

Artful Literacy

Communicating, Writing, & Reading about Art
A Language Arts Tour for Grades 2 - 8
Offered by the Denver Art Museum

The Power of Words

“Language exists less to record the actual than to liberate the imagination.”

Anthony Burgess, Writer



By Ellen Spangler, February 2014

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WHY DOES THE DAM HAVE A LANGUAGE ARTS TOUR?

Raising literacy levels is a pressing priority in schools. The Denver Art Museum is a unique space for students to practice language arts skills, including oral language, descriptive writing and analysis. This tour incorporates descriptive and narrative activities, and there is an optional artmaking lesson add-on that integrates what students learned during the tour.

- During the descriptive activities, students will blend their growing observational skills with specific vocabulary and sensory details.
- In the narrative activities, students discuss what they see and collaborate with classmates, building on others' ideas and expressing their own clearly.
- In the optional artmaking activity, students make their own accordion-style books to hold the writing they completed in the galleries, illustrating them in their own creative way.

All activities are aligned with Colorado state academic standards for Reading, Writing and Communicating, Visual Arts, as well as Common Core.

TOUR GOALS

Artful Literacy is an hour-long introductory tour for elementary school students, grades 2 - 8. During *Artful Literacy*, students will

- **Enjoy** a learning experience that is appropriate for students of all levels and with diverse needs;
- **Expand** their oral and written abilities by helping them practice a variety of language skills;
- Be **exposed** to art from diverse cultures in a variety of media; and
- Have an **experience** that they are excited about and that makes them want to return back to the DAM to share it with their friends and families.

STUDENT LEARNING OUTCOMES

The activities in *Artful Literacy* were designed to help students practice a variety of language skills, including:

- **Taking time** to use concrete words, phrases and sensory details to describe what they see and writing narratives inspired by artworks using effective technique, descriptive details, and demonstrating use of precise language.
- **creating connection and meaning** by engaging effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly;
- **thinking about what makes a good story** and considering the elements of plot, character, and setting.

AGE CHARACTERISTICS OF 2ND-8TH GRADERS

Seven Year-Olds (Second Grade)

Physically and Socially

- Often keep their eyes focused on a small, close area
- Can be sensitive to many hurts, real and imagined
- Need security and structure
- Don't like taking risks or making mistakes

Language and Cognitive

- Listen well and speak precisely
- Rapidly develop their vocabularies
- Enjoy repeating tasks and reviewing learning
- Good at classifying

Eight Year-Olds (Third Grade)

Physically and Socially

- Full of energy; do things in a hurry
- Love group activities/cooperative work, preferably with peers of the same gender
- Somewhat awkward in movement

Language and Cognitive

- Like to talk and explain ideas
- Tend to exaggerate
- Listen well but may not always remember what they have heard
- Have limited attention span but do and can become engrossed in the task at hand

Nine Year-Olds (Fourth Grade)

Physically and Socially

- Better coordinated
- Show more interest in details
- More individualistic
- Like to work with partner of choice
- Can complain about fairness issues
- Critical of self and others (including adults)
- Can be sullen, moody, aloof, and negative

Language and cognitive

- Love descriptive language, word play, and new vocabulary
- Industrious and intellectually curious, but less imaginative than at age

- eight
- Able to manage more than once concept at a time
- Have trouble understanding abstract concepts

Ten Year-Olds (Fifth Grade)

Physically and Socially

- Need outdoor time, snacks, and rest periods
- Generally content: enjoy family, peers, and teachers
- Work very well in groups
- Enjoy cooperative and competitive activities
- Sensitive to questions of fairness and other social issues
- Enjoy being noticed and being rewarded for their efforts

Language and cognitive

- Listen well
- Expressive and talkative; like to explain things
- Increasingly able to think abstractly; Good at solving problems
- Can concentrate for longer periods of time
- Receptive learners

Eleven Year-Olds (Sixth Grade)

