing
 - Recycled item instruments
 - Dance dress ups

Whole Group Circle Time—Basic Outline

1. Gathering Together (2 min): ABC Song to call student to circle.
2. Language Time! (3 min) – Nursery Rhyme, Finger Play, Song, Poem
3. Learning New Things (10 min)
 - a. Topic discussion for week 1: Showing Kindness to our Friends & Community
 - b. Story & Discussion Using 1, 2, 3 Shared Story Routine
 - c. Included periodically: Shared Writing Experience
4. Highlight Center Where You Can Learn More

Second Read of Circle Time Story – Basic Outline

1. Story & Discussion, 1, 2, 3 Shared Story Routine
2. Follow Up Activity or Craft

The 1, 2, 3 Shared Story Routine – Read Two Times

1st Read – Focus on Listening to the Story—Whole Group Story Time

1. Before:

1. Introduce the topic
2. Introduce the book to generate excitement.
3. Point out title, author, & illustrator.

2. During:

1. Read with very few interruptions so children can get a sense of the full story.
2. Model Thinking Aloud.
3. Draw children’s attention to key content, vocabulary, and story elements: characters, setting, the problem, etc.

3. After:

1. Ask their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Questions: Ask simple questions about the book.
3. Review vocabulary & connect content of the book to their knowledge of the topic.
(2 & 3 should go in the order that makes sense for the book discussion)

2nd Read – Discuss Together & Activity

1. Before:

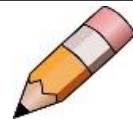
1. Ask the children if they can remember what this book is about—show them the cover to remind them.
2. Point out the title, author, & illustrator.
3. Tell them we are going to read the story again and discuss the story. So be ready to share your ideas!

2. During:

1. Read with excitement and fluency.
2. Ask questions about how characters feel or what they might be thinking.
3. Highlight key vocabulary, content, and story elements.

3. After:

1. Ask for their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
3. Complete follow up activity



Shared Writing Experience - Basic Outline

Exposing children to print at an early age is helpful in many aspects of learning to read. The Shared Writing Routine is done across a number of books (not all) in each Unit at least once a week.

Goals of the Shared Writing experience:

- Meaningful exposure of children to print, helping them understand that print carries meaning,
- Demonstration of the process of transcribing speech to print,
- Highlighting of specific letter-sound relationships and conventions of writing.

When planning Shared Writing experiences, make sure to keep the following in mind:

1. Facilitate the production of a topical message that is reflective of your current Project Ready! theme. Make sure this message incorporates **target vocabulary** and **current theme**.
2. Keep sentences constructed short (5-7 words) and the total text brief (2-4 sentences).
3. When gathering input from children regarding the written message construction, “recast” the messages to ensure that they are clear and reflect content from the theme. This “recasting” requires restating students’ input into clear and grammatically standard statements.

You can use this Shared Writing Preparation Template to prepare for a shared writing experience:

1. Topic of Message: (to be reflected in the first and last sentence):

Plan your topic sentence or the topic that you will communicate in the first sentence.

Vocabulary word(s) to include:

Include a word or words that have been highlighted in the 1, 2, 3 Shared Reading Routine.

Specific letter(s) or conventions to highlight:

This could include attention to spaces between words, directionality, punctuation, capital letters, and sentence types.

2. Plan your sentences. *Often you will follow this pattern:*

Topic -

Detail -

Detail -

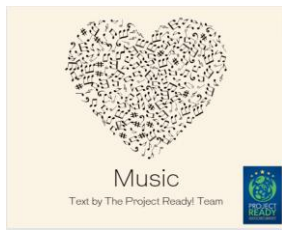
Detail -

Concluding

The Shared Writing Routine utilizes these three steps repeatedly for each sentence written together: Plan – talk to the children about what to write; Write – write within view of the children and “think aloud” as you write your sentence, highlighting the vocabulary and conventions you planned; Read – Point to each word and read the sentence together. There are four different types of writing highlighted across the curriculum

1. Tell a Story 2. Express Ideas 3. Share Information 4. Discuss & Respond to Questions

With most writing teachers should facilitate the development of a paragraph structure including an introductory (topic) sentence, followed by details, and finished with a “wrap up” (concluding) sentence. By continually modeling the basic paragraph structure, a foundation for this type of organization within children’s writing is established.



Unit: The Arts, Part 1- Music
Book 1: Music by The Project Ready! Team
Extra Materials Needed: none



Language Time

Just toot a horn,
*Hold and blow
imaginary trumpet.*

Bang a drum,
*Bang imaginary
drum.*

Play a mouth harp
with your thumb.
*Pluck with thumb by
mouth.*

Strum a chord.
*Play an imaginary
guitar.*

Start a tune.
*Wave hands like a
conductor.*

Blow an oboe and
bassoon.
*Hold and blow
imaginary
instruments, hands
down low.*

Grab a bow and violin
*Play imaginary
violin.*

And pick away on a
mandolin
*Play imaginary
mandolin*

Finish strong with a
tambourine.

*Shake imaginary
tambourine.*

You're a hit machine
Point to students
You'll sure go far,
a musical superstar!
*Shimmer hands arms
outstretched from
your sides.*

Adapted from
kidspoetryclub.com

1. Before

1. Topic Introduction- *Today we are starting a new unit. We will be learning about The Arts. People are creative and sometimes express themselves through artwork. We are going to learn about three kinds of art, music, dance, and visual arts.*

2. Book Introduction- *Today we are going to read about the first kind of art we will be learning about. This book is called Music. Do you see these little black symbols? These are music notes. What do you think we will be reading about today? Music!*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Music is a group of sounds... but it is so much more." *I wonder what that means. Music is so much more than a group of sounds organized by people. Let's read to find out.*

- "What do you notice that is the same?" *These drums are from different continents. Do you see anything that is the same?*

- "What do you like best?" *What is your favorite kind of music?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Music is sounds organized by people.

Music is an artform, a way people express themselves.

People all around the world make music.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

music- a group of sounds organized by people

People make music by organizing sounds, but music is so much more than just organized sounds.

rhythm- a steady beat

Let's clap a fast rhythm together.

notes- high or low sounds

Let's sing high and low notes together.

3. After

1. Ask their Opinion- *Did you like learning about music? Thumbs up if you like listening to music.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What kind of art did we learn about today?* (music)

- *What is one thing you learned about music?* (various answers)

3. Follow Up Activity- Game: Was it in the Book?

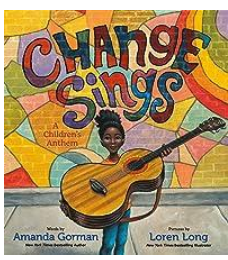
- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Only people in North America make music.* (No)

- *People all around the world make music.* (Yes)

- *There is only one kind of music.* (No)

- *There are many kinds of music.* (Yes)



Unit: The Arts, Part 1- Music
Book 2: Change Sings by Amanda Gorman
Extra Materials Needed: none



Language Time

Just toot a horn,
*Hold and blow
imaginary trumpet.*

Bang a drum,
*Bang imaginary
drum.*

Play a mouth harp
with your thumb.
*Pluck with thumb by
mouth.*

Strum a chord.
*Play an imaginary
guitar.*

Start a tune.
*Wave hands like a
conductor.*

Blow an oboe and
bassoon.
*Hold and blow
imaginary
instruments, hands
down low.*

Grab a bow and violin
*Play imaginary
violin.*

And pick away on a
mandolin
*Play imaginary
mandolin*

Finish strong with a
tambourine.
*Shake imaginary
tambourine.*

You're a hit machine
Point to students
You'll sure go far,
a musical superstar!
*Shimmer hands arms
outstretched from
your sides.*

Adapted from
kidspoetryclub.com

1. Before

1. Topic Introduction- *Yesterday we started learning about The Arts. We learned about music. Let's clap that word. Mu-sic. We learned that people all around the world make music.*

2. Book Introduction- *Look at the cover of the book. I see a young girl holding a very big instrument. I think this instrument is called a guitar. I wonder if she plays this guitar.*

3. Title and Author- *Draw attention to title and author The author is Amanda Gorman, a famous poet. The illustrator, Loren Long, has made many books.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Those windmills of mysteries," *It looks like these children are cleaning up a playground. They are putting garbage into bags. That's so kind!*

- "There is love where my change sings." *The children are playing music for this old woman. It looks like they brought her some food, too. I think the change she was talking about is showing kindness!*

- "But fight to build a better bridge." *Look! Now the children are building a ramp for this person who uses a wheelchair. They are making a change in their community by helping people and showing kindness!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Music brings people together. People can change the world with kindness.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

histories- what happened before now

I think this means she celebrates everything that happened in the past.

courage- bravery

Sometimes you have to be brave when you show kindness.

3. After

1. Ask their Opinion- *I liked that book! My favorite part was seeing how the children changed their community with kindness.* Call on a few children to answer, "My favorite part was..."

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *How did the children make change? What did they do to show kindness?* (various answers)

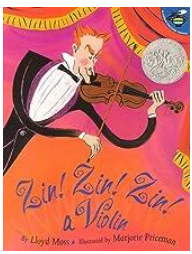
- *Who did the children bring food to?* (the old woman)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember rhyming words sound the same at the end. Let's go back and read parts of the book. Nod your head if the words rhyme. Listen closely.* Reread the passages. Emphasize the words in bold. Ask *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *I'm a chant that rises and **rings**. There is hope where my change **sings**.* (Yes)

- *I don't make a taller **fence**, But fight to build a better **bridge**.* (No)



Unit: The Arts, Part 1- Music
Book 3: Zin! Zin! Zin! A Violin by Lloyd Moss
Extra Materials Needed:



Language Time

Just toot a horn,
*Hold and blow
imaginary trumpet.*

Bang a drum,
*Bang imaginary
drum.*

Play a mouth harp
with your thumb.
*Pluck with thumb by
mouth.*

Strum a chord.
*Play an imaginary
guitar.*

Start a tune.
*Wave hands like a
conductor.*

Blow an oboe and
bassoon.
*Hold and blow
imaginary
instruments, hands
down low.*

Grab a bow and violin
*Play imaginary
violin.*

And pick away on a
mandolin
*Play imaginary
mandolin*

Finish strong with a
tambourine.

