

I AM AN ARTIST



Text Synopsis

I Am an Artist is a nonfiction book about Jasmin, a painter, and the process she follows to develop ideas for her paintings. Jasmin paints in an artist's studio and uses the world around her as inspiration. She goes for a walk and takes pictures of the things she sees. Back in the studio, Jasmin transfers the pictures to a computer, then sketches the objects, colours, lines, and shapes in the photographs that spark her imagination. Children will be surprised to see what Jasmin eventually paints, and will be inspired to use colours and shapes from the outside world to give them ideas for their own artwork.

LITERACY ELEMENTS

contractions: I'm, I'll, I've, it's, there's, here's

CONNECTIONS

MUSIC

contributing to activities that explore creative use of sound sources

DRAMA/DANCE

solving problems in everyday situations through movement

WORDS TO DISCOVER

artist	colours
studio	first
paint	second
ideas	third
camera	straight
beautiful	curved
picture	round
lines	corners
shapes	

ESL CONSIDERATIONS

Because of the abundance of technical vocabulary, students will need both to use the language and to experience many examples of straight and curved lines, shapes with corners, and so on.

Overall Learning Opportunities



Students will:

- use the elements of design in ways appropriate for this grade when producing and responding to works of art
- use correctly vocabulary and art terminology appropriate for this grade
- interact with sensitivity to and respect for their own artwork and that of others



Students will:

- read aloud in a way that communicates the meaning
- understand the vocabulary and language structures appropriate for this grade
- use writing and other forms of representation to explore their learnings

ACTIVITY MENU

Shared Reading, pages 108–109

Exploration: An Element Hunt, page 110

Guided Reading, pages 111–113

As a Group, pages 114–115



- *The Horizon Line*: creating a picture that has a horizon line
- *Pattern Painting*: creating a painting using patterns



- *I Am a...*: creating a book cover as a personal response
- *Clap It Out*: exploring words and identifying syllables

Independent Work, pages 116–118



- *BLM 40*: recording design elements
- *BLM 41*: demonstrating understanding by completing sentences
- *BLM 42*: demonstrating understanding by answering Yes or No



LEARNING OPPORTUNITIES

Students will:

- use punctuation to help them understand what they read

OBSERVING FOR ASSESSMENT

Does the student:

- attend to the punctuation to assist with the oral reading experience?
- connect illustrations directly to the printed text?
- construct meaning using the illustrations?

Getting Ready to Read

Show the cover of the book to the children and have them look at the illustration. Although the children probably won't know the word *studio*, they should be able to identify the location as somewhere that people go to paint. Say:

- This place is called a *studio*.
- The girl's name is Jasmin:
J-a-s-m-i-n.

Point to the words in the title, and say:

- The title of the book is *I Am an Artist*.

Ask:

- How many words are there in the title? Yes, there are four words and there are four ways to say the title of this book:
 1. I Am an Artist
 2. I **A**m an Artist
 3. I Am **a**n Artist
- Does any one know the fourth way? Yes, that's right. "I Am an **Artist**."
- The artist who illustrated this book is Andrea Shine.

Ask:

- What do you think Jasmin likes to paint?

Encourage a variety of responses and then say:

- Let's find out.

First Reading

Read through the text, sweeping your hand under each line as you read and pointing to anything in the illustrations you think will help the children to understand the text better.

After you read each page, pause so the children can focus on and think about the illustration.

After reading page 7, stop to ask:

- What did Jasmin see?

After reading page 9, ask what a sketchbook is. This will help the children understand that some artists like to make sketches of things they want to remember. Say:

- On this page in her sketchbook, Jasmin sketched some pictures to remind herself about warm colours and cool colours.

Carry on with the reading to the end of page 15. Invite the children to guess what her painting will be about if it has curved and straight lines, warm and cool colours, and round shapes and shapes with corners.

Turn the page and ask:

- What did Jasmin paint? That's right, she painted a hot air balloon.

Returning to the Text

Encourage the children to talk about the text by asking open-ended questions such as:

- Did you enjoy this book? Why? Why not?
- What do you like best about Jasmin's painting?

Then ask questions that will help the children to identify and recall, such as:

- What are the different colours you can see in Jasmin's painting on page 16?
- Which of those colours are warm colours? Which colours are cool?
- What are some of the different shapes you see in her painting?

