

22 MAPLE STREET

Story Synopsis

22 Maple Street is about Albert's efforts to spruce up a neglected house he has just bought. Although Albert paints his house three times, the result is never quite what he hoped to see. In the end, Albert takes a good look at his neighbours and their houses, and finds the inspiration he needs. The book shows how primary colours combine to make secondary colours and how colours suggest different things to different people. Albert's unfortunate tendency to spill paint ensures that there is plenty of visual humour along the way. Note as well how Albert's clothes reveal his favourite colours.

LITERACY ELEMENTS

verbs in the present tense:

fixes, nails, adds, paints, tidies, plants, trims, cuts

compound words: eggplant,

sunshine, maybe, another

sentence variety:

assertive (with a period),

interrogative (with

a question mark), and

exclamatory (with an

exclamation mark)

CONNECTIONS

MUSIC

communicate their response to music

DRAMA

interpret the meaning of stories using drama

WORDS TO DISCOVER

descriptive adjectives:

peeling, broken, fresh

uncommon verbs: spill,

spatter, admires, trims,

scrapes, sands, props

interesting nouns:

shade, eggplants,

samples, challenge

ESL CONSIDERATIONS

The illustrations provide opportunities to talk about "property" nouns: roof, door, window, mailbox, door handle, lock, window, garden, flowers, fence, lawn, ladder, paint, saw, lawn mower, toolbox, nails, and so on.

Overall Learning Opportunities



Students will:

- bring personal meaning to artwork and communicate their discoveries
- use a range of independent and collaborative art-making strategies
- describe how the ideas in a variety of artworks relate to their own knowledge and experience and to other works they have studied
- correctly use vocabulary and art terminology associated with the specific expectations for this grade



Students will:

- communicate information and ideas effectively and clearly, and respond personally and critically
- use some conventions of written materials to help them understand and use the materials
- select, read, and view with understanding a range of literature, information, media, and visual texts

ACTIVITY MENU

Exploration: Mixing Colours, page 65

Guided Reading, pages 66–68

As a Group, pages 69–70



- *Flip-Pattern People*: making a flip book showing different patterns
- *Eraser-Stamp Pictures*: using a stamping technique to make a picture



- *Make a Timeline*: ordering events from the storybook
- *Modified Readers' Theatre*: reading the storybook as a script

Independent Work, pages 71–73



- *BLM 24*: figure template for a class booklet



- *BLM 25*: joining sentence parts to reinforce understanding
- *BLM 26*: sentences for cut-and-paste



Mixing Colours

LEARNING OPPORTUNITIES

Students will:

- identify and describe a variety of materials and textures
- use various materials and processes, exploring possibilities and limitations
- describe, using appropriate vocabulary, how artists create effects

YOU WILL NEED

- painting materials and paper
- glue
- chart paper

OBSERVING FOR ASSESSMENT

Does the student:

- use correct vocabulary?
- use the elements of design to express personal ideas?



Before starting this Exploration, prepare some sheets of "glue ovals" (in the shape of a Venn diagram). Leave them to dry during recess or lunch (depending on temperature and humidity), then come back to paint.

Reading the Story

As you read *22 Maple Street* with the children, discuss how to mix paint colours. Ask:

- What colours did Albert mix together? (page 7) What colour did he get?
- How did Mr. Tucker make purple? (page 12)
- What happens when Sunshine Yellow and Sky Blue spill together? (page 19)

Print the colour mixtures on chart paper to help children remember:

red + yellow = orange

blue + red = purple

yellow + blue = green

Starting the Exploration

Remind the children that red, yellow, and blue are called the *primary* colours. Orange, purple, and green are called the *secondary* colours. One way for the children to remember is that *first* there are the primaries (think of primary grades), and when mixed, the *second* step results in the secondaries.

Explain to the children that today they will be mixing their own secondary colours. Model this by demonstrating how to use a raised line of glue to draw two large overlapping ovals (like a Venn diagram) at the top of the page. Repeat in the middle and at the bottom of the page.

Working on Mixing Colours

Invite the children to choose two primary colours. Ask them to fill in an outer section of a pair of ovals with one primary colour, then fill in the other outer section with the other primary colour.

Children can then add the two primary colours to their mixing tray, and mix the

secondary colour. This new colour should be used to fill in the overlapping area of the glue ovals.

Encourage children to follow the same procedure with two more sets of ovals. Have the children print the simple mixing formula (for example, yellow + blue = green) under each pair of ovals.

