

About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 823

Book Summary

Art Around Us is an informational book that teaches readers about different kinds of artists and the varied and sometimes unusual art they create. Painters, sculptors, potters, glassblowers, and fiber artists are highlighted. Photographs and captions support the text.

Book and lesson also available at Levels M and T.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand nonfiction text
- Distinguish between fact or opinion
- Identify *r*-controlled vowel *ar*
- Recognize past-tense verbs
- Understand and identify antonyms

Materials

Green text indicates resources available on the website

- Book—*Art Around Us* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- [Fact or opinion, past-tense verbs, antonyms 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: **cast** (n.), **ceramic** (n.), **kiln** (v.), **loom** (n.), **mosaic** (n.), **murals** (n.)

Enrichment: **blowpipe** (n.), **found object art** (n.), **glaze** (n.), **installations** (n.), **pottery wheel** (n.), **soft sculptures** (n.)

Before Reading

Build Background

- Ask students to define the word *art*. Discuss various art forms, such as painting, drawing, sculpting, and so on. Ask if anyone has ever visited a gallery, museum, or craft fair and, if so, to share their experience.
- Have students name their favorite kind of art and explain what they like about it. List students' responses on the board.

- Explain to students that in this book, they may learn about types of art they never knew existed. Have students look for familiar and new types of art in the book as they read.

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, 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: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that they are more likely to understand what they are reading if they already know something about the topic. Explain to students that as they read, they should think about their experience with the topic to make connections to new information in the book.
- Model how to connect to prior knowledge.
Think-aloud: When I look at the titles of the sections in the table of contents, I try to think about what I know about these art subjects. I think the section titled "Potters" might be about making pots and bowls on a pottery wheel. It reminds me of when I attended summer camp and we did arts and crafts. I remember getting a cold chunk of brown clay and adding water to it to make it moldable. Then I worked with it on the wheel spinning it around and around. The clay was very wet and gooey. It was a real challenge trying to keep it on the wheel. It flew right off a couple of times! Thinking about this as I read the section may help me understand it better. (Tailor comments to personal situation.)
- Review the title page and table of contents with students. Ask them what experiences they have had with any of the subjects mentioned. Allow volunteers to share their thoughts and encourage them to think about these as they read the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Fact or opinion**

- Review or explain that many stories include both facts and opinions. Explain that one way to evaluate written material is to recognize the difference between statements based on fact and statements based on opinion. An *opinion* tells *how a person feels about something*. You can agree or disagree with an opinion. A *fact*, on the other hand, *can be verified or proven*.
- Ask volunteers to name their favorite flavor of ice cream, and write these on the board. Explain that students have expressed their opinions regarding the best flavor according to their tastes. Point out that there are many different flavors of ice cream, and tell them that this statement is a fact.
- Have students turn to page 5, and read the first sentence together. Ask students to consider whether the sentence is an example of fact or opinion. Model the skill of identifying fact and opinion.
Think-aloud: In the first sentence, the author tells us that art is everywhere. She does not tell us the best kind of art or the only good place to view art. This sentence is a fact. As I read the book, I will look for facts and try to learn from them. Any opinions I come across will only give me a better idea of the author's taste and viewpoint.
- **Check for understanding:** As a group, brainstorm statements of fact and opinion until all students are able to make the distinction.

Introduce the Vocabulary


- As students preview the book, point out any vocabulary that you feel may be difficult for them. Explain that all of the words appearing in bold print can be found in the glossary at the back of the book.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use context clues within a sentence to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 11. Point to the word *ceramic*. Model how to use context clues to figure out the meaning of the unfamiliar word. Explain that the sentences before it tell that clay is shaped and put in the oven and that heat then bakes the clay. The sentence containing the unfamiliar word explains that baked clay is called *ceramic*.
- Turn to the back of the book and search the glossary for the word *ceramic*. Read the definition together. Then return to page 11 and reread the sentence with the word *ceramic* to confirm the word's meaning.
- Remind students that a glossary and a dictionary contain lists of words and their definitions, and that students should use these tools as needed to find the meanings of unfamiliar words.

Set the Purpose

- Have students think about what they know about different kinds of art as they read the book to identify the important information about art. As they read, remind them to distinguish factual information from the author's opinions.

During Reading

Student Reading

- **Guide the reading:** Give students their book and have them put a finger on the bottom of page 13. Have them read to the end of this page. Have students reread the pages if they finish before everyone else.
 - When they have finished reading, ask students what things they already knew about the types of artists and art mentioned and what new things they learned.
 - Model how to connect to prior knowledge.
Think-aloud: When I look at the photograph of the glassblower on page 12, I remember being on vacation with my parents and walking down a street with little shops that had big glass windows. One of the shops was a decorative art shop with a glassblower working. People were lined up in front of the window watching him. I joined them and watched as he manipulated and worked a giant glass bubble. It was amazing! When I read this section, I could picture in my mind what the author described because I remembered my experience. (Tailor comments to fit personal situation.)
 - As students read, have them think about any experience they have with the subject. Remind them to notice how the author presents information in a factual way.
 - **Check for understanding:** Have students share some of the things they thought about as they read information on the pages so far. Select volunteers to share connections they made between prior knowledge and the text. Ask students to provide examples of facts in the text. Then ask volunteers to share their opinions of some of the types of art and artists described so far.
 - Have students read the remainder of the book. Encourage them to connect new information to their prior knowledge as they read. Explain to them that understanding the factual information presented through text and photographs will help them to remember and better understand what 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

- Ask students to share any examples of how connecting what they read with their prior knowledge helped them. (Encourage them to think aloud for other students in the group.) Reinforce how thinking about what they already know about the topic of a book helps them understand and remember what they read and keeps them actively engaged in the text.
- **Think-aloud:** *When I came to page 6 and saw the photo of the artist and his painting, it reminded me of when I was a student in an art class and had to paint a self-portrait. I remember mixing the paints and choosing the correct brush for the different parts of the painting. It was much more difficult than I thought. Thinking about this while I read made that section more enjoyable for me.*
- Check students' understanding by inviting them to share connections they made with the section on painters or any other section of the book.

