

A HANDBOOK OF READING, ART AND WRITING
ACTIVITIES FOR PRIMARY CLASSROOM AND ART TEACHERS,

MASTER'S PROJECT

Submitted to the School of Education
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by

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Justification of the Problem

Art, reading and writing currently exist as separate learning experiences. Students have difficulties in developing ideas for creative writing and/or art work. Through integration of these disciplines, teachers will discover that students will gain a greater interest in literature through art and writing activities.

Statement of the Problem

The purpose of the study is to develop a handbook for both primary classroom teachers and art teachers to help students gain a greater interest in literature through art and writing activities.

Significance of the Problem

The authors are interested in developing this handbook in order to create a more holistic environment for the education of the elementary child. This handbook will provide activities that integrate art, writing and children's literature. This can be used by primary classroom teachers

along with art teachers.

Research Procedures

The writers selected texts relating to children's literature and art and writing, using a computer search, card catalog, and the Educational Resources Information Center (ERIC).

Review of Textbook Literature

The writers selected texts using the card catalog. The following texts were used:

Writing Teachers and Children at Work by Donald Graves

Whole Language: Theory in Use by Judith Newman

Transitions: From Literature to Literacy by Regie Routman

Literacy Through Literature by Terry Johnson and Daphne

Louis

The Art of Teaching Writing by Lucy McCormick Calkins

Creative and Mental Growth by V. Lowenfield and W. L.

Brittain

Reading Instruction for Today by Jana Mason and Kathryn

Au

Using Literature with Young Children by Betty Coody

Creative Teaching of Reading in the Elementary School by

James Smith

Children's Literature in the Elementary School by

Charlotte Huck, Janet Hickman and Susan Hepler.

Review of Journal Literature

The writers reviewed a variety of educational journals in reference to children's literature, writing and art. These articles were used as background information.

Computer Search

After developing the problem statement, the writers conducted a computer search in the areas of art activities and creative writing, and art activities and children's literature. The computer search listed many articles which were reviewed by the writers. This list was reduced to the documents which would be helpful to this study, as listed in the bibliography.

Definition of Terms

Handbook. A specific collection of activities and projects used for reinforcement and enrichment in the basic skills of language.

Integration. The combining of several elements, thinking, feeling, and perceiving which must take place within the individual. The individual becomes able to identify himself with an experience after integration.

Shared Reading. Teachers or students read to the whole class.

Assumptions and Limitations

This handbook is to be used by primary language arts classes and art classes. The limitation for this handbook is that it is appropriate for any school for use with kindergarten through third grade.

CHAPTER II

REVIEW OF RELATED LITERATURE

In a typical classroom, the language arts curriculum is broken down into separate subjects. Reading and writing are taught independent of each other. Art is taught by an art specialist who usually does not know what the students are doing in their classrooms. The students are receiving fragmented pieces of information throughout the day. They are being taught many processes but they do not make sense to the students.

Cooper (1990) stated that researchers have studied how young children learn to read and write and discovered that children develop literacy skills simultaneously. These findings point to the need for an integrated literacy program based on the student's natural development.

When a teacher gives the students an opportunity to write about what they have read, the students will be able to express their thoughts and feelings with more of an interest.

Hearne and Hillocks (1987) came to the conclusion from their study that children who were exposed to more literature and did more writing became better writers than children who spent significant time studying isolated words and doing grammar exercises.

V. Lowenfeld (1975), expresses that when learning is fragmented, it creates an artificial situation. We do not live in separate entities; everything we do interacts upon something else. When you look at the school curriculum in this fashion, a more balanced education can be achieved. If art, reading and writing activities are allowed to interact with each other, greater interest in all areas can be acquired. Lowenfeld feels that children who are permitted to draw before they write usually produce a greater amount of writing. He also believes that when students read before they make art, they are usually more successful at coming up with a more complete detailed piece of art work. Therefore, if they write after doing this, the student should have a more meaningful writing experience.

