

## Independent Application

### Stop-and-Chats

*Stop-and-chats* provide a useful forum for setting up students to read with a specific purpose in mind and fostering conversations related to that purpose. To use stop-and-chats to support students in integrating ideas from the written text with the visual display, two or three students who are reading the same text should work together.

1. Before they read, students turn through the illustrations and place a marker at an agreed-upon stopping point for discussion. Upon reaching this point, they exchange their thoughts about the ways in which the text connects with the illustrations or graphics and then place the marker at the next agreed-upon stopping point in preparation for another chat. Students generally need little prompting to talk about interesting illustrations, but to get the conversations started, you and the students can brainstorm some generic prompts, or you can offer your own. For example:

#### Kindergarten and First and Second Grades

- What does this illustration tell us about the characters?
- What does this illustration tell us about the setting?
- What does this illustration tell us about the important events?
- Let's use the illustration to retell what has happened.

#### Third and Fourth Grades

- How does this illustration help create the mood?
- How does this illustration relate to what the author tells us about the setting?
- How does this illustration relate to what the author tells us about the characters?

#### Fifth Grade

- How does this visual display contribute to the meaning of the piece?
  - How does this visual display contribute to the tone of the piece?
  - How does this visual display contribute to the beauty of the piece?
2. As students gain experience with stop-and-chats, provide follow-up lessons based on observations of their performance.

## Cover Studies

*Cover studies* are conversations between two students designed to help facilitate meaningful entry into a text.

1. Work with your students to create a list of questions to consider as they study a book cover with a partner. Keep the list short and manageable for the age group. For example, if you teach third grade, you might post the following:
  - Based on the cover illustration, what expectations do you have for this book?
  - Does the illustration give any information about the characters?
  - What information does it give about the setting?
  - What colors stand out? What might these colors mean?
  - What mood does the artist set for the book?
2. Before starting a new book, students find a partner with whom to engage in a cover study. The partnered students need not be reading the same books. Or this activity can be done before you do a read-aloud.

## Create a Cover

Arrange time for your students to create a cover for a piece of their own writing. Instruct students to include the name of the author and title and to use artistic techniques you have been studying through whole-class instruction and small-group discussions (such as creating certain moods with carefully chosen colors and shading or emphasizing what to pay attention to when considering placement on the page). Figure RL 7.2 provides some guidelines.

## Art Appreciation Readings

*Art appreciation readings* are conducted after students have read or listened to a story at least once. The focus is on having students go back into the text a second time, with the intent of finding particularly appealing or telling illustrations. The chosen illustrations are discussed, leading to new appreciation and understanding of the literature.

1. Prepare students for art appreciation by telling them you would like them to revisit an already-read text to bask in the delightfulness of the artist's work. Turn through the pages while the group observes. In relation to Reading Anchor 7, ask that they consider questions such as the following:

- What medium does the artist use?
  - What colors does the artist use?
  - What shapes does the artist use?
  - What textures does the artist create?
  - What moods does the artist create? How?
  - How does the work of the artist relate to the work of the author?
2. Students turn through the pages of their own text and use a book-mark or sticky note to mark one page that stands out for them in relation to the focus question(s). They may use the sticky note to record their reasons for selecting the page.
  3. Students talk with a partner about the part they marked, telling how they think that part relates to or enhances the written text.
  4. As an optional follow-up, each student may show the chosen example to the class. Allow time for class discussion.

### Graphing Favorites

Choose two or three texts your students have recently read or listened to. Display the texts and ask students to choose a favorite based on visual elements such as aesthetic appeal, mood, beauty, or humor. Graph the favorites, and discuss student rationales for the choices they made.

### Outstanding Illustrator Projects

*Outstanding illustrator projects* help students develop their tastes and preferences for art, as well as help them integrate the different information presented by authors and illustrators.

1. Allow your students time to identify an outstanding picture-book illustrator. Give them the choice of bringing in a book from home (send a note to facilitate this process) or choosing one from the classroom collection. The books will need to remain on display in the classroom for one to two weeks.
2. When the books have been chosen, allow students time to work on the projects. Some possibilities follow:

#### Kindergarten

- Create a bookmark with your name on it. Use it to mark an important part. Tell why it is important.

### First and Second Grades

- Choose an illustration. Using a half-piece of paper, write three sentences that tell why the illustrator did a good job of portraying a character on this page. Use your writing to mark your chosen page in the book.
- Choose an illustration. Using a half-piece of paper, write three sentences that tell why the illustrator did a good job of portraying the setting on this page. Use your writing to mark your chosen page in the book.
- Choose an illustration. Using a half-piece of paper, write three sentences to tell why the illustrator did a good job of portraying the story problem or solution attempt on this page. Use your writing to mark your chosen page in the book.

### Third, Fourth, and Fifth Grades

- Work with the class to create a list of questions to evaluate illustrations. Remind students of the types of questions you have encouraged them to consider in your whole-class instruction and in their small-group discussions. (See Figures RL 7.1, RL 7.2, and RL 7.4.) Students choose three to five questions. Using a half-piece of paper, they write their evaluations in bulleted-list format, using their writing to mark the chosen pages.
3. Display the books and evaluations for viewing and arrange time for all students to visit the display.

### **Illustrator Awards**

Students work in teams of two to create an *illustrator award* for a book in the classroom library. To get started, work with students to brainstorm a list of possible awards, such as the following:

- best overall
- best detail
- best match to the story the author tells
- best parallel storytelling
- best creation of mood
- best depiction of a character
- best depiction of a setting

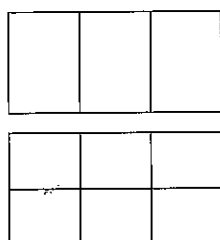
Awards may be created in the form of certificates, ribbons, or medals and displayed with the books. Hold an awards ceremony to share the awards.

## Book Quilts

Select a piece of literature for a class read-aloud. After listening to and discussing the text, each student creates a picture representing a part of the content and just a few words to describe it. Give students white paper and crayons to create their designs. Before sending them off to work, discuss the general mood of the text, and ask them to re-create it with their color choices. Put the pieces together to create a class quilt, and discuss the meaning of the illustrations.

## Comic Strip Retellings

*Comic strip retellings* are a combination of visuals and words used to retell key parts of a story. Students can be encouraged to retell in three or six frames, dividing their pages as follows:



As students create their comic strip retellings, encourage them to honor the tone and mood of the original piece.

## Illustration Center

Use an *illustration center* to allow your students to informally explore the illustrator's craft. To prepare, work with students to create a set of challenges. For example:

- Create a sense of motion.
- Create a sensation of heat or cold.
- Create a sense of calm.
- Create a sense of excitement and activity.
- Create an illustration that draws attention to one character.
- Convey a sense of threat or danger.
- Use the materials to show a mood of your choice. For example, you may choose happy, silly, dark, informative, serious, fun, reflective, or uncertain.

Post the possibilities on the wall near the center, make several supplies available, and allow all students the opportunity to explore the materials and activities.