Physically and Socially

- Restless and Energetic
- Moody, self-absorbed, and sensitive
- Impulsive - often talk before thinking
- Have trouble making decisions

Language and cognitive

- Appreciate Humor
- Imitate adult language
- Enjoy arguing and debating
- Would rather learn new skills than review or improve previous skills
- Becoming more adept at abstract thinking - for example, they can understand ideas such as “justice”
- Increasingly able to see the world from various perspectives

Twelve Year-Olds (Seventh Grade)

Physically and Socially

- Very energetic
- Boys and girls both have growth spurts
- Capable of self-awareness, insight and empathy
- Care more about peer opinions than those of teachers and parents

Language and cognitive

- Understand and enjoy sarcasm, double meanings, word play, and more sophisticated jokes
- Value peer vocabulary (slang)
- Can and will see both sides of an argument
- Very interested in civics, history, current events, politics, social justice, and environmental issues, as well as pop culture

Thirteen Year-Olds (Eighth Grade)**Physically and Socially**

- Lots of physical energy
- Often quieter than 12 or 14 year olds
- Moody and sensitive
- Girls tend to focus on close friendships; boys tend to travel in small group gangs

Language and cognitive

- Want to know and use current peer language
- Tentative, worried, and unwilling to take risks on tough intellectual tasks
- Like to challenge intellectual as well as social authority

TOUR FORMAT

1. Introduction
2. Choose one Warm-Up Activity (Visual Walk or Turn-Around)
3. Choose one Descriptive Activity (Word Match, Word Exploration or Word Web)
4. Choose one Narrative Activity (Time Travel or Guided Journey)
5. Conclusion

REQUIRED

TOUR INTRODUCTION

After you greet your group, find a quiet spot where you can sit and introduce the following:

1. This tour explores words and how you can best describe what you observe, think and feel about the art you see. We are going to explore this through talking and writing in various activities.
2. You are going to see art made in different ways by different artists. Artists use a lot of different materials and tools—and today you are going to use language as your tool to create your own art with words.
3. Sometimes you will be working alone, but other times you will work together as a team. You will have the chance to express your own ideas but will also practice building on other people’s ideas, too.
4. Review museum expectations/manners - you can ask students to brainstorm these. As they name them, confirm them and explain why we have they are important.
 - **Walk**
 - **Inside Voices**
 - **Keep your hands & bodies from touching art, cases and platforms.**
5. Docents need to understand the following, but it is not necessary to share this with students unless they ask:

“Why we can’t touch art in the museum”

 - a. Sweat on our hands contains oil and salts. The oil and salts can cause stains, deterioration and rust on art!
 - b. Some art is very fragile. Touching could cause parts to wear down or break off.
 - c. If we are close enough to touch art, then we are close enough to sneeze on it!

*From Education and Conservation Departments at the Denver Art Museum,
01/23/03*

6. Share with the chaperones how you would like them to help (e.g. keeping the group together, monitoring behavior, holding on to the students’ writing, etc.). Remind the chaperones of the “Art of Chaperoning” document that was sent to the teacher and that they were supposed to have read before the visit.

CHOOSE ONE

WARM UP ACTIVITIES

1. VISUAL WALK
2. VISUAL TURN AROUND

VISUAL WALK

Key Ideas:

- No two people experience or remember art in precisely the same way.
- Differences in experience or reactions can result from a variety of factors: personal taste (likes and dislikes), physical proximity to an object, personal background, etc.
- You can paint a picture of something using carefully chosen descriptive words.
- Working together with others to get ideas can make your descriptions even better.

