

Focus Question:

Why is art important? Why do we display art in museums?

Book Summary

Text Type: Nonfiction/Informational

Take a tour through New York City's Metropolitan Museum of Art in this colorful and detailed text. *The Metropolitan Museum of Art* introduces students to a broad spectrum of art and its place and importance in the modern world. The book can also be used to teach students how to compare and contrast information and the proper use of complex sentences.

The book and lesson are also available for levels Z1 and Z2.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Compare and contrast information from the text
- ☐ Identify captions to better understand the text
- ☐ Recognize and use complex sentences
- ☐ Identify and use the suffix -ly

Materials

- ☐ Book: *The Metropolitan Museum of Art* (copy for each student)
- ☐ Compare and contrast, complex sentences, suffix -ly worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

• Words to Know

Story critical: *abstract expressionism* (n.), *canvas* (n.), *galleries* (n.), *sculptures* (n.), *sketch* (v.), *tapestries* (n.)

Enrichment: *cavity* (n.), *conventional* (adj.), *facade* (n.), *inaccuracies* (n.), *medieval* (adj.), *sanctuary* (n.)

- **Academic vocabulary:** *different* (adj.), *event* (n.), *forever* (adv.), *history* (n.), *purpose* (n.), *specific* (adj.)

Guiding the Reading

Before Reading

Build Background

- Write the word *art* on the board and read it aloud with students. Demonstrate how to create an idea web using the word *art* in the center of the web. Have students work in small groups to create an idea web on a piece of chart paper. Have each group display their idea webs throughout the classroom and share with the class.
- Engage students in a discussion about different kinds of art and why art is important. Point out that art varies greatly from culture to culture and that understanding the history or purpose behind a piece of art can increase appreciation and understanding.

Introduce the Book

- Give students their copy of *The Metropolitan Museum of Art*. 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, 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 the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that readers usually have some prior knowledge of the topic they are reading about. Point out that readers make connections to what they know while reading and that this helps them better understand and remember the information in the book. Have students use the photograph on the cover page to make a connection to their prior knowledge. Ask students to discuss these connections in a group. Invite volunteers to share their thoughts with the rest of the class, and discuss how their connections may help them better understand and remember the book.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Compare and contrast

- Explain to students that one way to organize information in a book is to explain how topics are alike and different, which is called *comparing and contrasting*.
- Create a Venn diagram on the board and write the title *Creating Art* above the diagram. Label the left side *painting* and the right side *drawing*. Invite students to explain how drawing and painting are similar and different (*alike: need some sort of canvas or paper; different: paintings need to dry, but drawings do not*). Model how to record each response on the Venn diagram.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about the Metropolitan Museum of Art. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is the Metropolitan Museum of Art?* (level 1) page 4
- *Why was the Temple of Dendur moved to the Metropolitan Museum of Art?* (level 2) pages 5 and 6
- *Why is it important to question the content of a piece of art and understand its history?* (level 3) multiple pages

- *How do helmets of samurai warriors help us to understand the history of Japan?* (level 1) page 9
- *What kinds of art can be found in the Metropolitan Museum of Art?* (level 3) multiple pages
- *In what ways are the Roman statues similar to the African statue? How are they different?* (level 2) pages 10 and 13
- *Why are so many pieces of art housed in the Metropolitan Museum of Art?* (level 3) multiple pages

Text Features: Captions

Explain that captions clarify images in a text by describing the details of the illustrations and photographs. Point out that captions may provide the reader with names, dates, and locations that are not found in the text of the book. Have students work in small groups to review the photograph on page 14 and its caption. Ask students: *How does the caption give you more information about this piece of art? Why did the author include a caption with this photograph?* Have students review other photographs in the book and discuss in groups what the captions describe. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you make connections to prior knowledge as you read. Point out that their experiences or knowledge do not need to be identical to the information presented in the book. Have students turn to a partner and share one connection to prior knowledge that they made as they read.
- Have students work in small groups to periodically compare and contrast information in the book and discuss these comparisons.
- Model comparing and contrasting.
Think-aloud: As I read about different artwork found in the Metropolitan Museum of Art, I pause often to compare and contrast these pieces of art. Comparing and contrasting helps me to better understand and remember what I am reading. For example, as I look at the paintings on pages 8 and 14, I notice several similarities. For example, both pieces of art were created using paints and a canvas and both are pieces of American art.
- Invite students to share other similarities among these paintings and model how to accurately record this information on a Venn diagram. Then have students work in small groups to discuss the differences. Invite students to share their discussions and record this information on the Venn diagram.
- Model how to complete the **compare-and-contrast worksheet**. Have students identify details from the book and circle them. Then, have students compare and contrast the details with a partner.

Guiding the Reading (cont.)

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.

Skill Review

Graphic Organizer: **Compare and contrast**

Review the compare-and-contrast worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the comparisons they made. Discuss with students the justification for these comparisons.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include the following information: *Art is important because it gives us a glimpse into the history and culture of places throughout the world. Art is displayed in museums in order to protect it and to make it accessible for many people to enjoy and view.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: **Complex sentences**

- Explain that every sentence must have a subject and a verb, in other words someone or something that does something. Select a simple sentence from the text and identify the subject and the verb. Point out that this is a simple sentence because it has one phrase that contains a subject and verb. Provide several examples of simple sentences from the text and invite volunteers to identify the subject and verb in each sentence and explain why it is a simple sentence.
- Explain that sometimes a sentence can have two parts, called *phrases* or *clauses*. Point out that these sentences are called *complex sentences*. Write *independent clause* and *dependent clause* on the board. Explain that the clause in a complex sentence that can stand alone as a sentence is an *independent clause* and that the clause that does not form a complete thought is the *dependent clause*.
- Write the following sentence on the board: *People of all ages and backgrounds are everywhere around me, speaking many different languages.* Point out

that this sentence is a complex sentence because it has two parts. Underline the clause *People of all ages and backgrounds are everywhere around me* and explain that it is an independent clause because it can stand on its own as a complete sentence and thought. Circle the clause *speaking many different languages* and explain that this is a dependent clause because this thought cannot stand alone as a complete sentence.

- Write the following sentence on the board: *Entering an enormous room with high ceilings, I see a real stone temple set upon a raised platform.* Invite a volunteer to explain why this sentence is a complex sentence. Then invite volunteers to identify the independent and dependent clauses.
- **Check for understanding:** Have students work with a partner to reread page 7 to identify complex sentences. Invite them to underline the independent clause in each sentence and circle the dependent clause. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the **complex sentences worksheet**. If time allows, discuss their answers.

Word Work: **Suffix -ly**

- Write the following sentence on the board: *I drag my feet, but I finally make it up the stairs and into the entrance.* Underline the word *finally* and ask students to define the word (*after a long time*). Erase the suffix *-ly* from the word *finally* to create the root word *final*. Have students explain or locate in the dictionary the meaning of the root word (*coming to an end*). Discuss how the meanings of the words differ. Point out that the suffix *-ly* means *having the characteristics of*.
- Write the following words on the board: *apparently, briskly, closely, commonly, gently, hourly, frequently.* Have students work with a partner to identify each root word. Then have them use both the root word and the word containing the suffix *-ly* in complete sentences. Invite volunteers to share their complete sentences.
- **Check for understanding:** Have students work in pairs to reread pages 11 and 12, including the captions, to locate and circle all the words containing the suffix *-ly*. In the margins, have students write the root word. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **suffix -ly worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.