Lucy Calkins (1986) believes that children, especially at first grade, have an easier time conveying their thoughts through drawing than through writing. Their drawing does provide the supportive framework for their writing. Children put much more information in their pictures than in their initial writing, therefore, they can draw ideas from their pictures for their writing. The child's picture serves as a horizon from which to write and it is our job as teachers to help the child's writing catch up to their drawing.

Many children rehearse for their writing by drawing -draw a little bit, write a little bit, draw and write, etc. This

writing as you draw helps the child to formulate ideas. Drawing also helps the child hold a bit of the world still for just a moment; then the child can work on the words.

Students who become better writers will become better readers, and better readers make better artists because their creative mind is fostered with ideas and in turn will enhance the writing. It is a cycle that feeds itself.

Art expression as an extension of oral language and writing is a very effective means by which a child can communicate his feelings and ideas to others and at the same time, experience the profound sense of release that accompanies creative effort (Coody 1973). Coody feels that art as a means of self-expression and communication provides the perfect corollary to literature and writing. The activities that are used to serve this purpose should elicit free expression from children.

Cook (1989) believes that a holistic approach to reading and writing is necessary. She states that literature enables students to enjoy stories with lasting value. Literature serves as a written model for young writers by concretely illustrating how to put thoughts on paper. Literature also exposes students to beautiful illustrations which captivate students' interest, stimulate students' imaginations, and motivates students to explore their own capabilities. (Cook 1989). The language arts and art teachers should develop

their lessons around these stories and the students freely express themselves by using the story as a model.

A comparative study of several classrooms was performed (DeFord, 1981). Some classes used children's literature to read from and some used the basal. DeFord observed that the reading materials used within the classroom influenced the students' writing samples. She found that students in the children's literature class provided a greater variety of literary forms, such as stories, informational prose, songs, poetry and newspaper reports. The students wrote about classroom experiences and had a higher percentage of well formed stories written. The students who read from the basal wrote more about personal or family related topics.

The data from the DeFord (1981) study provided highlights of some important issues within literacy. First of all, language interaction is necessary to becoming literate. During shared reading times students read and discuss literature. This broadens their language skills and brings in different insights about the story. Secondly, there is a supportive, interactive relationship between the reading and writing processes. When students read or are read to, they see the print on the page. They begin to understand what authorship is all about.

K. Goodman and Y. Goodman (1983) have written much in the area of reading and writing relationships. They believe that

if teachers focus activities where reading and writing take place almost simultaneously, it will help the children realize that one process supports the other. Students use in writing what they observe in reading. They will notice different styles and ideas that they read. When students are writing they are also reading. The writers read and reread their work as they go through the writing process.

Observations by Goodman and Y. Goodman (1983) point out that the development in reading and writing can only occur if people actively participate in reading and writing experiences which have significant and personal meaning for the user.

The teacher must provide experiences in the classroom which have meaning to the students. The teacher must select books and writing activities on topics that have meaning to the students. If the reading has meaning, then the writing will have meaning also.

Children need to develop their language acquisition skills in the classroom. Jacobs (1989) states that learning in the classroom is always dependent on language acquisition. One way to develop this skill is by reading children's literature in the classroom. Children's literature can expand the students' imagination and vocabulary. Students can use the information that they acquire and turn it into artistic forms such as writing and art projects. Jacobs

(1989) also states that children have richer educational experiences, on the whole, when what is informational and what is artistic are integrated. If a teacher can integrate reading, writing, and art together, it will be more meaningful to the students. The students will have something to draw their creativity from and thus produce writings and art work that is reflective of the information that they acquire from the story.

Elliot W. Eisner (1989) feels that the arts help to develop the literacy that is necessary to read and appreciate poetry, music and visual arts. The arts help the child see the world, therefore, the child can write about the world and learn to read about the world.

The arts help the child stretch his mind beyond everyday life. When a child is encouraged to think in this way, his creative juices can in turn help him to become a more creative writer.