How To Do The Activity:

1. Tell the group that you are going to take them on a walk. Explain that at the end of the walk you will ask them to use words to describe what they saw. Ask students to just look and not to talk during their first time through the gallery.
2. Lead the group through the gallery at a leisurely pace. Do not direct their attention—just let them look. The walk should last around three minutes.
3. Sit down in an area where students can no longer see the objects they walked past and ask the following questions:
4. What one object stands out in your mind the most? *Describe* it for us. Why do you think it captured your interest?
Model using a good description. For example, ask the students: “If I just said ‘brown thing,’ would that be a good description?” Give them an example of a much richer description. Which is better?
5. Have one student describe the object that stood out in his/her mind. Ask students to raise their hands if they think they noticed the object the first student described. Tell them that it’s okay if they didn’t - people notice different things.
6. Ask if anyone can add any more to the first student’s description. After a few students have shared, ask students what they have discovered with

this activity.

7. Repeat this entire process (getting a student to share a description of an object and having others add to his/her description) a few more times, as time allows.
8. Tell the students that you are going to go on the walk again and stop in front of the objects that the students described.
9. Go through the gallery again and ask the students who shared to let you know when you have reached their object. Ask the group to raise their hands and share ideas of other words they would use to describe it.
10. Conclude by telling the group that they did a great job choosing their words carefully to describe what they saw. Now they are ready to do a few more activities that will use this important skill.

Helpful Hints:

- Select a path that has a clear beginning and end point. Make sure there is a quiet place near the end of your walk to sit for your discussion.
- Encourage students to use adjectives by asking them to elaborate about size and shape, materials and textures, colors and subject matter.
- Some students may be reluctant to admit they did not feel or see something. Let them know that not reacting to art is actually good in this exercise. It proves that we don't all react to the same art in the same way. I don't think we should use the word "feel" because we have told them not to touch anything in the DAM. Some students may be reluctant to admit they did not see or remember something. Let them know this is OK or alright because we do not all react to art in the same way.

You know you are successful if:

1. Students understand that no two people experience or remember art the same way
2. Students understand that differences in experience or reactions can result from a variety of factors: personal taste (likes and dislikes), physical proximity to an object, personal background, etc.

VISUAL TURN-AROUND

Key Ideas:

- Looking takes time and effort.
- Testing visual memory and taking time to describe what you see can help you perceive an object more accurately and thoroughly.
- By deliberately choosing and then shifting your focus, you can see more.
- You can paint a picture of what you see using carefully chosen descriptive words.
- Working together with others to get more ideas can make your descriptions even better.

How to Do the Activity:

1. Seat the students in front of an object with a lot of detail. Discuss how long they think it would take to notice everything in that object.
2. Note the time you start looking at the object. Give the students about 2 minutes to notice as much as they can. Then, ask them to turn their backs on the work while you ask them some questions.
3. Your first question should elicit a range of answers so you can reinforce how we all perceive things differently.
Example: Choosing your words carefully, what one detail do you remember most?
4. Ask students to raise their hands if they think they noticed the thing the first student described. Tell them that it's okay if they didn't—people notice different things.
5. Ask if anyone can add any more to the first student's description. After a few students have shared, ask students what they have discovered with this activity.
6. Repeat this entire process (getting a student to share a description and having others add to his/her description) a few more times, as time allows.
7. Now have the class turn around and notice all the things that anyone mentioned.
8. Your next questions (with each one followed by more looking and then turning around) should encourage students to focus on different visual

aspects of the work. Each time you ask a question, encourage students to choose their words carefully to *describe* what they remember. You will need to develop questions specifically for the object you choose.

Remember to focus on things they can see—as opposed to what they know or feel—and to vary the types of things you are asking them to notice.

Example questions:

- Name something that is repeated more than four times.
 - What is closest to you in the scene? Farthest away?
 - If you were to divide the object in half, what is the same on both sides?
 - Name three places where this artist used curvy lines.
9. Check how long the group has been looking at the object. Ideally you will have spent about 10-15 minutes. Ask how much longer they think they could keep looking and still notice new things.
10. Conclude by telling the group they did a great job choosing their words carefully to paint a picture of what they saw. Develop a transition to the next object and activity.

Helpful Hints:

- Develop your questions in advance to notice aspects of the work they might miss otherwise.
- If students come up with an “incorrect” answer, acknowledge that answer and follow it up with something like “Interesting observation” and then try to figure out how to direct it correctly.
- Play up the “no peeking” rule. If the exercise is going well, students may want to turn around and look some more.

