

About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,147

Book Summary

Two Artists: Vermeer's Forger tells the story of a young child, Han Van Meegeren, and his desire to spend his life as an artist. Van Meegeren goes to school to become an architect and designs a few buildings; however, he realizes he still loves painting, so he quits to study art. He becomes frustrated early on because critics say he has no talent. To get back at them, he decides to take on a famous painter's style and forge his paintings. Even though he works very hard and becomes very rich, his dishonesty does not pay off in the end. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand text
- Understand and identify cause-and-effect relationships
- Identify and use commas after introductory words
- Identify suffixes within the text

Materials

Green text indicates resources available on the website

- Book—*Two Artists: Vermeer's Forger* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, summarize, commas, suffixes worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **convincing** (adj.), **forgery** (n.), **genius** (n.), **masters** (n.), **style** (n.), **technique** (n.)

Enrichment: **critics** (n.), **national treasure** (n.), **talent** (n.), **varnish** (n.)

Before Reading

Build Background

- Write the word *forgery* on the board. Discuss with students the definition of the word (to make or imitate falsely, especially with the intent to trick or deceive).
- Show students the photo on the front cover of the book and read the title of the book with them. Have students discuss what the title of the book makes them think of. Ask them what the picture on the front cover might be.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept any answers students can justify.)

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary. Tell them a summary is a brief overview of the most important information in a section. Point out that a summary often answers the questions *who*, *when*, *where*, *what*, and *why*.
- Have one or more volunteers read page 4 aloud.
- Model summarizing the main idea and details from page 4 on the board.
Think-aloud: To summarize, I decide which information is most important to the meaning of the section that would be important to remember. To do this, I can identify the main idea and important details, and then organize that information into a few sentences. When I look at the main idea and details on the board, a summary of this section might be: Han Van Meegeren loved to draw and enjoyed looking at paintings of Dutch artists. He longed to spend his life as an artist and wished he had the talent to do so.
- Write the summary on the board. Have students identify the main idea and details within the summary. Discuss how you used your own words to create the summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Review or explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading: *I left the back gate unlocked and open.* Model identifying cause-and-effect relationships.
Think-aloud: If I left the back gate unlocked and open, my dog could get out. If my dog got out, I would have to look for it until I found it. If I looked for it until I found it, it might take all night. If it took all night, I wouldn't get any sleep. If I didn't get any sleep, I would be tired the next day at school. If I was tired at school, I might fall asleep during class. Sometimes a cause and its effect cause other events to happen.
- Write each cause-and-effect relationship from the think-aloud on the board. Have students identify which part of each relationship is the cause and which is the effect.
- Introduce and explain the [cause-and-effect worksheet](#). Have students write the information from the discussion on their worksheet.

Introduce the Vocabulary


- Write the following words from the content vocabulary on the board: *forgery*, *style*, *convincing*, and *technique*.
- Point out that these four words can be found within the story and that they all are related to one's artistic ability. Have students turn to page 7 and find the vocabulary word *forgery*. Give groups of students four pieces of blank paper. For the word *forgery*, have them write or draw what they know about the word using the context clues in the sentences.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.

Lesson Plan *(continued)*

Two Artists: Vermeer's Forger


- Have students look at the glossary definition of the word and compare it to the definition they created.
- Repeat the exercise with the remaining vocabulary words.

Set the Purpose

 Have students read the book to find out more about Van Meegeren and his forgery, stopping after every few pages to summarize the events of the book in their mind. Encourage students to underline or record on a separate piece of paper the important information in each section.

During Reading


Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 7. Encourage those who finish before others to reread the text. When students are ready, discuss the important information they identified.
- Model summarizing by using the main idea and details.
Think-aloud: *As I read the section titled "Van Meegeren's First Paintings," most of the sentences mentioned something about Han Van Meegeren's art and paintings. I read that he studied architecture and designed a few buildings, but he was unhappy, so he quit architecture to study art. I also read that at first Van Meegeren did well and won awards for his work. As time went by, he did not work as hard and became lazy, so critics said that he had no talent, which upset Van Meegeren. Finally, I read that he was so angry that he decided to get back at the critics, copy another artist's work, and claim it as his own. I will underline this information in the section. Based on what I've read and underlined, I think the main idea of this section is: Han Van Meegeren was a talented artist who became lazy and was criticized for his work, so he decided to forge paintings.*
- Write the main idea on the board. Ask students to identify details that support this main idea (designed a few buildings, won awards for his work, did not work as hard, critics said he had no talent, and so on.) Write these details on the board.
- Review how to create a summary from the main idea and details. Refer back to the summary created during the introduction to the skill. Discuss and create the summary as a class, and write it on the board. (*Han Van Meegeren was a talented artist who became lazy and was criticized for his work, so he decided to forge paintings. He wanted to fool the critics into thinking his forgery was a genuine Vermeer painting.*)
- Remind students of the meanings of *cause* and *effect*. Have them look at page 5. Ask a volunteer to read the page aloud. Say: *Van Meegeren quit architecture. This was the effect of what cause? Why did he quit?* Write this cause and effect on the class chart.
- Have students revisit page 6 and write a cause-and-effect relationship for this page on their worksheet (did well in art school/hired as a teacher, did not work hard/critics did not like his work, bad reviews/Han became sad and angry).
-  **Check for understanding:** Have students read from page 8 to the end of page 10 and underline the main ideas and important details in this section. Invite students to share the important details they underlined in this section.
- Divide students into groups. Have each group identify the main idea from the details of the section and write it on a separate piece of paper.
- Have students in each group use the main idea and details to write a summary. Discuss their responses. (Main idea: *Van Meegeren used special canvas, paints, brushes, and artistic techniques to make his forgery to appear to be from 200 years before;* Summary: *Through strenuous work, Van Meegeren successfully forged a painting that reflected the style of famous Dutch artist Vermeer. He worked for a very long time to make the colors identical and the entire painting to appear to be old and dusty.*)
- Have students add to their **cause-and-effect worksheet** for this section of the book.