Reflect on the Comprehension Skill

- **Discussion:** Ask students to recall the overall topic of the book and various subjects that were described. Ask them to think about why the author wrote this book. Have them consider whether the purpose was to teach or inform the reader about different types of art and artists, or whether the author wanted to share her opinion about which types of art or artists she prefers or does not like.
- **Check for understanding:** Ask students to turn to page 14 and 15 and reread the facts about fiber artists. Ask a volunteer to share the facts (they use thread, yarn, and fabric to make art; weavers loop colored yarn on a loom; and so on). Ask students to share their opinions about that type of art. Write the facts and opinions on the board.
- **Independent practice:** Introduce, explain, and have students complete the **fact-or-opinion worksheet**. If time allows, have them share their responses when they have finished.
- **Enduring understanding:** In this book, you read about different types of artists and the art they create. As the author explained, art takes on many forms and is all around you. Artists may try to convey a message through their art. Sometimes part of enjoying art is searching for a message from the artist or trying to uncover the meaning behind an artist's creation. Everyone appreciates art in a different way. Whether someone likes or dislikes a work of art depends on personal taste. Have you ever seen a work of art, such as a painting, sculpture, or even an interesting stained glass window or piece of furniture that you liked a great deal? What types of art do you find pleasing? What types of art do not interest you as much?

Build Skills

Phonics: R-controlled vowel **ar**


- Write the word *art* on the board and say it aloud with students. Explain that the sound they hear at the beginning of the word is one of the sounds made when the letters *a* and *r* are combined.
- Have students say the /ar/ sound aloud. Write the word *star* on the board. Run your finger under the letters in the word as students say the whole word aloud. Write another word on the board that contains the /ar/ sound, such as *chart* and ask students to identify which letters represent the /ar/ sound.
- Write the following words on the board, leaving off the *ar* letter combination: *march*, *parchment*, *tarnish*. Have volunteers come to the board and add the *ar* letter combination to complete the words.




Check for understanding: Have students look on page 8 and highlight or circle the words that contain the /ar/ sound. Write the words on the board.

Grammar and Mechanics: Past-tense verbs

- Remind students that *verbs* are words that *show action*. Have students turn to page 10 and reread the page. Explain or remind students that *past tense* means that something has already happened, *present tense* means something is happening now, and *future tense* tells about something that will happen.
- Explain to students that steps in a process are usually written in the present tense. Ask them if the verbs on page 10 tell action in the *past*, *present*, or *future*.
- Write the following words on the board:
show sketched displayed weave painted
Ask students to read the verbs that are in the past tense.

 Direct students to page 9 and have them underline all the verbs on the page. Ask them to picture the actions in their mind as they read. Remind them that past-tense verbs often have the *-ed* ending added to them. Discuss how this is an example of a *regular past-tense verb*. Explain that not every verb is changed to its past tense by adding *-d* or *-ed*, and that *irregular past-tense verbs* will be studied in another lesson (for example: *blow* changes to *blew*). Have students circle the underlined verbs that are in the present tense.

 **Check for understanding:** Have students go through the book and underline the present-tense verbs and circle the past-tense verbs. Remind them to think about the way in which the author describes each action.

- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their responses.

Word Work: Antonyms

- Review or explain that *antonyms* are words that are *opposites*. Write the word *cold* on the board and ask a volunteer to suggest an antonym for the word.
- Write the following sentence on the board: *They pour hot metal into a mold and let it cool*. Ask students to find two words that mean the opposite. (*hot*, *cool*).
- **Check for understanding:** Have students turn to page 10 and search the page for two words that are antonyms. Select a volunteer to say the words aloud and to explain why they are antonyms (*push*, *pull*). Repeat the process, directing the students' attention to page 12 (*wide*, *thin*).
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their answers.

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 practice identifying factual information as they read with someone at home.

Extend the Reading

Informational Writing Connection

Have students select an artist to research. Encourage them to focus on an artist whose specialty represents their favorite type of art. Require that their paper include the following main ideas: why that person became an artist, who has influenced the artist, and a description of the style of art. Each main idea should have two supporting details. Have students also include their opinion of the art, whether they find it pleasing or not and why.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Art Connection

Have students create their own work of art in the style of the artist they researched. Encourage them to provide a title for the work and write a short caption explaining how the piece of art was created and what, if any, message it represents or conveys.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect new information to prior knowledge
- correctly distinguish between fact or opinion orally and on a worksheet
- correctly identify words that contain the *r*-controlled vowel *ar* during discussion
- accurately recognize past-tense verbs in class discussion and on a worksheet
- correctly identify antonyms during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)