You know you are successful if:

1. Students understand that looking take time and effort
2. Students work hard to see new things

CHOOSE ONE

DESCRIPTIVE ACTIVITIES

1. WORD MATCH
2. WORD EXPLORATION
3. WORD WEB

WORD MATCH



Key Ideas:

- There are no wrong answers when interpreting what art means to us as an individual.
- Words empower us to express our thoughts clearly so that other people can understand us. When we learn to use more descriptive words, we will become better at describing things vividly and will also develop clearer feelings about what we see.

Materials:

- *Word Match* packet

How To Do The Activity:

This activity can be done individually or in small teams. You may give each person or team as many pairs of words as you feel appropriate based on time and students' skills and abilities.

1. Find a place to sit with the group and explain that you have several pairs of **antonyms**, or word opposites. They are each going to receive different words, 2 of each color. Hold up and read each word out-loud. If you think a word is not understood, ask students to define it.
2. Explain that they will need to decide which artwork is the best example of the word on the card and place it **face down on the floor** in front of the artwork. Give students 5-10 minutes. Ask them to come and sit down on the floor in front of you when they are finished.

3. When the whole group has finished, choose an artwork that has a variety of cards underneath it. Comment on which colors are there and ask students to guess which words will be there when you flip the cards over. Have fun playing up the suspense.
4. Flip over each of the word cards and go through each word chosen, asking students to share their reasons for matching the word with the artwork.
5. When you discover that students chose both of the word opposites to describe the same artwork, engage them in a discussion about how we all interpret art in a different way and words help us express our individual thoughts about what we see.

Helpful Hints:

- Think of this as a language arts adaptation of the *Token Response* activity from *Perception Games*.
- Choose an area in the galleries that has space for movement and an area to sit down. Be specific about which walls or areas you want the group to focus on.
- Explain that there are no right or wrong choices for this activity. They will have different experiences with the artwork leading to different ideas about which word describes an artwork.
- At the end of the activity, ask students to help you collect the individual words.
- More advanced students can be asked to think about metaphors and similes (e.g. as rough as....; as smooth as...)

Word Match Pairs: Hot & Cold, Modest & Arrogant, Exciting & Calm, Nameless & Identity, Smooth & Rough, Subordination & Dominance, Tense & Relaxed, Loud & Quiet, Funny & Serious, Beautiful & Ugly

You know you are successful if:

1. Students understand that there are no wrong answers when interpreting what art means to us as an individual.
2. Students use descriptive language to talk about what they see

WORD EXPLORATION

DENVER ART MUSEUM **Word Exploration**

 When I look at this, _____
I see _____

 When I look at this, _____
I hear _____

 When I look at this, _____
I smell _____

 When I look at this, _____
I feel _____

 When I look at this, _____
I wonder _____

Key Ideas:

- Exploring art through the senses helps you describe things in different ways.
- Choosing words that speak to you as an individual creates meaningful and lasting connections between you and the things you see.

Materials:

- *Word Exploration* envelope of worksheets
- Writing boards and pencils

How To Do The Activity:

1. Find an artwork with enough space for the group to sit in front of.
2. Remind students they have been practicing choosing their words wisely to paint a rich picture of what they see. Now they will be each given a sheet of paper that allows them to choose words to complete sentences about what they see. By choosing these words students will be *exploring* the artwork in many different ways using their five senses.
3. Hand out writing boards, pencils and *Word Exploration* worksheets.
4. Explain how they should complete each sentence. Model completing the first prompt, stressing using more than one word and using a variety of adjectives:

When I look at this, I see...

What specific things like people, animals, buildings and places do you see in the artwork?

When I look at this, I hear...

Imagine that you are inside this artwork. What things in it make noise? What sounds would you hear? Are they loud or quiet?

When I look at this, I smell...