Say:

- Put your finger on your favourite colour.
- Put your finger on a curved line and then on a straight line.
- Put your finger on a circle; on a triangle; on a rectangle.

TEACHING tip

To encourage the children to join in with the second reading, use an Oral Cloze procedure and leave out predictable nouns, e.g., Do you like to paint? I do. My name is _____ and I am an _____.

Then begin to leave out other predictable words (different parts of speech), so the children are taking over much of the reading, e.g., This place is called a _____. Some days after _____ I come here to _____.

Second Reading

To prepare for the second reading, invite a volunteer to show the other children where the title of the book is and to read it to the group.

Invite another volunteer to show where the name of the illustrator is. Say:

► Yes, that's right, "Illustrated by Andrea Shine."

Reread the text aloud. Encourage the children to join you in reading the text where they feel comfortable.

Extending the Reading Experience

- Build a chant starting with "I am an artist" (page 2) and without altering the beat or rhythm, change some of the words to build the ideas and to create a chant:

Jasmin is an artist.
 Jasmin likes to paint.
 Jasmin has a camera.
 Jasmin goes for walks.
 Jasmin takes pictures.
 Jasmin gets ideas.
 Jasmin likes colours.
 Jasmin likes lines.
 Jasmin likes shapes.
 Jasmin paints a picture.
 Jasmin likes to paint.
 Jasmin is an artist.

- Children can complete the sentences on **BLM 41** to demonstrate their understanding of *I Am an Artist*.





An Element Hunt

LEARNING OPPORTUNITIES

Students will:

- identify the elements of design in familiar environments
- show respect for their own work and that of others

YOU WILL NEED

- scrapbooks or clipboards
- paper and drawing materials

OBSERVING FOR ASSESSMENT

Does the student:

- recognize, record, and use the elements of design in his or her work?
- share thoughts and ideas about artwork?

TEACHING tip

The Element Hunt can be done in small groups if parent volunteers are available to help the class. Alternatively, the hunt can be done right in the classroom, or at home.

Reading the Text

As you read *I Am an Artist* with the children, discuss how Jasmin finds subject matter for her art. Ask:

- Where does Jasmin go to find ideas for her paintings? (for a walk)
- How does she record the things she sees? (sketchbook, digital camera)
- What ideas does she put in her sketchbook? (colours, lines, shapes)

Refer to page 16 and ask:

- Show me how Jasmine used the colours/lines/shapes she saw.

Starting the Exploration

Introduce the term *elements of design*. Say:

- Colour, line, and shape are three design elements that artists use to make their art. They are like the puzzle pieces that help make the whole picture. You can find elements of design all around you, just like Jasmin did.

Let the children practise finding evidence of some elements in the classroom. Ask:

- Where do you see warm colours in the room? cool colours?
- What kinds of lines do you see? Could you use those lines in a picture? How?
- What sorts of shapes do you see?

Working on the Hunt

Explain to the children that they will be going on a walk to hunt, find, and record some design elements.

Use **BLM 40**, or have the children print labels at the top of a scrapbook page:

- | | |
|----------------|---------------------|
| warm colours | cool colours |
| straight lines | curved lines |
| round shapes | shapes with corners |



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Walk around the school and playground (as a class or in small groups), allowing the children time to draw sketches.

Back in the classroom, invite the children to make a creative drawing, using some of the design elements that they discovered in the Element Hunt.

Show page 16 of *I Am an Artist* once again, and encourage children to use a variety of colours, lines, and shapes, to completely fill their page.

Sharing

With the whole class, model how to share your art with a partner. Post these questions and ask your partner about his or her work:

- What warm or cool colours did you use? Why?
- Which lines and shapes do you like best in your picture? Where did you find them on our hunt?
- Is there something that you would change if you did another picture?

Following your model, children can talk about their own work with a partner or in a small group. Move around the classroom to facilitate the discussions.

Extension

- Have the class display their pictures in three groups that highlight the element of colour, of line, and of shape.
- Children can record images that show the elements of design using a digital camera, with an older person's help. Display them online, or print the images so the children can cut and arrange them into a collage.

This Exploration works well with Stand-Alone Activity 30: "Art Appreciation" on page 150.