*Shake imaginary
tambourine.*

You're a hit machine
Point to students
You'll sure go far,
a musical superstar!
*Shimmer hands arms
outstretched from
your sides.*

Adapted from
kidspoetryclub.com

1. Before

1. Topic Introduction- *We have been reading about The Arts. We started by learning about music.*

2. Book Introduction- *I see a person playing an instrument. He is wearing a very fancy outfit. I think this book might be about people who make music for others to listen to. Have you ever listened to someone play music?*

3. Title and Author- Draw attention to title and author *This book is called Zin! Zin! Zin! a Violin. This instrument is called a violin. The author is Lloyd Moss.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "It makes a quartet..." *A cello player joined the group and now they are a quartet. I wonder how many musicians are in a quartet. Let's count to find out.*
- "A sleek, black, woody CLARINET" *This instrument is called a clarinet. Let's clap that word together. Clar-i-net. Great!*
- "The ORCHESTRA comes in the hall." *Let's clap that word orchestra. Or-ches-tra. An orchestra is a big group of musicians playing music together.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are many instruments. There are different names for groups of musicians that tell how many people are in the group.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

solo- one person making music alone

The trombone plays a solo. There is just one trombone player making music.

duo- two people making music together

The trumpet player and trombone player are a duo.

trio- three people making music together

The French horn player joined the duo to make a trio of three players.

3. After

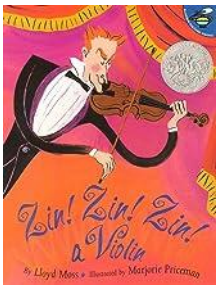
1. Ask their Opinion- *Did you like counting the musicians? Everyone tell me, "I liked counting the musicians or I didn't like counting the musicians." Let's say our answer together. One, two, three. Oh, I heard that lots of people liked the book.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What did we count in this book?* (musicians playing instruments together)
- *What instruments did we see in the book?* (Various answers- cello, bassoon, etc.)

3. Follow Up Activity- Math Word Problem

- Explain, *We counted musicians in this book. There was a different name for each group of musicians that told how many were in the group. A solo is one person playing music. Hold up one finger on one hand. A trio is three people playing music together. Hold up three fingers on other hand. If there is a solo (wiggle finger) and a trio (wiggle 3 fingers), how many musicians is that in all? I want to know what 1 plus 3 equals. Let's count together to figure out. Wiggle each finger as you count. 1,2,3,4. Four! One plus three equals four. Thanks for helping me to figure that out.*



Unit: The Arts, Part 1- Music
Book 3: Zin! Zin! Zin! A Violin by Lloyd Moss



Re-Read & Activity- Math Activities

Extra Materials Needed: Eye Spy counting card (see The Arts Materials Binder)

Before:

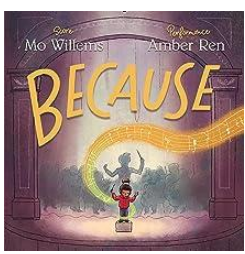
1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What did we count in this book? What instruments did we see in this story?
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Zin! Zin! Zin! a Violin. The author of the story is Lloyd Moss. Who remembers what the author does? Tell me. Yes, the author writes the words. The illustrator is Marjorie Priceman. What does the illustrator do? They draw the pictures.
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "they're a DUO" *How many musicians are in a duo?* (2)
 - b. "Now QUINTET. Let's count them." *How many musicians are in a quintet?* (5)
 - c. "Come, make it an OCTET" *How many musicians are in an octet?* (8)
 - d. "It's what we go to concerts for." *Have you ever gone to a concert to hear people play music?*
 - e. "But when they've bowed and left the floor" *Why do musicians bow?* (to thank the audience for coming and to show that they are done making music)

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. "I liked this story because..."
2. Discussion questions
 - a. *What did we count in that story?* (musicians)
 - b. *How many musicians are in a quartet?* (four)
 - c. *What instruments did we see in the book?* (various answers- clarinet, bassoon, harp, etc.)
 - d. *What is the name for a BIG group of people playing music together?* (orchestra)
3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: Eye Spy Counting page (see The Arts Materials binder). If your math activity requires individual manipulatives, use counting blocks.



Unit: The Arts, Part 1- Music
Book 4: Because by Mo Willems
Extra Materials Needed: none



1. Before

1. Topic Introduction- *We have been learning about The Arts. We started with music. We've learned a lot about music. Turn to someone sitting near you and tell them one thing you have learned about music. Raise your hand if you want to share what you have learned with everyone.*

2. Book Introduction- *I see a girl surrounded by music notes. Her arms are up. I wonder what she's doing. This story is called Because. That's an interesting title!*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "they formed an orchestra." *We learned about orchestras. That's a big group of people playing music together. This orchestra wants to play Franz's music.*
- "the grand hall was ready." *Wow! It takes a lot of people to get ready for a concert!*
- "The girl was changed." *The music was so powerful! The girl is different after hearing it. I wonder how she is different.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
*It takes many people doing many jobs to prepare for a concert.
Music is powerful!
Musicians spend hours practicing and getting ready for concerts.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
orchestra- a big group of people playing music together
These people made an orchestra so they could play music from long ago.
musicians- people who make music
There are enough musicians because so many people love to make music.
score- the music notes written down so musicians know what to play
The musicians look at the score while they play their instruments.

3. After

1. Ask their Opinion- *Did you enjoy this book? Thumbs up if you did.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What was everyone getting ready for in this book?* (a concert)
- *Who was changed by the beautiful music at the concert?* (the girl)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.
Many musicians wanted to play music together so they formed an... (orchestra). The orchestra practiced and the workers prepared the grand hall for a... (concert). The girl's uncle was sick so she got to see the concert with her aunt. The music was powerful and it... (changed her). Soon the girl was making and writing her own music. Finally, she was invited to play her music at the grand concert hall and that night, someone else was... (changed).

Language Time

Just toot a horn,
*Hold and blow
imaginary trumpet.*

Bang a drum,
*Bang imaginary
drum.*

Play a mouth harp
with your thumb.
*Pluck with thumb by
mouth.*

Strum a chord.
*Play an imaginary
guitar.*

Start a tune.
*Wave hands like a
conductor.*

Blow an oboe and
bassoon.
*Hold and blow
imaginary
instruments, hands
down low.*

Grab a bow and violin
*Play imaginary
violin.*

And pick away on a
mandolin

*Play imaginary
mandolin*

Finish strong with a
tambourine.

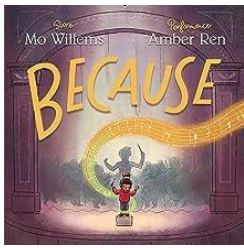
*Shake imaginary
tambourine.*

You're a hit machine

Point to students

You'll sure go far,
a musical superstar!
*Shimmer hands arms
outstretched from
your sides.*

Adapted from
kidspoetryclub.com



Unit: The Arts, Part 1- Music
Book 4: Because by Mo Willems



Re-Read & Activity- Craft

Extra Materials Needed: large popsicle sticks, paper stars, ribbons

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What is this girl doing? She is conducting the music!
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Because. The author of the story is Mo Willems. Who remembers what the author does? Tell me! Yes, the author writes the words. The illustrator is Amber Ren. She made the beautiful pictures.
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

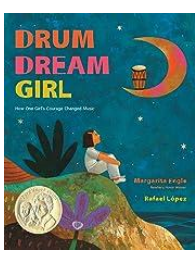
During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "a man named Franz was inspired to create his own." *What was Franz inspired to create?* (His own music. He wrote music.)
 - b. "Because a man had practiced since he was a kid- he was asked to join." *Why was the man asked to join the orchestra?* (He had practiced playing his instrument for many years and now he is very good.)
 - c. "the orchestra conductor arrived." *Who is the conductor? What job do they do for the orchestra?* (They help all the musicians to play together by guiding the music.)
 - d. "Over time, the woman became very good- " *Why did she become very good?* (Because she worked very hard. She practiced her music a lot.)

After:

1. Ask for their opinion- did they like it? Thumbs up/down? What was your favorite part? Provide a sentence stem "My favorite part was..."
2. Discussion questions
 - a. *How did everyone prepare for the concert?* (various answers- practicing their instruments, cleaning the grand hall, etc.)
 - b. *Where did the concert take place?* (the grand hall)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft, making a music conducting wand. Give each child a large popsicle stick, a paper star, and ribbons. Encourage the child to glue the ribbons and stars to the end of the popsicle stick then decorate the popsicle stick and star with markers or crayons. Alternately, the teacher could staple the ribbons and star to the popsicle stick before the child decorates everything.





Unit: The Arts, Part 1- Music
Book 5: Drum Dream Girl by Margarita Engle
Extra Materials Needed:



Language Time

Just toot a horn,
*Hold and blow
imaginary trumpet.*

Bang a drum,
*Bang imaginary
drum.*

Play a mouth harp
with your thumb.
*Pluck with thumb by
mouth.*

Strum a chord.
*Play an imaginary
guitar.*

Start a tune.
*Wave hands like a
conductor.*

Blow an oboe and
bassoon.
*Hold and blow
imaginary
instruments, hands
down low.*

Grab a bow and violin
*Play imaginary
violin.*

And pick away on a
mandolin
*Play imaginary
mandolin*

Finish strong with a
tambourine.
*Shake imaginary
tambourine.*

You're a hit machine
Point to students
You'll sure go far,
a musical superstar!
*Shimmer hands arms
outstretched from
your sides.*

Adapted from
kidspoetryclub.com

1. Before

1. Topic Introduction- *We have been learning about the arts, especially music. We know that music is powerful. It brings people together. Music is challenging and musicians must practice lots and lots to be good at playing their instruments.*

2. Book Introduction- *I see a girl sitting outside. She's looking up at the moon and there's something on the moon. I wonder what it is. Do you have an idea what this is?*

3. Title and Author- Draw attention to title and author *This book is called Drum Dream Girl. I'm guessing this is a drum and the girl really likes playing drums.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "the drum dream girl dreamed" *I wonder what she dreamed about.*
- "...believed that only boys should play drums." *Now I understand! She really wants to play drums but only boys are allowed.*
- "her fingertips rolled out their own dreamy drum rhythm on tables and chairs..." *She is always thinking about playing the drums and practicing different rhythms. I hope she gets a chance to play drums.*
- "who could decide if her drums deserved to be heard." *I wonder if the music teacher will say she can play drums.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
*Sometimes there are rules that seem unfair.
Hard work pays off and can change unfair rules.
Music should be played by and enjoyed by everyone.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
pounding- hitting very hard
She dreams of pounding tall conga drums.
rhythm- a steady beat
She plays drum rhythms on everything! She really likes playing drums.

3. After

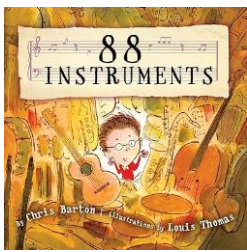
1. Ask their Opinion- *Did you enjoy reading about the drum dream girl? I didn't like the part where she wasn't allowed to play drums. Thumbs down if you also didn't like that part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What instrument did the girl want to play?* (drums)
- *Why wasn't she allowed to play drums?* (only boys were allowed to play drums)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Show pictures in book to help children remember if necessary.*
The drum dream girl dreamed of playing... (drums). She had to practice in secret because... (only boys were allowed to play drums). One day, her dad took her to a music teacher who said... (she could play drums). She was so happy! The end.