Imagine you are still inside the artwork. What things could you smell? Are they pleasant or stinky?

When I look at this, I feel...

Does this artwork make you happy or sad? Does it bring out other emotions in you? Give the students an example by telling them how it makes you feel.

When I look at this, I wonder...

When you look at this art work, what questions do you have? What does it make you wonder?

5. Tell them they will have ten minutes to complete the sheet. Instruct them not to rush but to think carefully about the words they use to describe the artwork. Remember that you will need to help with pacing, helping students move along to complete each prompt. Option: Group does question one by one with docent reading question, waiting for writing, and then moving to the next question.
6. Remind students to go over what they have written and to think about other descriptive words they could add before they share their writing. If some students finish before others, suggest rereading their written words to see if they want to add anything.
7. When the whole group has finished, ask for volunteers to share their writing. Suggest that they are to read only what they have written and not the words that were already on the worksheet. Have students fold sheet in half and read the handwritten side.
8. Collect the writings and give them to the teacher or chaperone.

Helpful Hints:

- Before students start the activity, remember to ask the group if they have any questions about what they are expected to do and give a brief re-cap. Depending on the group and students' skills, you could give the first

prompt and wait for the students to write before moving on to the second prompt.

- Some students will finish this activity quickly. Encourage them to re-read through their work to see if they have chosen rich descriptive language. Remind them that writers re-read and change what they write and this is an important part of the process.

You know you are successful if:

1. Students use their senses to see more
2. Students choose meaningful words to create connections with artwork.

WORD WEB

DENVER ART MUSEUM

Word Web

Name: _____

Word Image

Key Ideas:

- Using and fine tuning detailed descriptive language helps expand our interpretation of art.
- Organizing ideas through a set structure such as a word web helps strengthen ideas before creating a piece of writing.

Materials:

- Laminated *Word Web* chart and marker
- *Word Web* envelope of worksheets
- Writing boards and pencils

How To Do The Activity:

This activity can be done with one object for the entire group or students may pick an object of their choice. Choose an object that provides students with opportunities to expand descriptive qualities. Group brainstorming provides opportunities for students to share ideas.

1. Model the activity: Relate the activity to the concept of a spider web. Ask students to picture a spider web—how would they describe it? What does a spider web do? (It catches things. We are going to catch an idea!) Emphasize that all the lines come together for a purpose. Tell them that they are going to look at the artwork and find words to describe it. They will organize their words so they all come together like a spider web.
2. Hand out writing boards, pencils and *Word Web* worksheets. Tell the students that you will use your chart to demonstrate the process. They will first brainstorm together to share ideas.
3. Choose what will go in the middle of the web. What is the focus of what we're looking at? (This could be a painting, sculpture, or an object within a painting). Write this in the center oval.
4. On the thick diagonal lines that come out from the center, you will be choosing categories for expanding your descriptions. Then, on the thin, horizontal lines, you will be writing descriptive words or phrases.
 - Example:
 - Color: blue as the sky, bright blue, ocean blue
 - Texture: rough like sandpaper, smooth like glass, slippery
 - Category Ideas: Color, emotion or mood, action, texture, line, shapes, Who/What/Where/When
5. Depending on available time or level of students, this webbing could be done as a group project. You could decide as a group what the categories will be. Students will then choose their own descriptive words or phrases to write on the thin horizontal lines. OR, if students are more advanced, they could choose their own categories.
6. After students have completed their webs, have them use their descriptions to write two or three sentences to create a “word image” that will help “paint” a word picture of what they see.
7. Ask a few students to share their “word images.”
8. Collect the writings and give them to the teacher or chaperone.

Helpful Hints:

- This is a higher level activity - recommended for grades 4 - 8

You know you are successful if:

1. Students choose meaningful words to create connections with artwork.
2. Students understand the organization chart and see how it helps organize thoughts.