In the article "Art Helps Us Read" by Frank Green (1965), it is noted that children draw from their own life experiences and they can tell you about their drawings in accurate detail with some added imagination. This telling can be written down to create a story. From these experiences the child now has something to read which he knows and understands. If the students are first able to write their own stories and illustrate them, they become more

interested in reading the writings of others. Students gain the desire to become better readers because they have the opportunity to be creative and expressive in their own way. Better readers become better writers and better artists, and the cycle continues. One area fosters the next to give the child a broader scope of the literal and visual world.

Mason and Au (1984) feel that the child who is stymied about a writing experience can be enlightened by the use of art. Art activities lead naturally to writing activities, where children can merge their drawings and writings to develop a creative writing. The student who is allowed to doodle before writing to come up with an idea has more to pull from when it comes time to write. This child also knows what the words are that go with the pictures, therefore, he will be able to read them as they pertain to the picture. The child can see his story in context to the picture, which helps him in reading and writing further stories.

Johnson and Louis (1987) believe that when children are allowed to draw out or map a story as they read, they have a better comprehension of the story. Mapping, which will be included in the handbook, encourages the child to think about the story they have read. The student must think about the setting and the sequence and draw it out to recreate the story. Mapping is also used in creating a story. The writer creates a map in which the story will occur. These maps are

detailed drawings, much like a treasure map, the treasure being the enjoyment of reading, writing and art.

There are a lot of ideas for integrating art, reading and writing in James A. Smith's Creative Teaching of Reading in the Elementary School. (1975). Smith feels that whenever the separate areas enhance each other, the child has the exposure to become more creative. If a child is permitted to create a piece of art work to correlate with his reading and/or writing, the child will become totally involved in the learning process.

In Enriching the Arts and Humanities Through Children's Books, by S. L. Sebesta (1987), we learn that art is a good place to start when we begin to write. Sebesta informs the teacher about the many different ways to guide children in the aspects of looking at the arts and readings. After the child learns to look at things and see them, then he can write more accurately and creatively. There are many different art techniques that will enhance the literature program and will be included in the handbook.

Literature extension activities actively involve the students in learning experiences. These activities provide an interesting and fun way to learn the basic language arts skills. Routman (1988) gives many types of activities that can be used in the classroom to extend children's literature. Some of these activities are: comparison charts of different

versions of a story, illustrating favorite scenes and characters, acting out a story, writing stories for wordless picture books, making a mural, creating puppets for dramatization, charting the sequence of events and retelling the story. Children will be enthusiastic about these learning activities and also develop many skills. Children will have a richer writing experience when they are knowledgeable and enthusiastic about the topic. Using literature as a base will give the children ideas that they might not have had if they were told to write without using literature as a base.

Holt (1979) writes that reading and writing are interdependent processes - necessary to one another and beneficial for one another. In order to write, the writer needs to have some information on the topic. Reading books and hearing stories read will give the writer some information upon which to expound. Holt also writes that when children are learning the written form of language, they ought to be producing it as well as reading it. They should be reading and writing. They should be aware that someone is reading their writing and that they are reading someone else's writing. The teacher needs to give students many opportunities to be involved in writing activities. After the students read a story, they should be given the opportunity to express their feelings about the story in

written form. The students then should be able to have other students read their written work.

Many literature extension activities can integrate writing activities. Students can make a mural of the story and then provide a written explanation about it. They can use various printing techniques such as woodcuts or thumbprints and then write written explanations about their pictures. Students can recreate scenes from a story by making dioramas. On the back of the diorama, they can retell that part of the story by providing a written explanation.

Huck (1987) writes that literature gives children a sense of how the written word sounds and looks. When children work in ways that are meaningful to them - through art and writing, it extends the literature by providing an outlet and encouragement for personal response. To interpret a book is to know it, or make it a memorable experience.

Much of the literature supports the idea that reading, writing and art should be integrated together for a more holistic learning experience for children. This handbook was designed with this approach in mind. The authors encourage student creativity on each project. Whenever a pattern is suggested, the authors encourage the students to actually create their own.