If some children finish their secondary colour exploration early, invite them to paint a picture of their choice using secondary colours only.

Sharing

Ask the children to share some of their experiences during the lesson:

- What did you learn about mixing colours?
- Would someone like to show their favourite colour? Tell us how you mixed it.
- Did anyone mix a colour that was a surprise?
- Did you have trouble mixing any colours?
- What was your favourite part of the exploring you did today?

Extension

- Some children may like to try mixing a secondary colour with a primary colour. The result is a *tertiary* colour. Have them try mixing tertiary colours using different primaries and secondaries and compare the results.
- Ask the children to look at a rainbow and discover its pattern of primary and secondary colours (ROYGB).

This Exploration works well with Stand-Alone Activity 22: "Pastel Symmetry" on page 150.

LEARNING OPPORTUNITIES

Students will:

- retell a story in the proper sequence
- use punctuation to help them understand what they read
- use a variety of reading strategies to help them understand a piece of writing
- discuss aspects of the story

YOU WILL NEED

- chart paper and coloured markers

TEACHING tip

Read the first page of the story in a rather discouraged tone: "The paint is peeling, the yard is a mess, and the fence is broken. Number 22 really needs to be fixed up." Then, as you begin to read page 3, change the mood to one of hopefulness and optimism — a mood that will be sustained through the rest of the story.

Setting the Scene

Have a telephone book open, but conceal what it is from the children. Say:

- As soon as you know what I'm reading, raise your hand.

Then, begin reading addresses from the phone book. When several hands are raised, stop and invite a response. Ask:

- Did you hear two parts of each address? What were they? Yes, that's right, a number and a street name.

Depending on the location, you could say, "What else might be in an address? Yes, that's right, an apartment (condominium, townhouse) number."

- What's your address?

As the children tell their addresses, you could record some on chart paper to demonstrate two components: the number, and the street name.

Say:

- The book we're going to read has an address as its title. Look at the cover to find out what the address is. Yes, it's 22 Maple Street.

Ask questions and talk about the cover illustration:

- How many times do you see the number 22?
- What's happening in the picture? What's Albert Alistair doing? What work has he already done? What work looks as though it still needs to be done?
- Look at Albert. Talk about him. What do you know about him from looking at this picture?
- Now we know the setting of the story, 22 Maple Street and we know the main character, Albert Alistair. What do you think the story will be about?

Encourage a variety of responses and then say:

- *22 Maple Street* was written by Lalie Harcourt and Ricki Wortzman and illustrated by Jean Morin.

Reading the Story

Ask the children to open their books to pages 2 and 3. Say:

- Look at the picture as I read these pages aloud.

After reading pages 2 and 3 to the children, ask:

- What do you see that needs fixing?

As the children identify the jobs that Albert has to do, record their observations on chart paper.

- Which job do you think he'll do first? second? third? (and so on)

Encourage the children to explain why.

Have the children turn the page, look at the illustrations, and read pages 4 and 5 to find out the order in which he did the work. Take the children back to the charted list of tasks to compare their order with the actual order in which Albert did the various tasks. Then ask:

- What question does Albert have now that he's cleaned the place up?

Look back at the previous pages and ask children to think about the colour Albert should paint the house. Invite the children to share their ideas and reasons for their choices.

Turn the page and look at the picture on pages 6 and 7. Ask:

- What's different about Albert? Yes, he's wearing his favourite painting cap. Read these pages to find out the equipment Albert finds and how he decides on the colour to paint his house.

TEACHING tip

Following the guesses, you could use some yellow marker or chalk with some red to show what colour results.

- What colour will Albert get if he mixes yellow with red?

Encourage the children's responses and then have them turn the page to find out. On chart paper, print the words (in colour to match):

red + yellow = orange

Then say:

- Read pages 8 and 9 to find out what Albert's neighbour Sam thinks about the colour.

- Albert thinks he needs a different colour. What colour would you suggest he paint the house? Why?

Have the children turn the page to find out where Albert goes to choose the paint. Say:

- Look at the picture and then read page 10 to find out what colour Albert says he wants to paint his house.

Look at the picture on page 12. Say:

- What two colours does Mr. Tucker mix together to make purple? That's right, (say and print):

red + blue = purple

Read pages 12 and 13 to find out what Mr. Tucker says when Albert accidentally bumps into the paint display, spilling and spattering the Cherry Red and Peacock Blue paints. Then ask:

- Why do you think Mr. Tucker didn't want Albert to clean up the mess he made?