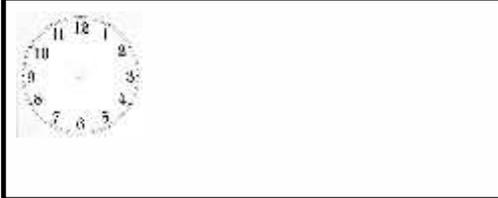
CHOOSE ONE

NARRATIVE ACTIVITIES

1. TIME TRAVEL
2. GUIDED JOURNEY

TIME TRAVEL

DENVER ART MUSEUM *Time Travel* Name _____







Key Ideas:

- Storytelling prompted by a work of art can expand your imagination and creative thinking.
- Looking closely and imagining a story line within an artwork creates a personal connection.
- Thinking about what happened before and after helps you create a compelling story line.

Materials:

- *Time Travel* laminated clock and marker
- *Time Travel* envelope of worksheets
- Writing boards and pencils

How To Do The Activity:

1. Find an artwork that has an obvious story and that has room for the group to sit in front of.

2. Tell the group to look carefully at the artwork and discuss what is happening. Ask them what time of day they think the scene is happening and *why*. Take the laminated clock and draw the clock hands to tell the time the group mostly agrees on.
3. Hand out writing boards, pencils, and *Time Travel* worksheets. Point out that the worksheet is divided into three sections. In each section there are blank clocks and an empty box. Instruct the students to add the hands to the clock in the middle box to make the clock tell the time you agreed on as a group. Ask them to write down a sentence or two describing what is happening in the artwork.
4. Share with them that for the other two spaces on the worksheet, they will choose a time *before* and a time *after* (e.g. four hours earlier or ten hours later) and draw in the clock hands to tell the time. Then they will have to *imagine* what happened at the time they chose and write that in the box. Tell them that they have five minutes for each section, but remember that you will need to help them with pacing.
5. When they have all finished, ask for volunteers to tell their story. If students finish early, they can sketch a picture that illustrates their sentences on the back of the sheet.
6. Collect the writings and give them to the teacher or chaperone.

You know you are successful if:

1. Students understand how storytelling prompted by a work of art can expand your imagination and creative thinking.
2. Students use the elements of a story (beginning, middle, end) to create a compelling story.

GUIDED JOURNEY



Key Ideas:

- Every good story has certain elements that make it rich and interesting.
- Looking closely and then imagining a story line within an artwork helps you make a personal connection.
- Working together to tell a story helps you practice building on others' ideas and expressing your own ideas clearly.

Materials:

- *Guided Journey* packet

How To Do The Activity:

1. Find an artwork that has an ambiguous story line and room for the group to sit in front of.
2. Discuss: What makes a good story? Reiterate and / or explain that every good story includes the five Ws: Who, Where, When, What and Why? These elements make a story interesting.
3. Explain that they are going to create a story as a group, drawing on the artwork for their ideas. Each student will contribute one sentence.
4. Hold up the 'Who?' prompt and ask for one student to start the story answering this question. Repeat this step with the other 'W' prompts when it is time to add another element to the story.
5. Remind them to keep the story sensible and to choose their words carefully to make a rich description of what is happening.

Helpful Hints:

- Help the students keep the story tight and refer back to the details *that they can see in the artwork* to help them do this.

- If the story goes down a wild tangent, create a situation or phrase to regain an appropriate focus.
- When time is getting short, tell students that you need them to conclude the story in three students' turns to help them bring it to a close.

You know you are successful if:

1. Students understand how storytelling prompted by a work of art can expand your imagination and creative thinking.
2. Students use the elements of a story (beginning, middle, end) to create a compelling story.

TOUR CONCLUSION

Make sure to leave enough time to wrap up your tour. In your conclusion, you will want to;

1. **Review the key points of the tour with your group.**
Here are some good ways to do this:
 - Ask each child to tell you one thing they remember about the last hour they spent with you.
 - Ask each person to tell you one of their favorite words that someone used today.
 - Ask each person to tell you their favorite part of a story that was told in the galleries.
2. **Encourage the students to visit the museum again.**
Tell them the museum is free on the first Saturday of every month. Remind them that there are many fun things to do with their families and hold up a copy of the *Fun Things for Families to Do Today* brochure.