Unit: The Arts, Part 1- Music
Book 6: 88 Instruments by Chris Barton
Extra Materials Needed:

Language Time

Just toot a horn,
*Hold and blow
imaginary trumpet.*

Bang a drum,
*Bang imaginary
drum.*

Play a mouth harp
with your thumb.
*Pluck with thumb by
mouth.*

Strum a chord.
*Play an imaginary
guitar.*

Start a tune.
*Wave hands like a
conductor.*

Blow an oboe and
bassoon.
*Hold and blow
imaginary
instruments, hands
down low.*

Grab a bow and violin
*Play imaginary
violin.*

And pick away on a
mandolin
*Play imaginary
mandolin*

Finish strong with a
tambourine.
*Shake imaginary
tambourine.*

You're a hit machine
Point to students
You'll sure go far,
a musical superstar!
*Shimmer hands arms
outstretched from
your sides.*

Adapted from
kidspoetryclub.com

1. Before

1. Topic Introduction- *We have been learning about music. We know that musicians have to work hard to be good at playing their instruments. We also know that music is powerful!*

2. Book Introduction- *This is the book we are going to read today. Look at the cover. What do you see? I notice a lot of different instruments!*

3. Title and Author- Draw attention to title and author *This story is called 88 Instruments. The author is Chris Barton. What does the author do? Write the words!*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "But...I can take lessons on only one." *I understand! He is at the music store, trying to choose one instrument to learn how to play. How will he choose?*

- "The smashiest! The crashiest! The drummiest and bashiest!" *It looks like he is having fun playing these drums. I wonder if he will choose to learn drums.*

- "and 88 sounds like a lot." *Oh no! He wanted to learn piano but now he's not so sure. I think he's worried it might be too hard to learn how to play it.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Musicians must practice a lot to be good at playing their instruments.

When you start to learn something new, take it slow. One step at a time.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

lessons- music classes

He can only take lessons on one instrument. He has to choose which one to learn.

piano- a large instrument with 88 keys

He wants to learn piano but 88 keys seems like too much.

master- to become very skilled, good, at something

88 keys seems like a lot to master!

3. After

1. Ask their Opinion- *Thumbs up if you enjoyed that story." Tell someone sitting next to you which instrument you would choose. Raise your hand if you want to tell everyone which you would choose.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *How many instruments could he learn to play? (one)*

- *What instrument did he choose? (piano)*

- *How many keys are on the piano? (88)*

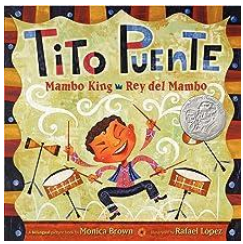
3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. Do you remember what the word master means? It means to get very skilled, or good, at something. Thumbs up if this is something you have mastered:*

- *Tying your shoes? Do you know how to tie your shoes?*

- *Buckling your car seat? Do you know how to strap yourself in?*

- *Kick a ball? Do you know how to kick a ball really hard?*



Unit: The Arts, Part 1- Music
Book 7: Tito Puente by Monica Brown
Extra Materials Needed: none

CHALLENGE

Language Time

Just toot a horn,
*Hold and blow
imaginary trumpet.*

Bang a drum,
*Bang imaginary
drum.*

Play a mouth harp
with your thumb.
*Pluck with thumb by
mouth.*

Strum a chord.
*Play an imaginary
guitar.*

Start a tune.
*Wave hands like a
conductor.*

Blow an oboe and
bassoon.
*Hold and blow
imaginary
instruments, hands
down low.*

Grab a bow and violin
*Play imaginary
violin.*

And pick away on a
mandolin
*Play imaginary
mandolin*

Finish strong with a
tambourine.
*Shake imaginary
tambourine.*

You're a hit machine
Point to students
You'll sure go far,
a musical superstar!
*Shimmer hands arms
outstretched from
your sides.*

Adapted from
kidspoetryclub.com

1. Before

1. Topic Introduction- *We have been learning about the arts. We've read so many books about music! Let's clap that word. Mu-sic. Great! Music is groups of sounds organized people but it is so much more than that, too! Music brings people together and let's them express themselves.*

2. Book Introduction- *This story is called Tito Puente. Look at the cover. What instrument is this person playing?*

3. Title and Author- *Draw attention to title and author The author is Monica Brown. She wrote the words in English and Spanish. Rafael Lopez is the illustrator.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "And that is exactly what his mother did." *His mom and neighbors saw how much he loved playing so she found a teacher to help him get even better.*
- "Tito became king four times!" *He is so talented! He won the contest four times!*
- "Tito went to the Juilliard School of Music and dreamed of having his own band." *Tito is grown up now and he is still studying and practicing music. Now he has a dream to have his own band. Do you think that dream will come true? Let's keep reading to find out.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Tito Puente is a famous drummer.

Tito Puente made Latin American dance music.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

sways- move, or dance, slowly back and forth or side to side

Tito Puente plays and sways. Which person in this picture is playing an instrument? Who do you think is Tito Puente?

spun- turned around quickly

Tito danced and spun at the contest.

timbales- drums played with sticks in Latin American dance music

Tito loved playing his timbales best of all.

3. After

1. Ask their Opinion- *Did you enjoy this story? Thumbs up if you did.*

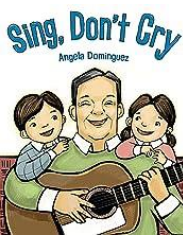
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was this story about?* (Tito Puente, the Mambo King)
- *What instruments did Tito play?* (drums, timbales, tambourine, etc.)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.

Before he could walk, Tito was making... (music). He banged on everything! He made so much noise that his neighbors said, "Get that boy some music.... (lessons)." As Tito grew up, he continued to make music. His dreams came true when he led his very own big band called... (The Tito Puente Orchestra).



Unit: The Arts, Part 1- Music
Book 8: Sing Don't Cry by Angela Dominguez
Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been learning all about the arts. We have read so many books about music! We know about different instruments and we know about some famous musicians. Raise your hand if you remember the name of the musician we read about yesterday. Tito Puente!*

2. Book Introduction- Show cover of book. *Turn to someone sitting near you and tell them the name of this instrument. It's a guitar! Did you know that name?*

3. Title and Author- Draw attention to title and author *This book is called Sing, Don't Cry. Angela Dominguez is the author and the illustrator.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "my abuelo would come from Mexico to stay with us." *She only gets to see her grandfather one time every year! That means she waits a long time for his visits. She must be so excited when he finally gets there!*
- "and if we were sad about something, he would say, "Sing, don't cry." *I wonder what he means by that. Let's keep reading to see if we find out what that means.*
- "Even when bad things happen, you can still sing" *I agree with that! Even when things seem hard, singing can help you feel better.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
When things feel really hard, music can make you feel better or braver.
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

abuelo- grandfather (in Spanish)

Every year their abuelo would visit. He lived in Mexico.

gladdens- makes happy

Abuelo believes that singing makes your heart happy.

distance- the space in between two places

Singing makes Abuelo feel like he is closer to home, like it isn't so far away.

3. After

1. Ask their Opinion- *I liked reading that book. Do you also agree that music can make you feel better when things feel hard? Thumbs up if you agree.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was this book about?* (Abuelo and his grandchildren)
- *Where does Abuelo live?* (Mexico)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. Do you remember what the word gladden means? It means to make happy. Tell me if these things would gladden your heart:*
 - *Falling down and getting hurt?* (No)
 - *Getting a new toy that you have wanted for a long time?* (Yes)
 - *Losing something that is very special to you?* (No)
 - *Finding something special that you thought was lost?* (Yes)

Language Time

Just toot a horn,
Hold and blow imaginary trumpet.

Bang a drum,
Bang imaginary drum.

Play a mouth harp
 with your thumb.
Pluck with thumb by mouth.

Strum a chord.
Play an imaginary guitar.

Start a tune.
Wave hands like a conductor.

Blow an oboe and
 bassoon.
Hold and blow imaginary instruments, hands down low.

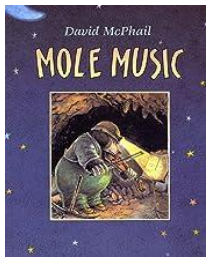
Grab a bow and violin
Play imaginary violin.

And pick away on a
 mandolin
Play imaginary mandolin

Finish strong with a
 tambourine.
Shake imaginary tambourine.

You're a hit machine
Point to students
 You'll sure go far,
 a musical superstar!
Shimmer hands arms outstretched from your sides.

Adapted from
 kidspoetryclub.com



Unit: The Arts, Part 1- Music
Book 9: Mole Music by David McPhail
Extra Materials Needed:



Language Time

Just toot a horn,
*Hold and blow
imaginary trumpet.*

Bang a drum,
*Bang imaginary
drum.*

Play a mouth harp
with your thumb.
*Pluck with thumb by
mouth.*

Strum a chord.
*Play an imaginary
guitar.*

Start a tune.
*Wave hands like a
conductor.*

Blow an oboe and
bassoon.
*Hold and blow
imaginary
instruments, hands
down low.*

Grab a bow and violin
*Play imaginary
violin.*

And pick away on a
mandolin
*Play imaginary
mandolin*

Finish strong with a
tambourine.

*Shake imaginary
tambourine.*

You're a hit machine
Point to students
You'll sure go far,
a musical superstar!
*Shimmer hands arms
outstretched from
your sides.*

Adapted from
kidspoetryclub.com

1. Before

1. Topic Introduction- *We have been reading all about music. Today we are going to read our last book about music.*

2. Book Introduction- *This animal is called a mole. Moles live under the ground in tunnels. What instrument is he playing?*

3. Title and Author- Draw attention to title and author *This story is called Mole Music. The author is David McPhail.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "he sent away for a violin of his own" *Mole wrote a letter saying he wants to buy a violin.*
- "Mole continued to practice." *You have to work very hard to learn how to play an instrument.*
- "Sometimes he wondered what it would be like to play his music for people." *Does mole know these people are listening to his music?*
- "How silly I am" *Wait! His music really did change the world. These people stopped fighting and started dancing together when they heard his music!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
*Learning an instrument takes hard work and patience.
Music is powerful and can change the world!*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
screeched- made a terrible, squeaking sound
At first, the violin screeched. It did not make beautiful music.
audience- a group of people at a performance or event
Mole imagined playing for an audience. He doesn't know he already has one.
peaceful- calm, soothing, relaxing
Mole dreamed peaceful dreams. The dreams were calm and soothing.