CHAPTER III

HANDBOOK

FIRST ART LESSON

STORY The Art Lesson
Tomie dePaola
Trumpet Club, 1989

Tomie was a boy who loved to draw. He looked forward to art lessons at school but was disappointed. He was not pleased with his painting. The art teacher only gave him one piece of paper and only eight colored crayons. In the end, he could use his sixty-four box of crayons and draw as he pleased.

ART PROJECT Free Drawing Time

On 12 X 18 manila drawing paper, have each student draw a picture of anything they wish. They may either paint or color this picture. It is their choice.

materials: 12 X 18 manila drawing paper
 crayons or paint

WRITING

The children will write about what they most enjoy about art class.

SHAPES

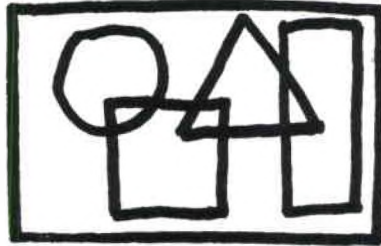
STORY Circles, Triangles and Squares
Tana Hoban
Macmillan Publishing Co., 1974.

Tana Hoban uses black and white photographs to show that shapes are all around us. The reader studies every page to find different shapes.

ART PROJECT Four Shape Abstract Design

Using a circle, square, triangle and rectangle, make an abstract design. Overlap all four shapes, drawing them large enough to fill the whole page. Outline all pencil lines with a black crayon and color in all spaces with brilliant colors, making sure not to color adjoining spaces the same color.

materials: 9 X 12 manila paper
 pencil
 crayons



WRITING

The children will write about how they feel when they see bright colored things.

COLORS

STORY Mouse Paint
Ellen Stoll Walsh
Harcourt Brace Jovanovich, 1989.

Three white mice discover jars of red, blue and yellow paint. They get in the jars and then step in different jars. Then they step in different colored puddles and make new colors with their feet.

ART PROJECT Marble Painting

Put manila paper in a box lid for easier rolling. Make three "puddles" of paint on the paper. Drop the marbles on top of the paper and roll them around the paper so that the colors mix. After the paint dries, glue on three mice made from construction paper of primary colors.

materials: red, blue, yellow tempera paint
manila or fingerpaint paper
3 - 5 marbles
box lid
red, blue, yellow construction paper

WRITING

Write about how the mice are going to get clean when they are all through painting.

SHAPES AND COLORS

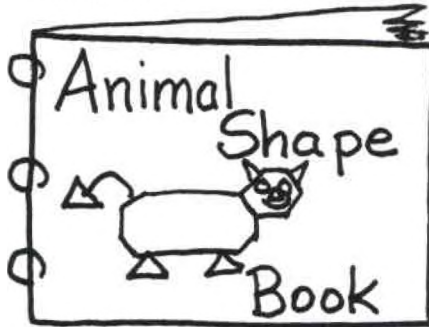
STORY Color Zoo
 Lois Ehlert
 J. B. Lippincott, 1989.

This bright, colorful book uses different shapes to make different zoo animals. It uses the shape name to teach the reader the name of the shape while making animal pictures.

ART PROJECT Shape Animals

The children will have various geometric shapes to trace around to make an animal. They will then color the animal and label it.

materials: geometric shapes for tracing
 9 X 11 manila paper
 crayons



WRITING

The children will write one sentence about what their animal can do. Glue the sentence to their art project. Collect all pages, punch three holes on the left side and use a ring to bind together to make an Animal Shape Class Book.

FALL

STORY The Seasons of Arnold's Apple Tree
Gail Gibbons
Harcourt Brace Jovanovich, 1984.

Arnold has a special place where he spends most of his time - his apple tree. Arnold takes the reader through the year, as he visits his tree and sees it change with the seasons. His tree goes full cycle starting with spring and ending at the end of the next winter, ready to start spring all over again.