Lesson Plan *(continued)*

Two Artists: Vermeer's Forger

- Have students read the remainder of the book. Encourage them to continue summarizing as they read the rest of the story. Remind them to continue thinking about the important events of the book as they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about how an architect became interested in art and forged paintings to claim them as his own because I summarized the important information as I read the book.*
- Review with students how the main idea and details from each section can be used to develop a summary. Discuss with them the benefits of summarizing information they read (to understand the main point of a larger piece of writing).
- Ask students to explain or show how the strategy of summarizing helped them understand the book.
- **Independent practice:** Introduce and explain the [summarize worksheet](#).

Reflect on the Comprehension Skill

- **Discussion:** Review with students the information on their [cause-and-effect worksheet](#). Discuss how stopping to identify cause-and-effect relationships helped students remember the facts and better understand the information in the book.
- Have students reread page 11. As they read, write the following under the *Cause* heading on the chart on the board: *Han's first forgery was a success*. Ask a volunteer to tell the effects of this. (Everyone believed it was painted by Vermeer, he sold it for a great deal of money, and the critics praised it). Write this information under the *Effect* heading on the chart on the board.
- **Independent practice:** Have students complete the cause-and-effect worksheet for the remainder of the book. If time allows, discuss their answers.
- **Enduring understanding:** In this story, a man becomes resentful and greedy, which causes him to create and claim work that is not his own. He later pays for his misdoings by going to jail. Now that you know this information, why is it important to be honest about your work? How does this idea help you understand the seriousness of dishonesty?

Build Skills

Grammar and Mechanics: **Commas after introductory phrases**

- Write the following sentence on the board: *For instance, he would have to know how people dressed and wore their hair*. Ask a volunteer to come to the board and circle the comma. Explain that the words *for instance* are introductory words leading into the sentence and that the comma separates them from the rest of the thought.
- Have students turn to page 9. Ask them to find the following sentence: *To start, Han needed to find and use a seventeenth-century painting that was more than 200 years old*. Ask a volunteer to identify the introductory words (*To start*). Discuss the location of the comma. Read the sentence together and point out how the comma separates the thoughts in the sentence.

Lesson Plan *(continued)*

Two Artists: Vermeer's Forger



Check for understanding: Write the following sentence on the board: *In his paintings light often comes through a window and shines on tiny details.* Have students rewrite the sentence on a separate piece of paper, being sure to include a comma to separate the introductory words from the rest of the sentence and also to identify the introductory words. Check individual answers for understanding.

- **Independent practice:** Introduce, explain, and have students complete the [commas worksheet](#). Discuss answers aloud after students finish.

Word Work: **Suffixes -ed and -ly**

- Review or explain the purpose of suffixes. Remind students that a *suffix* is a letter or group of letters added to the end of a word or stem that serves to form a new word or that functions as an inflectional ending.
- Write the words *designed* and *enjoyed* on the board. Have a volunteer explain which part of each word is the suffix (*ed*), what each root word is (*design* and *enjoy*), and the meaning of each word (*created in the past; liked in the past*).
- Write the words *closely* and *carefully* on the board. Have a volunteer explain which part of each word is the suffix (*ly*), what each root word is (*close* and *careful*), and the meaning of each word (*in a close manner; in a careful manner*).
- **Check for understanding:** Write the words *dressed* and *quickly* on the board. Have students write each suffix, root word, and meaning of the word on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [suffixes worksheet](#). Discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students summarize their favorite part of the book with someone at home.

Extend the Reading

Informational Writing Connection

Have students use print and Internet resources to research how Han Van Meegeren was caught forging Vermeer's paintings. Have them locate information such as his trial and testimony. Have students write a report that includes at least two main ideas and two supporting details for each main idea. The report must have an introduction and a conclusion. Have students share their reports in small groups.

Visit WritingA-Z.com for a lesson and leveled materials on expository report writing.

Elements of Nonfiction Connection

Supply books and links to Internet websites for students to learn more about Johannes Vermeer. Have them find out about his most famous paintings and what inspired him to create them. Have students research the timeline of his life and his career as a Dutch artist during the seventeenth century. Give students index cards and instruct them to write these facts on the cards, along with any other interesting information they discover. Lead a roundtable discussion in which students share their findings.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of summarizing to comprehend the text during discussion and on a worksheet
- understand and identify cause-and-effect relationships in the text during discussion and on a worksheet
- recognize and use commas used after introductory words during discussion and on a worksheet
- understand the use of suffixes during discussion and on a worksheet

Comprehension Checks

- Book Quiz
- Retelling Rubric