3. After

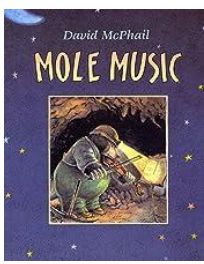
1. Ask their Opinion- *We learned so much about what animals do in the winter. Turn to someone next to you and tell them, "My favorite animal was..."* Pause to allow brief conversation. *Raise your hand if you want to share with everyone.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animals were in this book?* (various answers- fox, bear, geese, squirrels, etc.)
- *How do geese prepare for winter? What do geese do before winter arrives?* (fly to a warmer place)
- *Where does turtle spend winter?* (in the mud, under the water)

3. Follow Up Activity- Wrap Up Sub Theme (Music)

- Explain, *We read lots of books about music. We learned many things about music. Turn to someone sitting near you and tell them one thing you learned about music. Raise your hand if you want to share what you learned with everyone.*



Unit: The Arts, Part 1- Music
Book 9: Mole Music by David McPhail



Re-Read & Activity- Craft

Extra Materials Needed: recycled materials for making instruments

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What is this animal called? What is the name of his instrument?

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Mole Music. The author of the story is David McPhail Who remembers what the author does? Tell me! Yes, the author writes the words. The illustrator is also David McPhail, so he made the pictures too.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "Finally after three weeks, it arrived." *Mole waited so long and his violin is finally here. How do you think he feels?*

b. "After about a week he could play one note" *Wow! Mole practiced for a week and he only learned to play one note. You have to be so patient when you learn to play an instrument. It takes hard work!*

c. "He was happier than he'd ever been." *Learning to play the violin is making mole feel happy.*

d. "He imagined himself playing before a huge audience." *Does mole know there are people above him listening to his music? No! He's down in his tunnel. He thinks he is alone and no one can hear him. So many people are enjoying his music and he has no idea!*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? What is your favorite part? Provide a sentence stem "My favorite part was..."

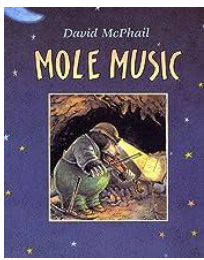
2. Discussion questions

a. Who is this book about? (Mole)

b. What instrument does Mole learn to play? (violin)

3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Allow each child to select items from the recycled materials to create an instrument. Teachers can encourage students to bring in recycled items. Ideas include: coffee can drums, chip can rainsticks, tissue box guitars, water bottle shakers, paper plate tambourines, etc. Instruments can be added to the dramatic play center.





Unit: The Arts, Part 1- Music
Book 9: Mole Music by David McPhail



Express Ideas

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

Music is powerful and important.

Vocabulary to include, if possible:

screeched- made a terrible, squeaking sound

At first, the violin screeched. It did not make beautiful music.

audience- a group of people at a performance or event

Mole imagined playing for an audience. He doesn't know he already has one.

peaceful- calm, soothing, relaxing

Mole dreamed peaceful dreams. His dreams were calm and soothing.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: *It takes hard work to learn an instrument.*

Detail: *Music can make people happy.*

Detail: *Music can change the world.*

Conclusion: *Music is a special!*

Steps in the Process

Discuss the book and vocabulary: *We read this book called Mole Music. In this story, Mole learned to play beautiful music on his violin. He dreamed of playing for an audience and changing the world. He didn't know that people were already listening and he was already changing the world.*

Write Topic Sentence

Plan: *We are going to work together to tell about that powerful and important art called...*

Write: Write **MUSIC** to complete the sentence.

Read aloud, pointing to each word: *Music is powerful and important.*

Write Detail Sentence(s)

Plan: *Let's work together to express that idea. Let's think of some reasons why music is powerful and important.* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: It takes hard work to learn an instrument.

Read aloud, pointing to each word: *It takes hard work to learn an instrument.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

Write Concluding Sentence

Plan: *We explained why music is powerful and important. Now we need to tell our readers that we are done. How could we do that?*

Write: Music is special.

Read aloud, pointing to each word: *Music is special.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Unit: The Arts, Part 2- Visual Arts
Book 10: Visual Arts by The Project Ready! Team
Extra Materials Needed:



Language Time

Just toot a horn,
Hold and blow imaginary trumpet.
Bang a drum,
Bang imaginary drum.
Play a mouth harp
with your thumb.
Pluck with thumb by mouth.
Strum a chord.
Play an imaginary guitar.
Start a tune.
Wave hands like a conductor.
Blow an oboe and
bassoon.
Hold and blow imaginary instruments, hands down low.
Grab a bow and violin
Play imaginary violin.
And pick away on a
mandolin
Play imaginary mandolin
Finish strong with a
tambourine.
Shake imaginary tambourine.
You're a hit machine
Point to students
You'll sure go far,
a musical superstar!
Shimmer hands arms outstretched from your sides.

Adapted from
kidspoetryclub.com

1. Before

- 1. Topic Introduction-** *We have been learning about The Arts. We just finished learning about music. Today, we are going to start learning about a new type of art, called Visual Art. Let's clap that together. Vis-u-al Art. Great job!*
- 2. Book Introduction-** *This is a non-fiction book so we are going to be learning about something. What do you think we are going to learn about? Visual Art. I wonder what visual art is. This picture gives me a clue. I see tools for painting.*
- 3. Title and Author-** Draw attention to title and author

2. During

- 1. Read-** Read with few interruptions so children can follow the full story.
- 2. Model Thinking Aloud-** Pause to model what good readers think about.
 - "share your culture and personal story with others." *I notice this person is wearing bright colors and she is painting with bright colors. Her art looks a little bit like her!*
 - "Everyone is an artist." *Everyone? That means I'm an artist and you're an artist, too!*
 - "What do you notice that is the same?" *These artworks are from all over the world. Do you notice anything that is the same?*
- 3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.
 - Key content
Visual art is artwork that can be seen or experienced with your eyes.
 - Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
 - complicated-** has a lot of parts
Some art tools are complicated. Do you see some complicated tools here?
 - audience-** a group of people at a performance or event
Some art is made for an audience. Some art is made just for the artist.
 - similar-** alike
Artworks can be similar even when they are made in different places.

3. After

- 1. Ask their Opinion-** I enjoyed learning about another kind of art. Visual art is so interesting! I learned that I'm an artist. Thumbs up if you are an artist, too.
- 2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)
 - *What type of art did we learn about in this book?* (visual art)
 - *Who can make visual art?* (everyone!)
- 3. Follow Up Activity-** Game: Was it in the Book?
 - Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.
 - *Visual art is art you can hear with your ears.* (No)
 - *Visual art is art you can see with your eyes.* (Yes)
 - *Visual art is always made so lots of people can see it.* (No)
 - *Sometimes visual art is made for an audience and sometimes it is made just for the artist.* (Yes)



Unit: The Arts, Part 2- Visual Arts

Book 11: Museum 123 by The Metropolitan Museum of Art

Extra Materials Needed:



Language Time

Just toot a horn,
*Hold and blow
imaginary trumpet.*

Bang a drum,
*Bang imaginary
drum.*

Play a mouth harp
with your thumb.
*Pluck with thumb by
mouth.*

Strum a chord.
*Play an imaginary
guitar.*

Start a tune.
*Wave hands like a
conductor.*

Blow an oboe and
bassoon.
*Hold and blow
imaginary
instruments, hands
down low.*

Grab a bow and violin
*Play imaginary
violin.*

And pick away on a
mandolin

*Play imaginary
mandolin*

Finish strong with a
tambourine.

*Shake imaginary
tambourine.*

You're a hit machine
Point to students

You'll sure go far,
a musical superstar!
*Shimmer hands arms
outstretched from
your sides.*

Adapted from
kidspoetryclub.com

1. Before

1. Topic Introduction- *We have been learning about The Arts. Yesterday we started reading about a kind of art you can see with your eyes. It is called Visual Art. Let's clap that word. Vis-u-al Art.*

2. Book Introduction- *The title of this books is Museum 123. We are going to see lots of famous visual art, and we are going to count things in the artwork. This book is by the Metropolitan Museum of Art. An art museum is a place where people can visit to see the art.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "how many red buses rush through busy city streets?" *Let's count the red buses in this picture. 1,2,3! There are three buses. I like the colors in this art.*

- "6 six" *We counted six berries. Can you find six things in these others artworks?*

- "How many men wear colorful sashes around their waists?" *Let's count the men. I think this person sitting here might be very important. He's wearing a crown.*

- "How many buttons decorate this fancy uniform?" *Let's count the buttons. This looks like a painting of a person. Have you ever made a painting of a person?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Numbers tell us how many. We can find numbers all around us, even in artwork.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

charging- rush forward in an attack

The elephants are charging at each other.

perform- present to an audience

The trapeze artists perform their skills for an audience.

dangle- hang or swing

The acrobats are balancing and dangling. Which ones are dangling?

3. After

1. Ask their Opinion- *Thumbs up if you liked that story. Thumbs down if you didn't.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What did we count in this book?* (various answers- buttons, men in sashes, things in famous artwork, etc.)

- *How many unicorns were resting in the garden?* (Show picture- 1)

3. Follow Up Activity- Math Word Problem

- Explain, *We counted items in famous artwork. We counted four kittens following their mother and we counted two elephants charging. How many more kittens were there than elephants? We have to do a subtraction problem to figure out how many more. Let's start with 4 kittens (hold up 4 fingers). Now, let's take away 2 elephants (put down 2 fingers). How many are left? Two! Four kittens is two more than two elephants. We could also say 4 minus 2 equals 2. Help me say that. 4 minus 2 equals 2. Thank you for helping me figure out how many more kittens than elephants.*



Unit: The Arts, Part 3- Visual Art

Book 11: Museum 123 by The Metropolitan Museum of Art



Re-Read & Activity- Math Activities

Extra Materials Needed: famous art counting cards (see Materials Binder)

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What did we count in this book? Where is art often displayed so people can see it? The art museum!

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Museum 123. The author is the Metropolitan Museum of Art. This is a famous art museum where these artworks are kept. People can visit and see them.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "How many elephants are charging?" *Do you remember what that word charging means?* (Rushing forward in an attack.)

b. "How many kittens follow their mother?" *How many kittens? Let's count them.* (4)

c. "How many trapeze artists perform for the crowd?" *Do you remember what that word perform means?* (Present to an audience.)

d. "How many acrobats dangle and balance?" *Do you remember what that word dangle means?* (hang or swing)

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Raise your hand to tell me. "I liked this story because..."