Turn the page and say:

- Read pages 14 and 15 to find out what Dotty thought about the colour of the house.
- Albert thinks maybe purple isn't the right colour. What colour do you think he'll choose next?

Encourage the children's responses and then have them turn to pages 16 and 17 to look at the pictures and to find out what colour he chooses.

Ask:

- If you were choosing from all the shades of green, which shade would you choose? Put your finger on your choice.

- Read page 16 to find out how much paint Albert buys.

- What colours will Mr. Tucker mix together to get the colour green?

Encourage the children's responses and then say:

- Turn the page to find out. Yes, (say and print):

yellow + blue = green

Read page 18 to the children and then say:

- Read page 19 to see how Mr. Tucker gets Albert out of the store *this* time!

- Another neighbour, Mrs. Paisley, comes by. Read pages 20 and 21 to find out what she thinks about the colour of the house.

Say:

- Albert's neighbours don't seem to like the colour of his house.

Turn to page 22 and look at the pictures. Ask:

- Who can Albert see from the front of his house? Yes, he can see Mrs. Paisley, Sam and his dog Checkers, and Dotty, who's drinking lemonade on her porch.

- Read these pages to find out what Albert suddenly knows.

Encourage the children's guesses about what colour Albert knows is just the right colour for Number 22 and why. Say:

- Turn the page to find out if you were right.

OBSERVING FOR ASSESSMENT

Does the student:

- use the illustrations to aid in understanding the storyline?
- use correctly the vocabulary of the story to answer the questions asked?
- focus on the task?
- demonstrate a degree of self-confidence in solving reading struggles independently?

TEACHING tip

You can make a summary of the story if you chart the sentences as students dictate them.

Invite the children to join with you in an expressive choral reading of this, the last page. Ask:

- How did Albert choose the colour for his house? What made him think of white?

Independent Reading

Have the children enjoy the story again by reading the whole book independently with as little assistance as necessary.

After Reading

Invite the children to tell their favourite colours. On chart paper, make a frequency tally of the results.

Revisit the Story

Engage the children in conversation about the story by using open-ended prompts, such as:

- What parts of this story could really have happened? Are there any parts that could not have happened?
- What did you enjoy most about Albert?
- What did you enjoy most about this story?

Reinforce the Story

Have the children look back through the illustrations to retell the story by creating one sentence for each picture. The challenge is that the one sentence must contain the word *and*. For example:

Page 2 — The house on Maple Street is very run down *and* needs to be fixed up.

Page 3 — Albert Alistair likes to fix houses *and* he's happy to fix up Number 22 Maple Street.

Page 4 — Albert gets to work *and* he mows the lawn.

Page 5 — He gets the house ready to paint *and* then wonders what colour to paint it.

Invite the children to complete **BLM 25** as a way of reviewing some of the events of the story and anchoring understanding.



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As a Group

LEARNING OPPORTUNITIES

Students will:

- describe how artists use design to create effects
- share thoughts and ideas about artworks

YOU WILL NEED

- many samples of patterned material (scarves, cable-knit sweaters, etc.)
- drawing materials

OBSERVING FOR ASSESSMENT

Does the student:

- identify and use several patterns found in clothing?
- accurately describe the colours, lines, shapes, and textures in patterns in their own work?

Activity: Flip-Pattern People

Review the patterns in *22 Maple Street*. For example, on page 8, ask:

- What patterns do you see in this picture? (squares/checks on clothing, lines on house and fence)

Repeat for the dots and the paisley patterns, then show samples of material, and say:

- I have some cloth here. Who can tell us about the patterns? (patterns of colours, lines, shapes, and textures) Who has a pattern in your own clothing? Tell us about the colours/lines/shapes/textures.

Give each child a copy of **BLM 24**, and invite them to draw patterns on the sweater and pants, and add features and hair to the head.



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When the drawings are complete, make a class booklet by stapling the BLMs together, and cut along the dotted lines.

Children can take turns flipping the pages back and forth to create characters with different combinations of patterned clothing, sharing the results with the class. Model how to describe the colours, lines, shapes, and textures of their patterns:

- This character has a sweater with wiggly blue lines and straight red lines in a pattern. It looks fuzzy. The pants have blue and green dots all over.

Extension

Create more houses for Maple Street, based on the flip-pattern characters. Cover single-serving milk cartons with thick white paint (such as latex), then decorate with paint or crayons.

This Extension works well with Stand-Alone Activity 29: "Still-Life Textures" on page 157.