ART PROJECT Landscape Drawing

Read the book to the class and discuss what the students think the outside looks like. Discuss reality - what does the outside world really look like? - a tree is not a stick with a puffy top and there is not a blue line for a sky and a green line for the ground. Explain the concept of the horizon.

After discussion, go outside and look at the trees, the sky and the ground. Then have the children draw a landscape picture.

materials: 12 X 18 manila drawing paper
pencil
crayons



WRITING

The students will describe what happens to trees in the fall.

FALL

STORY Look At A Tree
Eileen Curran, ill. June Goldsborough
Troll Associates, 1985.

This story shows the cycle of a tree throughout the four seasons. It goes beyond the branches and leaves and shows animals, flowers, people and other objects that are or may be in a tree. It has a repetitive text and clear, colorful illustrations.

ART PROJECT Torn Paper Trees

Using construction paper, tear out trees and leaves of fall colors to make a fall scene. They should also include animals, people and other objects if they wish.

materials: 12 X 18 manila paper
assorted colors of construction paper
glue

WRITING

After reading the story and doing the art project, the students will write "When I look at a tree, I see..."

HALLOWEEN

STORY Scary, Scary Halloween
Eve Bunting, ill. Jan Brett
Houghton Mifflin Co., 1986.

This story tells of a Halloween night in which some very scary creatures are out. There are skeletons, ghosts, vampires, werewolves, witches, and many others. In the end, the reader discovers that they are trick or treaters. The rhyming text makes it very enjoyable.

ART PROJECT Halloween Masks

Make masks using 1/2 of a 9" paper plate. Mark on the plate the children's faces, to cut out the eyes. They may use crayons, markers or construction paper to make any mask they wish.

materials: 1/2 of 9" paper plate
crayons, markers
construction paper
scissors
glue



1/2 Paper Plate

Sample

WRITING

Write who you are in your mask.

HALLOWEEN

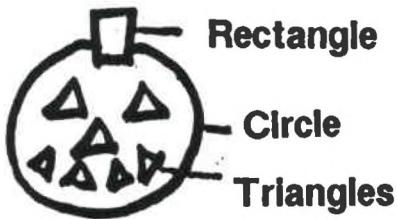
POEM Five Little Pumpkins
Star Light, Star Bright
 HBJ Literature Program
 Harcourt Brace Jovanovich, 1982.

This is a poem about five pumpkins that are sitting on a fence on Halloween.

ART PROJECT Pumpkins and Cats

As a reinforcer for identification of shapes, the students will make a pumpkin and a black cat with the use of shapes.

materials: orange, green, black, red construction
 paper
 scissors
 glue



WRITING

If I was a pumpkin, I would be afraid of _____.

If I was a cat, I would scare _____.

FIRE SAFETY WEEK

STORY Fire! Fire!
Gail Gibbons
Thomas Y. Crowell, NY, 1984.

This story tells how a fire is fought in the city, country, forest and on the waterfront. It explains equipment, different jobs and safety rules.

ART PROJECT Mural of Your Town

Students will paint a mural of their town including roads, grass and water. Others can make buildings, cars, trucks, etc., from construction paper. The main focus should be a house that is on fire. Firefighters are putting the fire out. Have the occupants of the house meeting at a "meeting place".

materials: large sheet of butcher paper
construction paper
scissors
crayons
glue
paint and brushes

WRITING

Write a fire safety rule.

THANKSGIVING

STORY Oh, What a Thanksgiving!
Steven Kroll, ill. S. D. Schindler
Scholastic, 1988.

A modern day boy reflects on what it would have been like to have been at the first Thanksgiving as he prepares for his own Thanksgiving day.

ART PROJECT Thanksgiving Drawing

Discuss with the class what you might have seen at the first Thanksgiving. Make a list of these items on the board. The students will draw a picture of the first Thanksgiving, making sure to incorporate some things on the list.

materials: 12 X 18 manila drawing paper
pencil
crayons

WRITING

Write about what you and your family do at Thanksgiving.