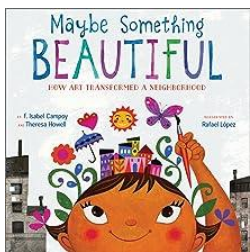
2. Discussion questions

a. *What did we count in this book?* (things in famous artwork)

b. *How many berries did we count?* (six)

c. *How many buttons did we count?* (ten)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: famous art counting cards (see The Arts Materials binder)



Unit: The Arts, Part 2- Visual Arts

Book 12: Maybe Something Beautiful by F. Isabel Campoy

CHALLENGE

Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been reading about The Arts. We learned about music and now we are learning about visual arts, the kind of art you can see with your eyes. This is another book about visual arts.*

2. Book Introduction- *I see grey, boring buildings, and this person has all sorts of colorful things coming out of their head. Do you think maybe they are imagining things to paint? Do you see this paintbrush?*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “her room was filled with color and her heart was filled with joy.” *Wow! Look at all the colors in her room and look how gray and boring the rest of the city is.*

- “Then come on!” *The muralist is inviting Mira to paint with him. I think she is going to do it! She loves making the world a brighter place with her art!*

- “So did joy.” *Wow! The whole neighborhood joined in with painting murals. Now the city is colorful and everyone is happier. The murals brought joy!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Murals are paintings made on walls.

Art can make a city feel brighter and happier.

Sometimes people work together to make art.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

gloom- a dark, sad looking place

The paint colors cut through the gloom of the city. They made it brighter.

mural- big paintings on walls

The artist paints big, colorful murals around the city.

splattered- splashed with paint

After painting the murals, everything is splattered in bright, colorful paint.

3. After

1. Ask their Opinion- *I enjoyed reading that story about how Mira and the muralist brought art to their city! My favorite part was all the bright colors they used to paint their murals. Turn to someone near you and tell them your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was in this story?* (Mira, the muralist, the neighbors)

- *What is a muralist?* (an artist who makes murals, paintings on walls)

3. Follow Up Activity- Explore local murals

- Explain, *In this story, Mira painted on walls to make her city colorful. A muralist taught her how to do this. A muralist is an artist who paints murals. There are murals in our city, too. Let's look at some of them!*

Share photos and brief information about some murals that can be found in your area. Pictures and descriptions are available for Cincinnati in The Arts Materials binder.

Language Time

Just toot a horn,
Hold and blow imaginary trumpet.

Bang a drum,
Bang imaginary drum.

Play a mouth harp
with your thumb.
Pluck with thumb by mouth.

Strum a chord.
Play an imaginary guitar.

Start a tune.
Wave hands like a conductor.

Blow an oboe and
bassoon.
Hold and blow imaginary instruments, hands down low.

Grab a bow and violin
Play imaginary violin.

And pick away on a
mandolin

Play imaginary mandolin

Finish strong with a
tambourine.

Shake imaginary tambourine.

You're a hit machine
Point to students

You'll sure go far,
a musical superstar!
Shimmer hands arms outstretched from your sides.

Adapted from
kidspoetryclub.com



Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.
*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.
*Move hand as if
painting.*

Paint it fast
Move hand quickly.

and paint it slow.
Move hand slowly.

Paint up high
Move hand up high.

then paint down low.
Move hand low.

Paint in zig-zags
*Move hand in Z
shape.*

circles too.
Move hand in circles.

How I love to paint
with you!
*Point to class with
both hands.*

1. Before

1. Topic Introduction- *We have been learning about visual arts. Raise your hand if you can tell me what visual art is. It's art that you can see with your eyes.*

2. Book Introduction- *I see a person with some art tools. I see an easel with a canvas, a paint palette, and a paint brush. I think we are going to read about someone who paints.*

3. Title and Author- Draw attention to title and author *The title of this book is Sky Color. Peter H. Reynolds is the author and the illustrator.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "and her belief that everybody was an artist." *Marisol is an artist and she encourages others to make art, too. That is so kind.*

- "I'll paint the sky." *Marisol is going to paint the sky. I think she might use blue paint for the sky and maybe white for the clouds. Let's read to see if I'm right.*

- "Marisol watched day turn into night." *Marisol is noticing that the sky isn't always blue. She can use other colors to paint the sky since there is no blue paint.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Artists are creative and change their plans when something doesn't go right. Creativity is important when making visual art.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

gallery- a place where art is displayed so people can see it
Marisol has an art gallery on her fridge.

mural- a big painting on a wall
The class is going to paint a mural for the library.

brainstorming- making lots of plans, sharing ideas
The class is brainstorming ideas so they can decide what to paint.

3. After

1. Ask their Opinion- *Thumbs up if you liked that story. Raise your hand if you would like to tell me your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was the story about?* (Marisol and her classmates)

- *What colors did Marisol use to paint the sky?* (yellow, green, purple, etc.)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.

Marisol loved to draw and paint. She even had her own art... (gallery). One day Marisol's teacher told the class they were going to paint a.... (mural). Everyone worked together and brainstormed lots of ideas. When they decided what to paint, Marisol said, "I will paint the... (sky)." Marisol noticed there was no blue paint. She didn't know how to paint the sky without blue. Marisol watched the sky. She noticed it had many... (colors). She mixed the paint to make a brand new color that she called... (sky color).



Unit: The Arts, Part 2- Visual Arts
Book 13: Sky Color by Peter H. Reynolds



Re-Read & Activity- Craft

Extra Materials Needed: large paper, markers, crayons, or paints

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. Do you remember the name of this girl? (Marisol) Marisol was an artist. Do you remember what she liked to do? (draw and paint).
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Sky Color. Peter H. Reynolds is the author and the illustrator. What does that mean? (He wrote the words and drew the pictures.)
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "and she even had her own art gallery." *What did Marisol like to do? (draw and paint)*
 - b. "How am I going to make the sky without blue paint?" *I think Marisol is feeling frustrated. She doesn't have what she needs to paint the sky. What will she do?*
 - c. "That night, Marisol settled into a deep dream." *What do you notice about the sky in this picture? Is it blue?*
 - d. "That is sky color!" *What colors did Marisol use to make sky color?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? What is your favorite color in sky color?
2. Discussion questions
 - a. *What did the class paint? (a mural)*
 - b. *How did Marisol make sky color? What did she do when there was no blue paint? (She mixed colors and made a brand new color.)*
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Show the children the large piece of paper and explain that we are going to work together to make our own mural. Brainstorm ideas for the mural. Support students as needed with this- You can make this completely open-ended. You can offer a few suggestions for students to choose from. You can tell the group what the mural will be. Once a subject for the mural has been selected, show the students the art supplies (crayons, markers, paints, etc.) Only offer a limited amount of colors so students have to be creative like Marisol. Encourage students to be creative thinkers as they work together to create the mural. Display the mural in the classroom or somewhere within the school.



Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

Visual art makes the world a **better** place.

Vocabulary to include, if possible:

gallery- a place where art is displayed so people can see it

Marisol has an art gallery on her fridge.

mural- a big painting on a wall

The class is going to paint a mural for the library.

brainstorming- making lots of plans, sharing ideas

The class is brainstorming ideas so they can decide what to paint.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: *Many people enjoy looking at beautiful art in a gallery or museum.*

Detail: *Big, colorful murals make the world less gloomy.*

Detail: *Brainstorming ideas makes artists a team.*

Detail: *Art brings joy.*

Conclusion: *Visual art is important!*

Steps in the Process

Discuss the book and vocabulary: *We read this book called Sky Color. In this story, Marisol makes a mural with her classmates. We read another book about murals. Let's use both books to help us express our ideas.*

Write Topic Sentence

Plan: *We are going to work together to tell about visual art. Art that we can see with our eyes make the world a... place.* (Other options include brighter, happier, etc.)

Write: Write better to complete the sentence.

Read aloud, pointing to each word: *Visual art makes the world a better place.*

Write Detail Sentence(s)

Plan: *Let's work together to express our idea about visual art. We said it makes the world a better place.*

How? Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: Many people enjoy looking at beautiful art in a gallery or museum.

Read aloud, pointing to each word: *Many people enjoy looking at beautiful art in a gallery or museum.*

Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

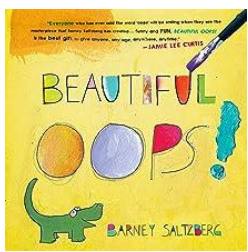
Write Concluding Sentence

Plan: *We expressed our ideas about visual art. Now we need to tell our readers that we are done. How could we do that?*

Write: Visual art is important!

Read aloud, pointing to each word: *Visual art is important!* Read again, encouraging children to read, too.

*Read whole paragraph with students. Post writing where they can return to it frequently to "read."



Unit: The Arts, Part 2- Visual Arts
Book 14: Beautiful Oops! by Barney Saltzberg
Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been learning about the kind of art you can see with your eyes. What is that called? Visual art! Let's clap that. Vis-u-al art.*

2. Book Introduction- *Today we are going to read a book called Beautiful Oops. Oops is what I say when I make a mistake. I wonder why this book is called Beautiful Oops? I think it might be another book about visual art because I see a paintbrush. Do you see it?*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "A torn piece of paper..." *Oh no! The paper is torn! You can't make art with torn paper. I think they need to throw this paper away.*

- "is just the beginning!" *Wow! Look what this artist created with the torn paper! They didn't need to throw it away. They used the tear to make the mouth of an alligator. How creative!*

- "Think of it as an opportunity to make something... Beautiful!" *I love that idea! A mistake is really a possibility to make something beautiful.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are no mistakes when making art, just opportunities to be creative.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

possibilities- things that could happen

Every spill can be the start of many, many, many things that could happen.

scrap- a small piece

You can make something beautiful even with a small scrap of paper.

smudge- a dirty or wet mark made by rubbing something

A smudge of paint where you didn't want it, can be magic if you are creative.

3. After

1. Ask their Opinion- *Did you like that book? Thumbs up if you did. Thumbs down if you didn't.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What artworks did the artist create in this book?* (various answers- an alligator with a torn paper mouth, a penguin with a bent paper head, etc.)

3. Follow Up Activity- Introduce squiggle/mistake art in dramatic play center

- Explain, *We learned that there are no mistakes when you're making artwork.*

Artists are creative. Everything is an opportunity to create something beautiful.

Introduce the squiggle/mistake art in the dramatic play center.

- Prepare the squiggle/mistake art in dramatic play center by making different random line squiggles on pieces of paper and making mistakes (smudges, tears, stains, holes, etc.) on other pieces of paper. Put these prepared papers into a basket with a variety of simple art tools (glue, crayons, scissors, etc.) Encourage students to turn the squiggles and mistakes into something beautiful!

Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.
*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.
*Move hand as if
painting.*

Paint it fast
Move hand quickly.

and paint it slow.
Move hand slowly.

Paint up high
Move hand up high.

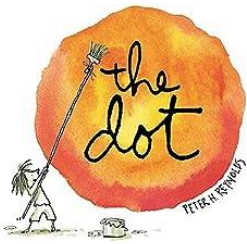
then paint down low.
Move hand low.

Paint in zig-zags
*Move hand in Z
shape.*

circles too.
Move hand in circles.