LEARNING OPPORTUNITIES

Students will:

- use their knowledge and experience to understand what they read
- reread all or parts of a written piece to clarify their understanding of its meaning
- use pictures and illustrations to determine the meaning of unfamiliar words
- express their thoughts and feelings and describe experiences

YOU WILL NEED

- chart paper and marker

OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- ask for assistance frequently? sometimes? rarely?
- appear to make use of the illustrations to keep track of the text?
- vocalize or subvocalize when reading silently?

Setting the Scene

Play a game of *I Spy* with a focus on colour, line, and shape. Say, for example:

- I spy with my little eye, something that's yellow (something that has curves, something that's round).
- I spy...something that is red, has straight sides, and is a square shape.

Use a few of the children's paintings to show how their pictures have colour and use lines and shapes.

Introduce the word *artist* and talk about its meaning. Then show the children the cover and invite a child to read the title. Comment that the title has four words, that the author is Ann Perron, and that the book was illustrated by Andrea Shine, who painted the pictures in the book, including the cover picture.

Have the children look at the cover and comment on any tools or other objects that an artist would use. Tell the children that this book is about how an artist gets ideas for her painting, and invite them to open their books to page 2.

Reading the Text

As the children look at the illustrations on pages 2 and 3, say:

- Jasmin is an artist who likes to paint. She works in a studio. Read these pages to find out when she goes to the studio to paint.

Turn to page 4. Say:

- Jasmin is ready to start a new painting, but she has a problem. Read this page to find out what it is.

Then ask:

- What can she do to get some ideas for her new painting?

Invite the children to talk about what they do when they need an idea for something to paint. Then say:

- Look at the picture on page 5. What is Jasmin doing? That's right, she's going for a walk.
- How can you get ideas for a painting by going for a walk?

Invite the children's responses and then have them read the page to find out what Jasmin looks for when she goes for a walk.

Turn the page. Read page 6 to find out why Jasmin takes a camera with her on her walk. Say:

- On page 7, Jasmin says that it's a beautiful day and there's so much to see. Look at the illustration. What does Jasmin see on her walk?

Turn to page 8. Say:

- Jasmin has transferred the photographs she took into her computer. Read this page to find out what she's noticing in her first picture. That's right, she sees so many different colours.

Ask:

- What colours do you see?

Look at the page from Jasmin's sketchbook on page 9. Say:

- How many different colours does she have on this page in her sketchbook? That's right, there are six.
- Three of the colours are warm colours. Do you know which ones? That's right, yellow, orange, and red are warm colours. Which three are cool colours? That's right, purple, blue, and green are cool colours.

Ask:

- Of these six colours, which is your favourite?

Make a frequency tally on chart paper to show the colour choices made by the children. Then invite the children to add up the number of times each colour was chosen to determine which colour was the favourite, the least favourite, and so on. Say:

- Read this page to find out why Jasmin puts the colours in her sketchbook.

Turn to page 10. Say:

- This is Jasmin's second picture that she's transferred from her camera into her computer. What do you think she notices in this picture? Read the page to find out.

Then have the children point to the different lines they see. Look at page 11. Say:

- What has Jasmin put on this page in her sketchbook? That's right, she's put examples of different kinds of lines.
- Read this page to find out what two kinds of lines she might use in her painting. That's right, she might use straight lines and curved lines.

Turn to page 12 to see her third picture. Say:

- Jasmin noticed the colours in her first picture and the lines in her second picture. What do you think she notices in this picture? Read the page to find out.

Then ask:

- What shapes do you see?

Invite the children to identify different objects by their shape, for example, a *round* pizza, a *rectangular* basket.

Look at Jasmin's sketchbook page on page 13. Say:

- She has named four different shapes she saw in her photograph. What are they?
- Read this page to find out something else that Jasmin has noticed about the different shapes.

Turn to page 14. Say:

- Jasmin says, "I'm glad I went for a walk because it gave me so many ideas!"

Look at the picture on page 15. Say:

- Jasmin is going to start her painting. Read this page to find out what Jasmin's question is. That's right, she asks us if we know what she's going to paint that has lots of different colours, lines, and shapes.