ANIMALS

STORY Tail, Toes, Eyes, Ears, Nose
 Marilee Robin Burton
 Harper and Row, 1989.

This is a picture book which shows only the tail, toes, eyes, ears and nose of an animal. The reader tries to guess what the animal is. They can see if they are right on the next page.

ART PROJECT Class Book of Animals

Let children look at pictures of other animals to decide which animal they will draw. On the first page, they will draw their animals' tail, toes, eyes, ears, and nose and label each part. On the second page they will draw the complete animal and label it. Bind all the pictures together to make a book. The children can guess what the animal is and then see if they are right by looking at the next page.

materials: animal pictures
 2 9 X 11 sheets of manila paper per child
 or group
 crayons
 pencil

WRITING

Write two sentences about what your animal can do. Glue it on the second page of your animal picture.

FROGS

STORY Jump, Frog, Jump
Robert Kalen, ill. Byron Barton
William Marrow, 1981.

This is a story of a frog who escapes from many pond animals. He is finally caught by a group of boys and then one lets him go. The phrase "Jump, Frog, Jump", is repeated through out the story. This is a good story to use when discussing the food chain.

ART PROJECT Paper Plate Frogs

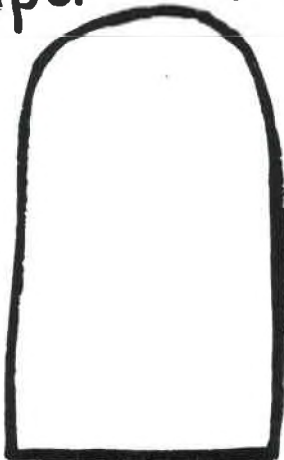
Color or paint the bottom side of the paper plate green. Fold in half. Cut out legs and arms from green construction paper and glue to the back of the plate. Glue tongue inside and green eyelids on top. Glue cotton balls on the eyelids and a black circle on the cottonball.

materials: 9" paper plate
cotton balls
green, red, black construction paper
green crayons or paint
scissors
glue

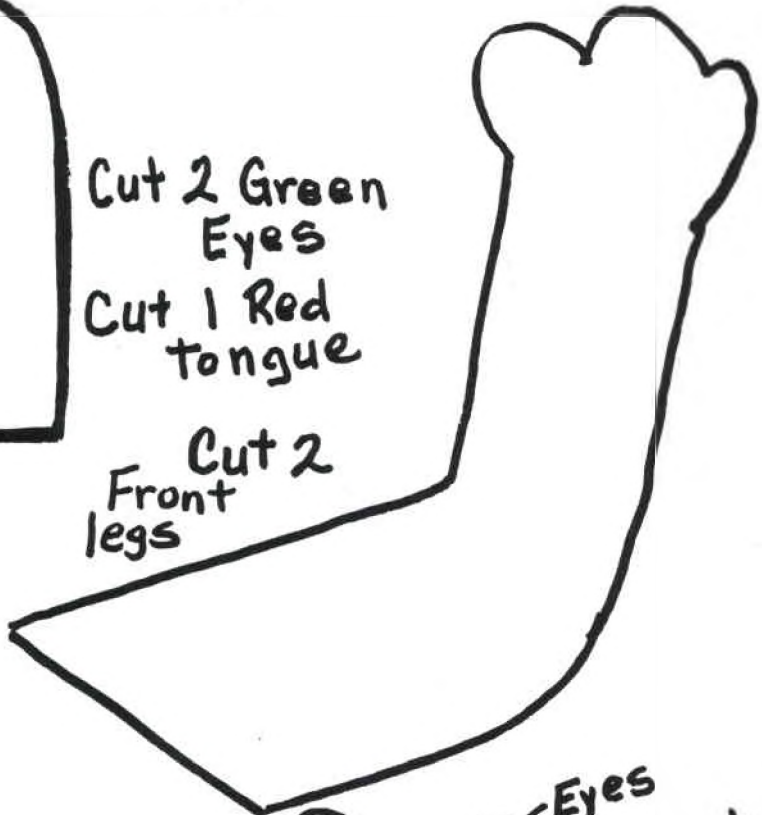
WRITING

Make a factual story about frogs. The teacher will read to the class about the frogs lifecycle and have the students write facts about frogs.

