



I THINK I LIKE IT TALKING ABOUT ART

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TEXT TYPE: Non-fiction: Description—Report
GUIDED READING LEVEL: S

SUMMARY: This book shares the stories and art of three very different artists. Nathan Sawaya creates sculptures out of LEGO, Maud Lewis was a folk artist from Nova Scotia, and Brian Jungen fashions modern sculptures using everyday objects. As the reader learns more about each artist, they also learn how talking about art enhances their understanding of it.

TEXT FEATURES

- headings
- titles in italics
- various and colourful fonts

VISUAL LITERACY

- photographs
- artwork
- quote bubbles
- captions
- labels

TEXT SUPPORTS

- detailed photographs and artwork
- engaging topic

POSSIBLE TEXT CHALLENGES

- challenging vocabulary, e.g., 'inevitably,' 'commissioning,' 'mainstream'

FOCUS COMPREHENSION STRATEGY

- predicting

FURTHER COMPREHENSION STRATEGIES

- analyzing
- making connections: text to self, text to world
- evaluating

ORAL LANGUAGE OPPORTUNITIES

- Place Mat strategy
- Say Something strategy
- Inside-Outside-Circle strategy
- discussing with a partner
- discussing with a group
- offering opinions
- debating art (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: rereads to solve unfamiliar words
- word solving and building: noticing a familiar word embedded within a larger word
- word solving and building: connects word patterns to solve unfamiliar words

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make, confirm, and adjust predictions based on textual evidence
- evaluate information and articulate opinions
- use background knowledge and connections to discuss topic
- locate information using the visual literacy features

ASSESSMENT TOOLS

Select from the following:

- Predicting Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Predicting and Analyzing

Making Connections: Text to Self and Text to World

Language Predictability and Word Solving and Building

Visual Literacy Features and Analyzing

Predicting

Activate and build prior knowledge

- Hand out copies of the book and have students look at the front and back covers. Ask students to predict what information they think they will learn from this book based on the title, pictures, and back cover blurb. Encourage students to analyze the pictures carefully to help them make predictions about what they think they will learn in this book. Students can do this in partners or you can conduct this as a whole group activity.
- Note to students that this book looks at three different artists who create very different kinds of art. As a Place Mat activity (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*), encourage students to discuss the different kinds of art they are familiar with (drawing, painting, sculpting, digital, and so on) and any artist they have heard of. Challenge groups to think of Canadian connections as well. Each group can share their common elements and important points recorded in the centre of the place mat with the other groups.

Introduce supports and challenges

- Tell students that they might encounter unfamiliar vocabulary associated with art as they read (e.g., ‘ceremonial,’ ‘contemporaries,’ ‘conservator,’ ‘restoration’). Ask students what strategies they can use to figure out unfamiliar words. Encourage them to identify strategies such as: rereading the sentence, finding words they know within the larger word, and establishing connections to word patterns they already know (e.g., ‘restoration’ can be connected to ‘restore’). As they read, ask students to record any vocabulary that they are unsure of, as well as the page number, in their reader’s notebooks.
- Remind students that non-fiction texts sometimes have a variety of different features. One of those features is labels. Have students turn to pages 3 and 4. Draw their attention to the pictures and their corresponding labels. Students should notice that the labels include the artist’s name. Draw their attention to the shaded area in the labels. Lead students to understand that this is where the title of the artist’s work is highlighted. These labels give context and added information to the photos.

Set a purpose for reading

- Tell students that they will read about three styles of art: LEGO sculptures, ‘folk’ art, and modern sculptures made from everyday objects. Using the Say Something strategy and the Predicting stems provided (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*), have students predict what kind of information they think will be included about creating and responding to these different kinds of art. Give each student sticky notes and ask them to flag examples in the book where their prediction was confirmed or refuted. Remind students that predictions should always be revisited and adjusted as required.

Provide for early finishers

- Encourage students who finish early to review their predictions and ensure they have flagged all of the places in the book where their predictions were confirmed or refuted.

DURING READING

Monitor reading

- Ask students to read independently and remind them to record any interesting or difficult words they encounter in their notebooks. Encourage students to reread and, if necessary, to revise each of their predictions about the different artistic styles before they begin each new section of text.
- To check on students' abilities to effectively use the predicting strategy, encourage them to think about their predictions and look for evidence in each section of the text. You might want to prompt students with the following: *Think about what you might already know about this kind of art or artist to help you predict ahead. What text clues or features did you use to help form your prediction? Do you need to revise your prediction?*

Observe

- Make observations on your assessment tools. (See the Predicting Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)
- Ensure that students are pausing to see if their predictions for each section are confirmed or if they need to make adjustments before reading the next section. Observe students to see if they are recording difficult or interesting words for discussion and follow-up.

AFTER READING

Revisit the purpose for reading

- Using the Inside-Outside-Circle Strategy, have Student One share their predictions and the corresponding evidence with Student Two, for the section on LEGO sculptures. Give Student Two a chance to paraphrase what Student One said and add any of their own predictions and corresponding evidence concerning the same section. Rotate the outside circle and repeat the process for the folk art and modern sculpture sections.

Predicting

ESL NOTE: Be sure to evaluate whether or not your ESL students will be able to successfully participate in the Inside-Outside-Circle strategy.

Check on outstanding challenges

- Review and discuss any challenges students experienced in completing this task. As a group, take a few moments to go over difficult or new words that students have recorded in their reader’s notebooks, and help them to figure out their meaning using strategies such as those covered in this plan.

Note successful strategy use

- Point out that strong readers monitor their comprehension as they read. They know when something doesn’t make sense and use appropriate strategies to help solve their challenge. Acknowledge those students who went back and reread or stopped to question how they could best navigate through challenging vocabulary to arrive at a better understanding of the text.

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

Written

Evaluating

- Say, *As an art reviewer, write a review evaluating which artist’s work or style you like best and why it appeals to you.* As a starting point, have students think about the final quote from William on page 12, who believes that discussing art is not a test but about ‘finding the right words.’

Artistic

Synthesizing

- Have students select one of the three artists from this book and create a piece of art inspired by that artist’s style. Students can create LEGO art, a piece of folk art, or an interesting and new twist on sculpture.

Oral/dramatic

Evaluating

- In the text, Nathan Sawaya expresses his frustration at having to defend his LEGO sculptures as real art. Have participating students form two teams and prepare evidence to conduct a debate on whether sculptures fashioned from LEGO and everyday objects should be considered art. One person should be selected to oversee the debate and the rest of the class can decide whose argument was most convincing.