LEARNING OPPORTUNITIES

Students will:

- describe how secondary colours can be created
- use various materials and explore their possibilities

YOU WILL NEED

- new pencils with round erasers
- paint, trays, paper towels, popsicle sticks
- white paper and scrap paper

Activity: Eraser-Stamp Pictures

Invite the children to look at page 23 of *22 Maple Street*. Say:

- Do you think Dotty used a paintbrush to make the dots? What would be better? (a round object dipped in paint)
- If we wanted to make *small* dots, we could use ... pencil erasers.

Model how to dip the eraser into a small amount of paint on a tray and print several dots on the paper. Encourage children to experiment with varying the pressure, with leaving white space between dots, and with overlapping the dots.

Review the mixing of primary colours. Ask:

- What would you mix together to get purple? Lighter purple? (add white) Darker purple? (add a *little* bit of black)

Model how to mix small amounts of colour with a popsicle stick, and to use a paper towel to wipe the eraser between colours.

Ask children to plan a picture. Details are difficult to show with stamping; encourage them to draw objects that fill the page, then stamp their pictures on paper.

Play different kinds of music as the children paint (see *Grade 2 Audio CD Tracks 7, 9, 11, 12, 14, 34*). Model how they might catch the spirit of the music in their art, through colour, density, and so on.

Extension

Introduce the children to the wonderful Impressionist work of Georges Seurat, who painted with dots to show the effects of light and colour.

LEARNING OPPORTUNITIES

Students will:

- engage in and respond to oral presentations
- retell a story in proper sequence
- participate in group discussions

YOU WILL NEED

- 12 bristolboard or chart-paper strips
- marking pen and crayons

OBSERVING FOR ASSESSMENT

Does the student:

- recall the story events in sequence?
- read the selected sentence accurately and fluently?
- work co-operatively?

Activity: Make a Timeline

On twelve strips of bristolboard or chart paper, print the sentences from **BLM 26**.



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Have the children sit in a circle with the sentence strips on the floor inside the circle.

Invite a volunteer to select and read aloud the sentence that tells the event that comes before the others in the story. Have another volunteer choose the event that comes next, next, next, and so on, until all the sentences have been chosen in the order in which they occur.

Ask the children to form a timeline by standing in chronological order and holding their sentences in front of them so that you and/or the rest of the class can read them aloud.

Hand out BLM 26. have the children cut out the sentence strips and place them in the correct order.

Extension

Have the children choose one of the sentences and use crayons to make a picture to represent what it says. They can then print the sentence beneath the picture.

LEARNING OPPORTUNITIES

Students will:

- read aloud in a way that communicates the meaning
- understand the vocabulary and language structures appropriate for this grade
- use and integrate various cueing systems and a range of strategies to construct meaning

OBSERVING FOR ASSESSMENT

Does the student:

- read expressively to communicate meaning?

Activity: Modified Readers' Theatre

Invite the children to enjoy the story again, this time with all of them taking on the various reading roles:

Albert, Sam, Mr. Tucker, Dotty, Mrs. Paisley.

You will be the Narrator.

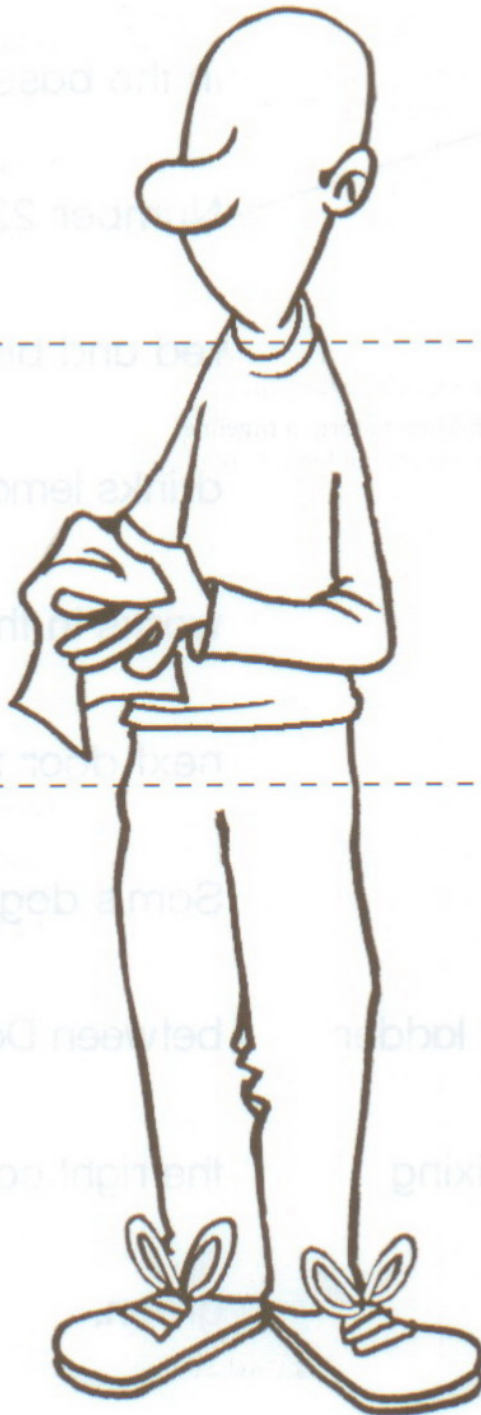
To remind the children of the need to read expressively and to create the right mood when reading aloud, begin the Readers' Theatre by saying:

- I have to read the first page with a sad-sounding voice. And then I have to remember to make my voice sound happier when I read page 3.

Extension

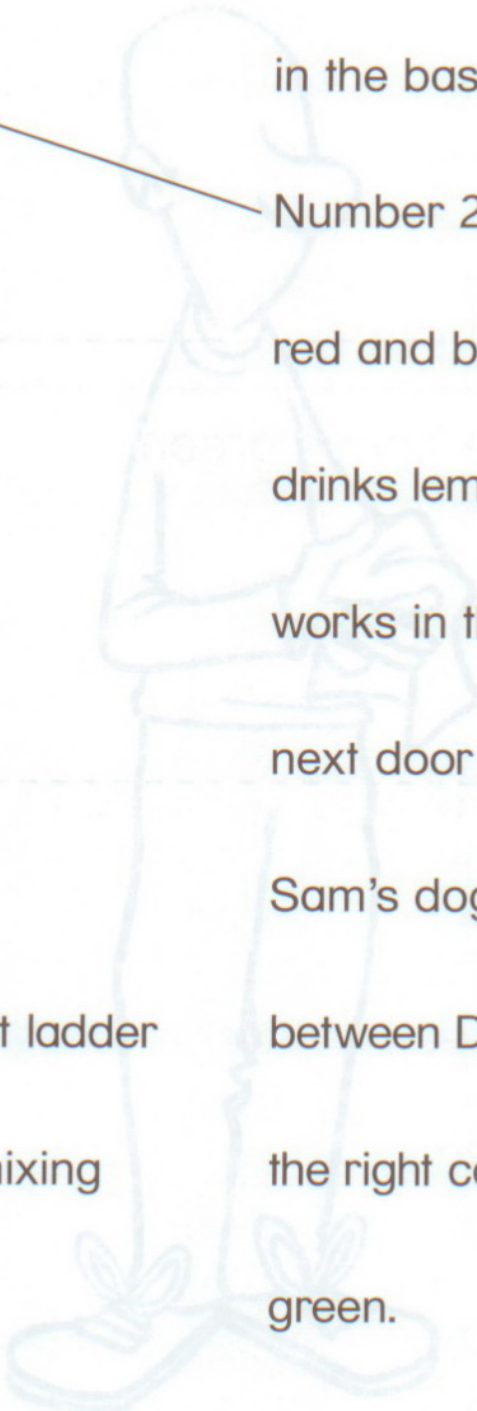
Invite individual children to read the character's parts and the others to join you in a choral reading of the Narrator's part.

Name _____ Date _____



Name _____ Date _____

Join the parts to make true sentences.



Albert lives at _____ in the basement.
Dotty _____ Number 22 Maple Street.
Checkers is _____ red and blue.
Mr. Tucker _____ drinks lemonade on her porch.
White is just _____ works in the paint store.
Mrs. Paisley lives _____ next door to Albert.
Yellow + blue = _____ Sam's dog.
Albert finds his tallest ladder _____ between Dotty and Mrs. Paisley.
Purple is made by mixing _____ the right colour for Number 22.
Sam lives _____ green.

Name _____ Date _____

Put the sentences in order.



Albert goes to work on his house.

He tidies the yard.

Albert fixes the fence.

He paints the house green.

He plants red and yellow flowers.

Albert paints the house purple.

He trims the hedge and cuts the grass.

He paints the house orange.

He goes to see Mr. Tucker at the paint store.

Albert goes to see Mr. Tucker again.

Albert mixes the paints in his basement.

Albert paints his house just the right colour.