ARTMAKING ACTIVITY LESSON

Note: This is only for classes who have registered for this option.



Accordion Fold Books 60 minutes

Goal:

- To create an accordion-style book incorporating the gallery written exercise.

Objectives:

Students will:

- Experience the visual images created by words;
- Use their personal creativity and interpretation to use innovative lettering; and
- Incorporate drawn images reflecting their ideas.

Materials:

- Colored railroad or mat board cut in 5" squares for book covers
- White drawing paper cut in 4 1/2" x 24" strips (from 18" x 24" paper)
- Table bucket with:
 - Thin line markers (2 sets of 12)
 - 6 pencils
 - 3 erasers
 - Colored pencils
 - 2 pair scissors
 - 3 glue sticks
 - 24" lengths of yarn/string of the same color
 - Examples of finished book (one per table and one for docent)

Process

This art making project incorporates the gallery writing activity. Docents do not have to do the same activity.

Set-Up:

- Table should be set with the art supply bucket and strips of paper. Mat board and yarn will be on the counter.
- Each docent should have her/his students sit at adjacent tables. If the teachers/chaperones have collected the writing exercise, ask them to return them to the students.

Demonstration:

1. Discuss books and being a writer. Remind students how they have used their language as a tool to create “art with their words.” Students will be using their gallery writing in a small book they are going to create. Show the book example.
2. This book making will be done in many steps. Have folded sample on each table.

Steps:

1. Ask each student to take one strip of paper. Fold in half (How many sides do we have?) Fold in half again. Fold in half again. Open. How many sections do we have?



2. We have to do some refolding to create the next part. We want our folds to be like hills and valleys, accordion fold or fan fold (use any of these terms, depending on age). Demonstrate process.



3. Walk around the room and/ or ask the chaperones to help students who are having trouble.
4. Using any color, put a mark on the first and last square.



5. **Students are now ready to take their writing and put it in the book.** Discuss the possibilities. Review the connections back to the tour. Remind them that they have “created pictures with words.”



- Students could write the sentences in individual squares. Some students might want to write the length of the strip.
- Some may want to write on the front and the back. Encourage them to use creative letters and illustrate their writing.
- They can choose the materials they want to use.
- **Remind them: They are writers and illustrators.**

6. **With about 20 minutes left in the working time, ask for the student’s attention.**

- Hold up the completed example again. Explain what they will be now chose the covers and ties for their books.
- Different colors are available. Students may choose 2 colors or 2 of the same colors.
- Students will be asked to go table by table to the display area and make their decisions. They can then return to their tables and continue to work on their books until all have chosen. When all have chosen, ask for their attention.
- Walk them through the process.

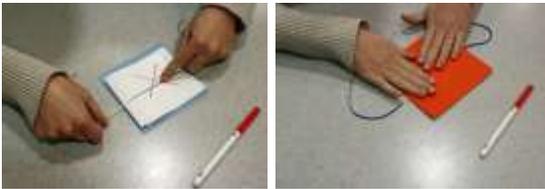
7. **Adding the Cover:**

Step 1

Using the glue stick, put glue on one marked end. Center it on one piece of board and press hard.

**Step 2**

Put glue on the other marked end. Center the yarn/string on this end. Then center this on the other piece of board and press hard.

**Step 3**

Next they can put their names on one cover and if they chose, the title they have created on the other, or they can put both on one side. Discuss the options with them.

**8. Final steps:**

- Ask students to fold the gallery writing and insert it in the book.
- Wrap the yarn/string ends around and tie in a bow.
- Place the books in a pile on the center of the table. Teacher/chaperone can then collect the books and place them in a bag you have given them. (The bags are stored on the cart.)

Remind students:

They have created pictures with their words and illustrated them. Thank them.