

# LESSON PLAN

## MASTERPIECE MIX

written and illustrated by Roxie Munro

*Being an artist requires many talents and tools, but knowing what to create is sometimes the hardest part. Roxie Munro shows us that when you paint what you love you cannot go wrong.*

**Learning Objectives:** Students will be able to read for purpose and understanding, identify text type, problem and solution, author's purpose, and answer comprehension questions using text support.

**Guided Reading Level:** L

**Grade Level:** 2

**Interest Level:** K-3

### Instructional Standards

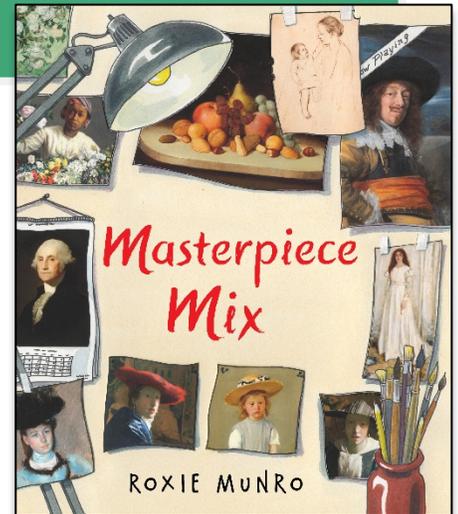
**Reading Informational Text:** RI.1-2.1,2,3,4,6,7,10

**Reading Foundation Skills:** RF.1-2.3,4,4a,4c

**Writing:** W.1-2.2,3,8

**Speaking and Listening:** SL.1-2.1,1a,1b,1c,2,3,4,6

**Language:** L.1,2,3,4,4a,5,6



9780823436996 • Ages 4-7 • E-book available

### BEFORE READING

1. Write the title of the book on the board: *Masterpiece Mix*
2. What is a master? Who is a master? What makes a person a master at something?
3. Look at the compound word master + piece. What is the literal meaning? (A **piece** of art created by a **master** in his/her field). For artists, the masterpiece is a work of art that stands out from the rest. It is one of the artist's highest artistic achievements.
4. Show the book *Masterpiece Mix* to the group. Discuss the front and back cover illustrations.
5. Use words to describe a masterpiece. Chart responses (art, special, museum, talent).
6. Where would you find a masterpiece?
7. What genre of art is the book about? Use clues from the cover illustrations (tools, canvas).
8. Skim the book to find the mix of masterpieces in the illustration. Ask if anyone recognizes the artwork.
9. Read the name of the author/illustrator and discuss each role. Showcase *Rodent Rascals* by Roxie Munro.
10. Read about Roxie Munro on the inside cover jacket.
11. Do you think this book is fiction or nonfiction? Discuss (narrative nonfiction).

### Word Work

1. Introduce new vocabulary: **oil paint, turpentine, brushes, sketch paper, palette, palette knives, still life, landscape, portrait, figure study, cultural.**
2. What do all of these words have in common? What is the common theme (art)?
3. How can students figure out words or phrases they do not understand from the story? Discuss strategies (reading in context, rereading, looking at illustrations, using a dictionary).



## DURING READING

Think about:

1. Who is telling the story? From what point of view is the story told?
2. How does the author integrate visual information in the book?
3. How do the pictures contribute to the meaning of the story?
4. What is the setting of the story?
5. What is the theme of the story?
6. How is the theme reflected through the setting, the actions of the artist, and the plot development?
7. How does the author's point of view contribute to the authenticity of the story? Is the artist a believable character?
8. What is the author's problem? How does she solve the problem?
9. Who and what do you think inspires the author?
10. What does author love to paint?

## AFTER READING

### Make Connections

Go back to the book:

1. Is this book fiction or nonfiction? Explain.
2. When the author decides to create a painting what are the steps she needs to take?
3. What tools does she use? How does she use each tool?
4. What is the hardest part of creating a masterpiece?
5. Where will you find a masterpiece?
6. What types of cultural subjects do artists like to create?
7. Why do you think artists should do what they really love?
8. What do you love? What inspires you?

### What type of painting am I?

- I am a painting of a person or an animal. \_\_\_\_\_
- I am important. I show the human body. \_\_\_\_\_
- I am popular. I am a painting of a place. \_\_\_\_\_
- I am a painting of an object that does not move. \_\_\_\_\_

Search and find the art in the story using The Key to the Art in This Book.

### Continue the Conversation: Big ideas about art!

- What is art?
- Who is an artist?
- Why is art created?
- What can artworks tell us about a culture or society?
- How do artists use tools and techniques to express their ideas?
- Why do artists choose particular tools, techniques, and materials to express their ideas?
- How is art a form of communication?
- How is art part of our daily life?
- What sparks the creative process?
- What skills and vocabulary do I need to appreciate visual art?
- How does art help us learn about other people?



- Where do artists get their ideas?
- What can I make art about?
- Do you have to be able to draw well to be a good artist?
- What makes some works of art better than others?
- How can you tell good art from bad art? Is there really such a thing?
- What work of art do I love or dislike the most and why?
- Why do artists do what they do?
- How does an artist know when a work of art is finished?
- How does art expand and enhance our thinking?
- How does art record and communicate the human experience?
- How does art represent personal expression and exploration?

### **Art Extension Activities**

Examine how different cultures use art to remember or celebrate people and events. Compare and contrast stamps and currency from different cultures. Create a work of art that celebrates you!

Examine two paintings of the same subject matter by different artists. List in two columns all the similarities and differences observed. Create a work of art based on the same subject matter, but in your own style.

As a group, examine a painting closely for one minute, memorizing as much of the painting as you can. Turn your backs to the painting. Write down every detail you remember. When no one has anything to add, re-examine the picture to see what (if anything) has been left out.

Andy Warhol once said, “In the future, everyone will be famous for 15 minutes.” Decide what you will be famous for. Create a work of art to communicate your contribution.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

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