Invite the children's guesses and record their ideas on chart paper. Then, as you read down the list, ask the children to vote by raising their hands for the one idea they think will be Jasmin's next painting. Turn the page to find out. Then ask:

- What did she paint? Yes, a hot-air balloon.
- Put your finger on the different colours.
- Put your finger on the different lines.
- Put your finger on the different shapes.

To ensure that the students will locate the various colours, shapes, and lines in the picture on page 16, say:

- Put your finger on the colour red, orange, purple, green (and so on).
- Put your finger on something with a straight line, a curved line (and so on).
- Put your finger on a triangle, a rectangle, a circle (and so on).

Independent Reading

Invite the children to enjoy the book again by reading it on their own with as little assistance as possible.

TEACHING tip

As the children read the various contractions that are a part of the writing in this text, you could chart an ongoing two-column list with the contraction in column 1 and the expansion in column 2.

I'm	I am
it's	it is
here's	here is

After Reading

Invite the children to talk about themselves as artists. Through conversation, have them share the kind of art they enjoy most, and why. Ask what they like to draw, paint, cut-and-paste, crayon, model, and so on.

Invite them to talk about Jasmin's painting of the balloon. Ask:

- What do you like about her painting?
- Do you have a suggestion to make it better?
- If Jasmin came to our classroom, what would you say to her about her work as an artist? What would you ask her about her work as an artist?

Revisit the Text

Discuss the text using open-ended prompts, such as:

- What did you enjoy about this book?
- What did you learn from this book?

Engage the children in recalling specific information from the text by asking questions, such as:

- On what page is the word that tells us where Jasmin goes to paint? That's right, page 3 is where we find the word *studio*.
- Jasmin took three pictures. In which picture did she see many different colours? That's right, in the first picture.

Have the children notice the language in the book by asking:

- Were there any words that gave you a struggle when you were reading by yourself? Which ones?
- How did you figure them out?

Have the children locate a word by defining it, or by providing an antonym or synonym, or by spelling it. For example, say:

- Find and spell the word on page 3 that means the place where an artist goes to paint.
- Find the word on page 8 that means the opposite of *inside*.
- Find the word on page 12 that's spelled d-i-f-f-e-r-e-n-t.

Reinforce the Text

Have the children reread the book and rehearse it in preparation for reading it to a classmate or a small group. Pair or group the children so that each child has an opportunity to practise reading to an audience.

Children can use **BLM 42** to affirm their understanding of the details in *I Am an Artist*.



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As a Group

LEARNING OPPORTUNITIES

Students will:

- identify the horizon line
- use principles of art and design in art-making

YOU WILL NEED

- pictures with a clear horizon line
- drawing materials and paper

OBSERVING FOR ASSESSMENT

Does the student:

- identify the horizon line in works of art?
- demonstrate a preliminary understanding of how depth is created in two-dimensional works of art?

LEARNING OPPORTUNITIES

Students will:

- make artistic choices
- use a range of materials and processes

YOU WILL NEED

- painting materials
- old wallpaper sample books and scissors
- construction paper and glue

OBSERVING FOR ASSESSMENT

Does the student:

- include a pattern in his or her painting?

Activity: The Horizon Line

Children in this grade level typically draw the horizon line on the bottom edge of the page. This activity helps them move to a new stage of drawing.

Show the children the illustration on page 16 of *I Am an Artist*. Ask:

- What is closest to us in the picture? (the balloon)
- Would real mountains be smaller than the balloon? (no) Why did the artist paint them in the middle of the page so they look smaller than the balloon? Yes, to make them appear farther away, in the *background*.

Show examples of pictures with clear horizon lines. Introduce the term *horizon line*, the imaginary line that separates the sky from the land or sea in an outdoor picture. Ask:

- Where would the horizon line be in Jasmin's painting? (at the bottom of the mountains)

Explain that many artists like to put the horizon line about two-thirds up the page, so there is lots of room to show things at the front of the picture, the *foreground*.

Invite the children to close their eyes and imagine an outdoor picture. Ask:

- What kind of sky will be above your horizon line? Stormy? Sunny?
- What things will you draw below your horizon line? Buildings? Trees? People? Will all of the things be the same size?

Have the children begin their drawing by lightly placing their horizon line, and continue with their own creation.