How I love to paint
with you!
*Point to class with
both hands.*

www.loudestlibrarian.
com



Unit: The Arts, Part 2- Visual Arts

Book 15: The Dot by Peter H. Reynolds

Extra Materials Needed:

CHALLENGE

Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.

*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.

*Move hand as if
painting.*

Paint it fast

Move hand quickly.

and paint it slow.

Move hand slowly.

Paint up high

Move hand up high.

then paint down low.

Move hand low.

Paint in zig-zags

*Move hand in Z
shape.*

circles too.

Move hand in circles.

How I love to paint
with you!

*Point to class with
both hands.*

www.loudestlibrarian.
com

1. Before

1. Topic Introduction- *Yesterday we read another book about visual art. Do you remember the book called Beautiful Oops? We learned there are no mistakes in art!*

2. Book Introduction- *I see someone with a really long paintbrush. It looks like they are painting a really big orange circle.*

3. Title and Author- Draw attention to title and author *The author and illustrator is Peter H. Reynolds. He also wrote and illustrated Sky Color!*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “A polar bear in a snow storm.” *Vashti’s paper is blank. It must be all white. I think the teacher is making a joke because a polar bear in a snowstorm would also be all white. Vashti didn’t really draw a polar bear in a snowstorm.*
- “All framed in swirly gold!” *Vashti must feel so special to see her dot displayed so nicely on the wall of the classroom!*
- “‘I bet you can,’ said Vashti” *Remember when Vashti thought she couldn’t draw? Now she is encouraging other kids who feel the same way!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Everyone is an artist!

With creativity and practice, anyone can make art they are proud of.

Art can be simple.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

jab- a quick, sharp poke

Vashti was frustrated. She gave her paper a good, strong jab.

gazing- looking at something for a long time, with admiration

The little boy is gazing up at Vashti. He thinks she’s a great artist.

3. After

1. Ask their Opinion- *I enjoyed that book. Thumbs up if you liked it. Turn to someone next to you and tell them one thing you liked.*

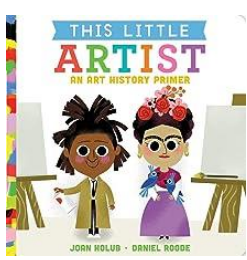
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who is this book about?* (Vashti)
- *Why was Vashti’s paper blank at the beginning of the book?* (She thought she couldn’t draw)
- *What did Vashti learn to paint?* (dots)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Show pictures in book to help children remember if necessary.*

Vashti was frustrated! She thought she just couldn’t... (draw). She angrily jabbed her paper, making a little dot. Her teacher said, “Now.... (sign it) Her teacher hung her dot on the wall in a swirly gold frame. Vashti decided to make an even better dot. She made lots of dots and experimented with different kinds of dots. At the school art show, Vashti met a little boy who thought he couldn’t draw. She told him to try. He made a shaky line and Vashti said, “Now... (sign it).”



Unit: The Arts, Part 2- Visual Arts

Book 16: This Little Artist: An Art History Primer by Joan Holub

Extra Materials Needed:



Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.

*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.

*Move hand as if
painting.*

Paint it fast

Move hand quickly.

and paint it slow.

Move hand slowly.

Paint up high

Move hand up high.

then paint down low.

Move hand low.

Paint in zig-zags

*Move hand in Z
shape.*

circles too.

Move hand in circles.

How I love to paint
with you!

*Point to class with
both hands.*

www.loudestlibrarian.
com

1. Before

1. Topic Introduction- *We have been reading about visual art. Turn to someone next to you and tell them one thing you know about visual art. Today we are going to read out last book about visual art. Tomorrow, we will start reading about another kind of art.*

2. Book Introduction- *The title of this book is This Little Artist An Art History Primer. This book is about famous artists. These are drawing of famous artists.*

3. Title and Author- *Draw attention to title and author The author is Joan Holub. She wrote the words in this story.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “This little artist had Italy impressed.” *This is a drawing of a famous Italian artist named Michelangelo. Let’s clap that name Mi-chel-ang-el-o. I saw Michelangelo’s David statue when I visited Italy. It’s huge!*

- “and sunflowers in a vase” *One of Vincent Van Gogh’s most famous artworks is a painting of sunflowers in a vase. I think I have seen that painting!*

- “to celebrate its glory.” *How neat! Frida Kahlo included symbols of Mexico in her art because she was so proud of her country.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are many famous artists from history.

Famous artists made different kinds of visual art.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

delighted- feeling great pleasure

Andy Warhol made Pop Art paintings that delighted his fans.

doodles- simple scribbles

Jean-Michel Basquiat words and doodles in his artwork.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did. Thumbs down if you didn’t. Turn to someone near you and tell them your favorite artist.*

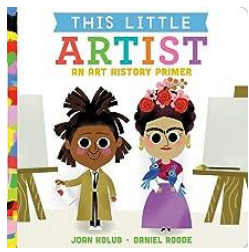
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was this book about?* (famous artists, Salvador Dali, Georgia O’Keefe, etc.)

- *When do leaves change color and fall down to the ground?* (in the fall)

3. Follow Up Activity- Wrap up sub-theme (Visual Art)

Explain, *We read lots of books about visual art. We learned many things about visual art. Turn to someone sitting near you and tell them one thing you learned about visual art. Raise your hand if you want to share what you learned with everyone.*



Unit: The Arts, Part 2- Visual Arts
Book 16: This Little Artist by Joan Holub



Share Information

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Share Information

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

There are many famous **artists**.

Vocabulary to include, if possible:

delighted- feeling great pleasure

Andy Warhol made Pop Art paintings that delighted his fans.

doodles- simple scribbles

Jean-Michel Basquiat words and doodles in his artwork.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: *Mary Cassatt painted moms and their kids at home.*

Detail: *Vincent Van Gogh painted with thick paint and bright colors.*

Detail: *Alexander Calder made metal and wire sculptures.*

Detail: *Frida Kahlo painted 55 pictures of herself.*

Conclusion: *These artists are famous.*

Steps in the Process

Discuss the book and vocabulary: *We read this book called This Little Artist An Art History Primer. We learned about famous artists from history. Do you remember some of the artists we read about in this book?*

Write Topic Sentence

Plan: *We are going to work together to share information about some of some famous artists.*

Write: Write artists to complete the sentence.

Read aloud, pointing to each word: *There are many famous artists.*

Write Detail Sentence(s)

Plan: *Let's work together to share information about these famous artists. Which artist should we start with?*

What do we want to write about this artist? Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction.

Otherwise, write the ideas they share.

Write: *Mary Cassatt painted moms and their children at home.*

Read aloud, pointing to each word: *Mary Cassatt painted moms and their children at home.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

Write Concluding Sentence

Plan: *We told about famous artists. Now we need to tell our readers that we are done. How could we do that?*

Write: These artists are famous.

Read aloud, pointing to each word: *These artists are famous.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to “read.”** 44



Dance

Text by The Project Ready! Team



Unit: The Arts, Part 3- Dance
Book 17: Dance by The Project Ready! Team
Extra Materials Needed:



Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.
*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.
*Move hand as if
painting.*

Paint it fast
Move hand quickly.

and paint it slow.
Move hand slowly.

Paint up high
Move hand up high.

then paint down low.
Move hand low.

Paint in zig-zags
*Move hand in Z
shape.*

circles too.
Move hand in circles.

How I love to paint
with you!
*Point to class with
both hands.*

www.loudestlibrarian.
com

1. Before

1. Topic Introduction- *We have been learning about The Arts. We learned about music and we learned about visual art. Today we are going to learn about one more kind of art, dance. Thumbs up if you already know something about dance.*

2. Book Introduction- *I see a person on a lamp post, holding an umbrella. This is a dance from a very old movie called Singin' in the Rain. That's what this person is doing- singing and dancing in the rain. Does that sound fun to you?*

3. Title and Author- Draw attention to title and author *This is another non-fiction book. It is called Dance. What do you think we are going to learn about?*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "share your culture and personal story with others." *I notice these dancers are wearing long, bright yellow skirts. They have bright flowers on their shirts. I wonder what that tells us about their culture?*

- "Anyone can dance." *Anyone? That means I'm a dancer and you're a dancer, too!*

- "What do you notice that is the same?" *These dancers are from all over the world. Do you notice anything that is the same?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Dance is moving your body in an organized way.

There are many different kinds of dance.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

audience- a group of people at a performance or event

Some dance is done for an audience. Some dance is done alone.

similar- alike

Dance and dancers can be similar even when they are from different places.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did. Thumbs down if you didn't. Turn to someone next to you and tell them one thing you learned.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What type of art is this book about? (dance)*

- *Who can dance? (anyone!)*

3. Follow Up Activity- Game: Was it in the Book?

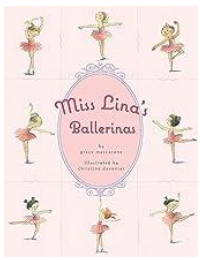
- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book. Practice nodding and shaking.*

- *Only really good dancers can dance. (No)*

- *Anyone can dance. (Yes)*

- *Dance is always done so lots of people can see it. (No)*

- *Sometimes people dance alone where no one can see. (Yes)*



Unit: The Arts, Part 3- Dance

Book 18: Miss Lina's Ballerinas by Grace MacCarone

Extra Materials Needed:



Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.

*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.

*Move hand as if
painting.*

Paint it fast

Move hand quickly.

and paint it slow.

Move hand slowly.

Paint up high

Move hand up high.

then paint down low.

Move hand low.

Paint in zig-zags

*Move hand in Z
shape.*

circles too.

Move hand in circles.

How I love to paint
with you!

*Point to class with
both hands.*

www.loudestlibrarian.
com

1. Before

1. Topic Introduction- *We have been reading about The Arts. Turn to someone next to you and tell them the name of the new kind of art we are learning about. Dance!*

2. Book Introduction- *When I look at this cover, I see eight dancers. They are all wearing the same dance costume. It looks like they are doing a kind of dance called ballet. They look happy to me. I think they enjoy dancing.*

3. Title and Author- *Draw attention to title and author The title of this book is Miss Lina's Ballerinas. The author is Grace MacCarone. She wrote the words. The illustrator is Christine Davenier. She drew the pictures.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "They danced at the beach, in four lines of two." *These eight dancers spend so much time together, dancing. They go everywhere together and they dance everywhere they go! They must be really good friends.*

- "Miss Lina's eight dancers had turned into nine." *I wonder how the dancers will feel about a new dancer joining them. Are they excited to have a new friend?*

- "because dancing in three rows of three is divine" *I'm so glad! The girls found a new way to dance that included Regina. Everyone is happy now!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Change can be hard.

We can include everyone if we think of a new way to do something.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

irate- extremely angry

The girls are irate that four lines of two no longer works.

baffled- confused

The girls are confused. They don't know how to include Regina in their dance.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did. Thumbs down if you didn't. Turn to someone next to you and tell them your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- Who was this book about? (Miss Lina's dancers)

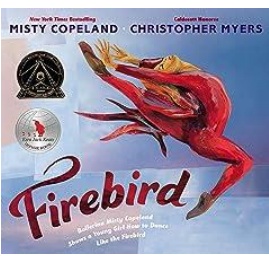
- How did the dancers include Regina? What did they change to make room for her? (They made new lines for dancing)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember rhyming words sound the same at the end. Let's go back and read parts of the book. Nod your head if the words rhyme. Listen closely.* Reread the passages. Emphasize the words in bold. Ask *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *You will soon **see** how delightful it is to be three rows of **three**.* (Yes)

- *who dance all day **long** with their new friend, **Regina**.* (No)



Unit: The Arts, Part 3- Dance
Book 19: Firebird by Misty Copeland
Extra Materials Needed:

CHALLENGE

Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.
*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.
*Move hand as if
painting.*

Paint it fast
Move hand quickly.

and paint it slow.
Move hand slowly.

Paint up high
Move hand up high.

then paint down low.
Move hand low.

Paint in zig-zags
*Move hand in Z
shape.*

circles too.
Move hand in circles.

How I love to paint
with you!
*Point to class with
both hands.*

www.loudestlibrarian.
com

1. Before

1. Topic Introduction- *We have been reading about dance. One kind of dance is called ballet. Let's clap that word. Bal-let. Great. People all over the world dance ballet.*

2. Book Introduction- *Today we are going to read about a famous ballerina. Her name is Misty Copeland. She was the first Black woman to become a principal dancer at the American Ballet Theatre.*

3. Title and Author- *Draw attention to title and author Misty Copeland is the author of this book. She wrote the words. She is a famous dancer and an author!*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "the space between you and me is longer than forever" *I think that is what this little girl is thinking. She wants to be like Misty Copeland, but that dream seems too far away.*
- "you're just where I started" *Misty is telling her that it's okay. She was a beginner once, too. Anything is possible!*
- "soon with the same practice you'll join me" *I think Misty is telling the girl that she can be a famous dancer if she practices and works hard just like she did.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
*Hard work can make dreams come true!
Even famous dancers were once beginnings.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
leap- make a big jump
The leap between being a beginner and a famous ballerina feels too far.
spotlight- a bright light that shines just on a performer
Misty has a spotlight on her when she dances for an audience.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did.*

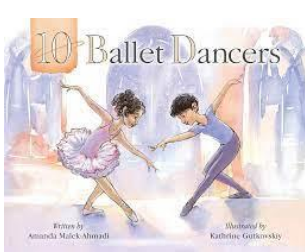
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was this book about?* (Misty Copeland, a young girl)
- *What kind of dance does Misty Copeland do?* (ballet)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Show pictures in book to help children remember if necessary.*

A young girl dreamed of being like the famous ballerina... (Misty Copeland). She was a beginner and felt like she could never become a famous expert. Misty reassured her and said, "don't you know you're just where I.... (started). Misty showed her that she can become a great ballerina with lots of hard... (work/practice).



Unit: The Arts, Part 3- Dance

Book 20: 10 Ballet Dancers by Amanda Malek-Ahmadi

Extra Materials Needed:



Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.

*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.

*Move hand as if
painting.*

Paint it fast
Move hand quickly.

and paint it slow.
Move hand slowly.

Paint up high
Move hand up high.

then paint down low.
Move hand low.

Paint in zig-zags
*Move hand in Z
shape.*

circles too.
Move hand in circles.

How I love to paint
with you!
*Point to class with
both hands.*

www.loudestlibrarian.
com

1. Before

1. Topic Introduction- *We have been reading about The Arts. We learned about music and visual art and now we're learning about... Raise your hand if you can tell me the name of the kind of art we're learning about now. Dance!*

2. Book Introduction- *I am guessing that these dancers are doing the kind of dance we have been reading about. Ballet. Let's clap that. Bal-let.*

3. Title and Author- Draw attention to title and author *This book is called 10 Ballet Dancers. The author is Amanda Malek-Ahmadi. She wrote the words.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "One grand jetes away leaving only..." *There were nine dancers and one danced away. How many are there now? I think eight. Let's read to see if I'm right.*
- "Please fix. One pas de chats away leaving only..." *I think that word fix is a clue. I think the number is going to rhyme with fix. Six! Six rhymes with fix.*
- "When both pique turn away leaving..." *There were two dances but they both danced away. How many are left? I think zero. Let's see.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
Ballet is a kind of dance. Ballet moves have names from the French language. Numbers tell us how many. When we take numbers away one by one, we are counting backward.
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
review- examine again so changes can be made
The dancers review the move so their teacher can help them make changes.
soar- rise high in the air
The dancers leap so high that they soar in the air.
recital- a performance with an audience
The dancers are getting ready to perform at a recital.

3. After

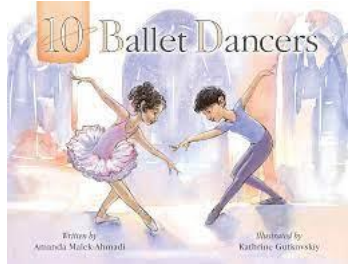
1. Ask their Opinion- *Did you enjoy counting those dancers as they danced away? I liked the surprise for the teacher at the end. Thumbs up if you like the book.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What did we count in this book?* (ballet dancers)
- *Where did this story take place?* (various answers- a room where the dancers practice, a dance studio, etc.)

3. Follow Up Activity- Math Word Problem

- Explain, *We counted ballet dancers in this book. On every page, one dancer danced away. We started at ten and counted backward until we got to zero, or none. Let's count backward together again. (Turn the pages of the book and point to the numbers to help guide counting.) Ten, nine, eight, seven, six, five, four, three, two, none. Wait! We skipped a number. What number? One! Let's do it again and say all the numbers. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, none. Great job!*



Unit: The Arts, Part 3- Dance

Book 20: 10 Ballet Dancers by Amanda Malek-Ahmadi



Re-Read & Activity- Math Activities

Extra Materials Needed: ballet counting cards (see Materials Binder)

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What did we count in this book? What kind of dance did they do in this book?

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is 10 Ballet Dancers. The author of the story is Amanda Malek-Ahmadi. Who remembers what the author does? Tell me. Yes, the author writes the words. The illustrator is Kathrine Gutkovskiy. What does the illustrator do? They draw the pictures.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "None ballet dancers review port de bras." *Do you remember what that word review means?* (examine it again so you can make changes.)

b. "One grand jetes away leaving only" *How many dancers are left? There were 9 and 1 left. (8)*

c. "One brises away and now there are" *How many dancers are left? There were 6 and 1 left. (5)*

d. "When both pique turn away leaving" *How many animals are left? There were 2 and both left. (0)*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Raise your hand to tell me. "I liked this story because..."

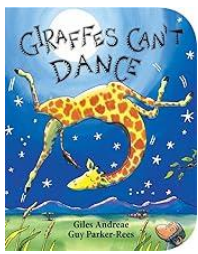
2. Discussion questions

a. *What did we count in this book?* (dancers)

b. *How many dancers were there in the beginning?* (ten)

c. *What was the surprise at the end of the story?* (a birthday party for their teacher)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: ballet counting cards (see The Arts Materials binder)



Unit: The Arts, Part 3- Dance

Book 21: Giraffes Can't Dance by Giles Andreae

Extra Materials Needed:



Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.
*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.
*Move hand as if
painting.*

Paint it fast
Move hand quickly.

and paint it slow.
Move hand slowly.

Paint up high
Move hand up high.

then paint down low.
Move hand low.

Paint in zig-zags
*Move hand in Z
shape.*

circles too.
Move hand in circles.

How I love to paint
with you!
*Point to class with
both hands.*

www.loudestlibrarian.
com

1. Before

1. Topic Introduction- *We have been reading about The Arts. We're reading about one kind of art right now. What kind of art? Dance! Everyone say dance. Let's clap that word. Dance. That word is just one clap.*

2. Book Introduction- *I think this is going to be a really fun book! Look at this animal! What kind of animal is this? A giraffe. Turn to someone near you and tell them what you think the giraffe is doing.*

3. Title and Author- Draw attention to title and author *This story is called Giraffes Can't Dance. The author is Giles Andreae. Guy Parker-Rees is the illustrator.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "he buckled at the knees." *Uh oh! Giraffe is good at standing still but when he tries to move quickly he falls down. He's a bit clumsy.*
- "when it came to dancing he was really very bad." *Poor Gerald feels like he's bad at dancing. That's so sad.*
- "We all can dance..." *I agree with Gerald! We are all dancers. We just have to find the right music and move in a way that feels good to us.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Everyone is a dancer!

There are many ways to dance.

All types of dance are equally important and correct.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

prance- move with high, springy steps

All the animals came together to skip and prance.

swaying- moving gently side to side

Giraffe's neck was gently swaying to the new music.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did. Thumbs down if you didn't. Turn to someone next to you and tell them your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

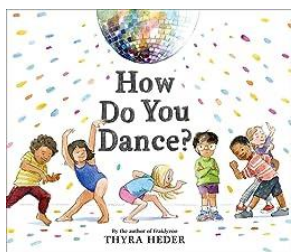
- *Who was this book about?* (Gerald the giraffe and his animal friends)
- *Why was Gerald sad in the beginning of the story?* (He thought he was bad at dancing)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember rhyming words sound the same at the end. Let's go back and read parts of the book. Nod your head if the words rhyme. Listen closely.* Reread the passages. Emphasize the words in bold. Ask *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *He was rooted to the spot. Oh, I feel like such a clot.* (Yes)

- *To me the sweetest music is the branches in the breeze.* (No)



Unit: The Arts, Part 3- Dance
Book 22: How Do You Dance? by Thyra Heder
Extra Materials Needed:



Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.
*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.
*Move hand as if
painting.*

Paint it fast
Move hand quickly.

and paint it slow.
Move hand slowly.

Paint up high
Move hand up high.

then paint down low.
Move hand low.

Paint in zig-zags
*Move hand in Z
shape.*

circles too.
Move hand in circles.

How I love to paint
with you!
*Point to class with
both hands.*

www.loudestlibrarian.
com

1. Before

1. Topic Introduction- *Who can tell us what we have been learning about? Turn to someone next to you and tell them what we are learning about.*

2. Book Introduction- *This picture is interesting. It reminds me a little of the book we read yesterday. I see lots of kids having fun moving and dancing. There's one right here who doesn't look happy. This child reminds me of Giraffe when he was sad because he thought he couldn't dance. Do you think this person feels like they can't dance?*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "I don't..." *I guessed right. This person does not want to dance. I wonder why.*
- "Try some new moves!" *There are so many ways to dance! I want to try some of these moves some day.*
- "Alone!" *Look! He does like to dance! He just likes to dance alone. Is it still dancing if no one is there to see? Yes!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are so many ways to dance!