Extension

Cut drawing paper in thirds horizontally. Children can practice using *foreground*, *middle ground*, and *background* by drawing scenes in thirds and assembling them to complete the picture. Objects in the foreground should be larger than in the middle ground, and so on.

Activity: Pattern Painting

Show children Jasmin's painting on page 16 of *I Am an Artist*, and invite them to look for patterns. Remind children that *patterns repeat*. Ask:

- What patterns do you see in the picture? (mountain peak shapes, fence post shapes and lines, wicker basket lines, balloon shapes and colours)
- How many times is the rectangle plus dot pattern repeated?
- What *elements* did the artist use to make the patterns? (colour, line, shape)

Invite the children to paint a picture that includes a pattern.

Consider playing some background music (see [Grade 1 Audio CD Tracks 14–18](#)) as the children paint. Remind them that music also has patterns!

Display the finished paintings and let the children point out their patterns.

Extension

Children can work in groups to cut out patterns from wallpaper sample books and glue them in the shape of a picture frame onto large sheets of construction paper. This can be used to “frame” a display of the pattern pictures they have made.



As a Group

LEARNING OPPORTUNITIES

Students will:

- write simple but complete sentences
- use writing and other forms of representing for a variety of functions

YOU WILL NEED

- art materials

OBSERVING FOR ASSESSMENT

Does the student:

- use the conventions of written language when writing sentences?

LEARNING OPPORTUNITIES

Students will:

- use predictable word patterns to determine meaning
- use a combination of cues to sample, predict, and monitor/self-correct

YOU WILL NEED

- chart paper and marker

OBSERVING FOR ASSESSMENT

Can the student:

- use clapping to identify the number of syllables in words and sentences?

Activity: I Am a...

Ask the children to create their own “I am a(n) _____” titles. Invite them to use the title as a focus for a book cover.

Hold a conversation with the children about things they enjoy doing. For example, some children may like to sing (I Am a Singer); some may enjoy skateboarding (I Am a Skateboarder); while others may enjoy swimming, running, reading, and so on. These are all great titles for a book cover *and* an artistic illustration.

Provide a range of art materials — crayons, scissors, glue, construction paper, paint — and encourage the children to use their imaginations to create original book covers.

Extension

Invite the children to write a few sentences that can be linked to the book titles they have created. Provide them with some sentence starter ideas, such as:

- I like _____ because _____
- I learned how to _____ when I _____

Remind the children to punctuate their sentence(s) by using a period at the end.

Activity: Clap It Out

Have the children dictate their “I am a(n) ...” sentences (see the previous activity) and record them on chart paper. Number the sentences.

1. I am a runner.
2. I am a singer.
3. I am a baseball player.
4. I am a skateboarder.
5. I am a reader.
6. I am a hockey player.

Together, clap out the sentences, to get a feel for syllabication. Explore the relationship between the number of claps, the length of the words, and the number of letters in the words. For example, I gets one clap for one letter, singer gets two claps for six letters, and *skateboarder* gets three claps for twelve letters.

Extension

Have a volunteer look at and clap out a sentence of choice without reading the words aloud. The child can choose a classmate to guess which sentence it is. If the classmate does not guess correctly, the volunteer can mime an action associated with the chosen sentence. The classmate can answer by sentence number *and* by reading the sentence aloud, for example, #1, *I am a runner*. Have the classmate who is responding clap the answer while reading the sentence aloud.

My name is _____

warm colours

cool colours

straight lines

curved lines

round shapes

shapes with corners

My name is _____ .

Finish the sentences.

1. Jasmin is an _____ .
walk artist painting

2. Jasmin goes to the _____ to paint.
school park studio

3. Jasmin goes for a _____ to get ideas.
picture painting walk

4. Jasmin takes pictures with a _____ .
camera walk studio

5. Jasmin looks for lines, shapes, and _____ .
park camera colours

My name is _____.

Yes or No? Write your answer.

1. Artists can paint in a studio. _____

2. Jasmin saw some straight lines
and some cool lines. _____

3. Some days after school Jasmin paints. _____

4. Jasmin took two pictures with
her camera. _____

5. A square is a round shape. _____

6. Some colours are warm and some
colours are curved. _____

7. Jasmin is an artist. _____