Sometimes people like to dance alone.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

beckons- motions for someone to come join

Mags beckons when she dances.

shimmy- a dance where your whole body shakes or sways

They are doing a shimmy to show they're happy about the delicious food.

flop- move in a heavy, not graceful way

These two are flopping around until they feel better.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did. Thumbs up if you like to dance with other people. Thumbs up if you like to dance alone.*

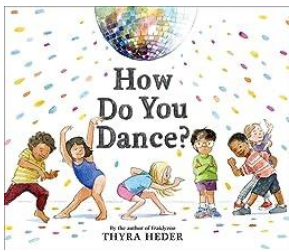
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who can dance?* (everyone!)
- *How do you like to dance?* (various answers)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. Do you remember what the word beckons means? It means to make a motion for someone to join you. I'm going to do a dance move and you tell me if I'm beckoning:*

- Model a shimmy. (No)
- Model beckoning. (Yes)
- Model a boogie. (No)
- Model beckoning in a slightly different way. (Yes)



Unit: The Arts, Part 3- Dance
Book 22: How Do You Dance? by Thyra Heder



Re-Read & Activity- Dance

Extra Materials Needed: book, consider playing music (not necessary)

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What are these people doing. How does this person (Point to person who isn't dancing) feel?

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is How Do You Dance? The author of the story is Thyra Heder. Who remembers what the author does? Tell me! Yes, the author writes the words. She is also the illustrator so she also made the beautiful pictures.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "I don't..." *What does that mean? Why did this person say that?*

b. "C.J. makes a face like something stinks." *Do you see his face? Can you make a face like something stinks?*

c. "Maybe you shimmy because you made something delicious." *Do you ever do a dance when something makes you happy?*

d. "Alone!" *How does this person like to dance?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? What is your favorite way to dance? Provide a sentence stem "My favorite way to dance is..."

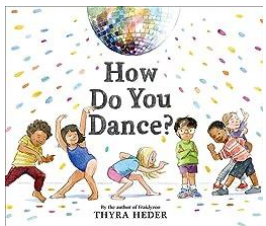
2. Discussion questions

a. *What are some ways to dance?* (various answers)

b. *How do you like to dance?* (various answers)

3. Do activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the activity. Explain, "*We saw many different ways to dance in this book. Today we are going to try dancing like they do in the book.*" Show a few pages in the book. Guide discussion about how the people are moving/dancing. Encourage children to try dancing in that manner. Some possible examples:

- Bop
- Move like you have no bones
- Move like you're made of metal
- Shimmy
- Flop
- Swivel
- Zip
- Sneak
- Scoot



Share Information

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Share Information

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

There are many ways to *dance*.

Vocabulary to include, if possible:

beckons- motions for someone to come join

Mags beckons when she dances.

shimmy- a dance where your whole body shakes or sways

They are doing a shimmy to show they're happy about the delicious food.

flop- move in a heavy, not graceful way

These two are flopping around until they feel better.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: *Some dancers shimmy.*

Detail: *Dancers can move like a robot made of metal.*

Detail: *Some people flop around.*

Detail: *Some people dance slow when they are sad.*

Conclusion: *All types of dancing are okay.*

Steps in the Process

Discuss the book and vocabulary: *We read this book called How Do You Dance. In this story, we saw lots of different ways to dance. Every way of dancing is correct!*

Write Topic Sentence

Plan: *We are going to work together to share information about the different ways people can dance.*

Write: Write dance to complete the sentence.

Read aloud, pointing to each word: *There are many ways to dance.*

Write Detail Sentence(s)

Plan: *Let's work together to share information about dancing. What are some different ways to dance?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: Some dancers shimmy.

Read aloud, pointing to each word: *Some dancers shimmy.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

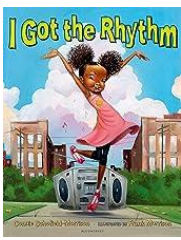
Write Concluding Sentence

Plan: *We told about some different ways to dance. Now we need to tell our readers that we are done. How could we do that?*

Write: All types of dancing are okay.

Read aloud, pointing to each word: *All types of dancing are okay.* Read again, encouraging children to read.

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Unit: The Arts, Part 3- Dance

Book 23: I Got the Rhythm by Connie Schofield-Morrison

Extra Materials Needed:

1. Before

1. Topic Introduction- *We have been learning about The Arts. We learned about music, visual art, and dance. Today we are going to read our last book about The Arts today.*

2. Book Introduction- *I see a little girl dancing in front of a big boom box. A boom box plays music. She looks like she's really having fun.*

3. Title and Author- Draw attention to title and author *The title of this book is I Got the Rhythm. The author is Connie Schofield-Morrison. She wrote the words. The illustrator is Frank Morrison. He drew the pictures.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "I heard the rhythm with my ears." *We read about rhythm in music a long time ago. There is rhythm in dancing, too. Interesting!*

- "I sang the rhythm with my mouth." *Look! These people are listening. Do you think they are going to join her? It's so fun to get other people involved in things that make you happy.*

- "I got the rhythm and you can too." *She dances to the rhythm all around her. You can, too. Everyone can dance!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are rhythms all around us.

Rhythms can inspire us to dance.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

rhythm- a steady beat

She finds rhythms all around her and those rhythms make her dance!

hips- the moving part of your body where your leg bones meet your belly

She moves her hips to the rhythm when she dances.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did. Thumbs down if you didn't.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was this book about?* (a girl)

- *Where does the girl find the rhythm?* (various answers- all around, in the beat of a drum, at the hotdog stand, etc.)

3. Follow Up Activity- Wrap up sub-theme (Dance)

- Explain, *We have learned a lot about dance. I'm going to ask a question about dance and everyone is going to answer my question. Ready?*

○ *Who can be a dancer?* (everyone!)

○ *Is it okay to dance alone?* (yes!)

○ *Is ballet the only kind of dance?* (no!)

Language Time

Paint with Me

(Tune of Twinkle,
Twinkle Little Star)

Grab your brush and
paint with me.
*Hold imaginary
paintbrush in hand.*

Paint a flower, paint a
tree.
*Move hand as if
painting.*

Paint it fast
Move hand quickly.

and paint it slow.
Move hand slowly.

Paint up high
Move hand up high.

then paint down low.
Move hand low.

Paint in zig-zags
*Move hand in Z
shape.*

circles too.
Move hand in circles.

How I love to paint
with you!
*Point to class with
both hands.*

www.loudestlibrarian.
com

Wordless Books Small Group Work for The Arts Unit

Books in this Unit

Another by Christian Robinson

Draw the Line by Kathryn Otoshi

Wordless Books General Outline

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, and print/book skills.

Materials: Books and follow up activity

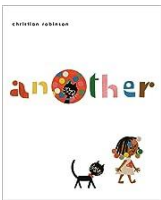
Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*What do you think this book is about?*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read.
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing: who the characters were, what the problem was that resolved, and how it ended.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed—what is happening on this page? Who is that? How did the story end? Have the child complete your sentence--The girl and the boy became ____ (friends).
6. After Reading Activity.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



Another by Christian Robinson

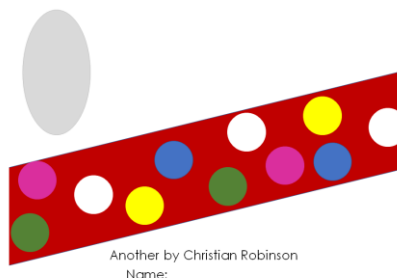
Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *Another* by Christian Robinson

Story Synopsis: A young girl is sleeping when a white light appears in her room. A cat, just like her own, comes out. Her cat follows the other into the light. The girl wakes up and looks into the light. She is curious so she climbs inside where she discovers a totally new perspective. Everything is upside down and a little bit different. She meets other children, including one that looks just like her. The little girl goes back to her bed and the light disappears.

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement by reminding children of some background knowledge around the seasons, particularly winter when it is cold and snowy.
2. **Ask** “*what do you think this book is about*” Say, “This book is called *Another*. I see a little girl and a black cat. I think the book will be about them. Oh wait! I see another cat that looks just like hers in this letter o. Why do you think this cat is here?”
3. **Model**--Read it the first time with the children where you tell the story—
asking a few basic questions as you read. “What do you think the girl is thinking about this light? Why is she upside down? Do you see another person who looks just like the girl?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “What did the girl see in her room? What did she do when she saw the light? What happened when she climbed into the light?”
5. **Your Turn:** Read the story again, this time letting the children tell the story.
Provide prompts as needed.
6. **After Reading Activity**— Draw yourself in this book. Use the template (found in The Arts Materials binder). Give children simple drawing tools like crayons or markers to draw themselves inside the story.



Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



Draw the Line by Kathryn Otoshi

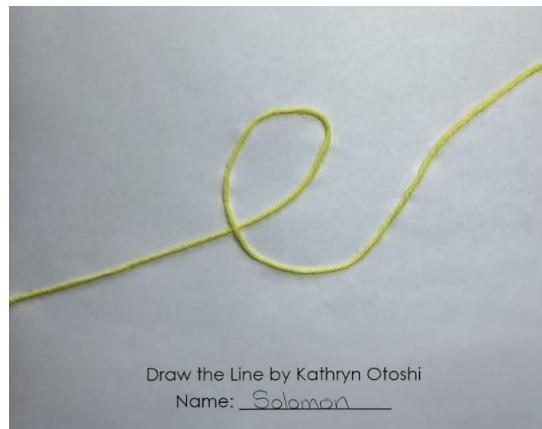
Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *Draw the Line* by Kathryn Otoshi

Story Synopsis: Two children are drawing lines on the ground when they bump into each other. They work together to join their lines. The lines become a string they can lift up and play with. They play happily until one child gets wrapped in the string. The other child laughs which makes him angry. This starts an argument and they tug angrily at the rope. This creates a big rift in the ground between them. Some time passes and one child has an idea. He draws a bridge across the divide. This makes a space between them. The children hop into the space and play happily together once more.

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*what do you think this book is about*”
3. **Model**--Read it the first time with the children where you tell the story— asking a few basic questions as you read. “What are these children doing? Are they having fun? What happened to this child? How does he feel? What is happening to the ground?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Make a line with string on the template (see The Arts Materials binder). Use leftover yarn from previous crafts (for example- self portrait from Unit 6- My Amazing Body). Show children how to draw a line of any shape with glue then place the yarn over the glue. Encourage the children to do the same.



Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.