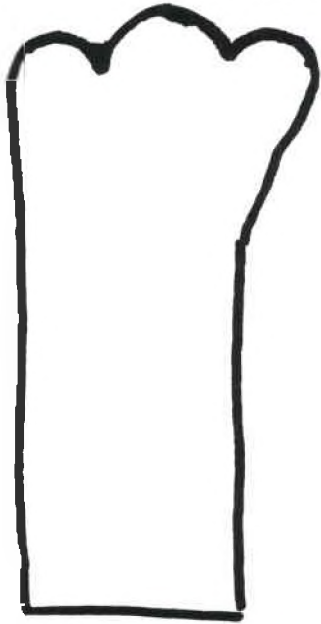
Paper Plate Frog Pattern



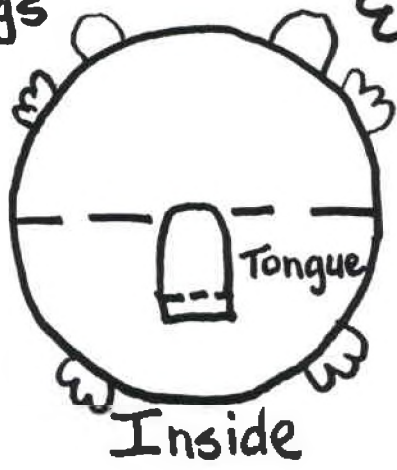
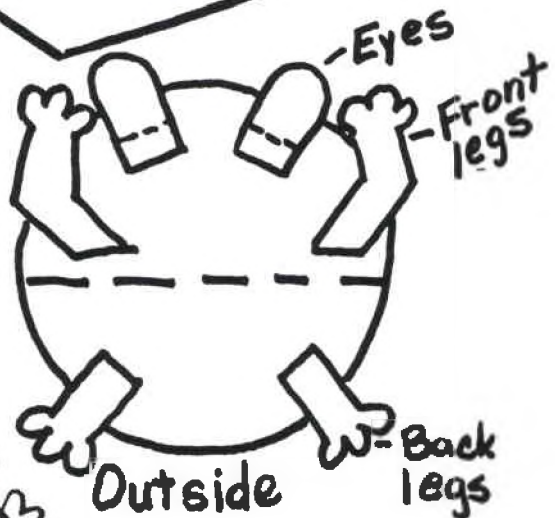
Cut 2 Green Eyes
Cut 1 Red tongue



Cut 2
Front legs



Cut 2
Back legs



ANIMALS

STORY Fish is Fish
 Leo Lionni
 Random House, 1970.

A tadpole and a minnow are friends. The tadpole turns into a frog and he goes and explores the world outside the pond. The frog returns and describes the animals that he saw. The minnow thinks all of the animals look like fish with other characteristics (wings, legs, etc.).

ART PROJECT "Fish is Fish" Animals

Cut out a fish shape from construction paper. Add features from another animal. Name your new animal. Example: cow-fish, bird-fish.

materials: construction paper
 glue
 scissors



WRITING

Describe the animals from a minnow's point of view.

SEA ANIMALS

STORY Swimmy
Leo Lionni
Pantheon, 1963.

Swimmy is a little black fish. As he swims in the sea, the reader is introduced to many different sea creatures. The red fish are afraid of the bigger fish so Swimmy came up with the idea of swimming close together so they would look like a big fish. Swimmy is the eye because he is black and all the other fish are red.

ART PROJECT "Under the Sea" crayon resist.

Draw as many fish and sea creatures as you can. Include sea weed and bubbles. Color only the objects, using heavy crayon, so that it feels waxy. Do not color the background. When coloring is complete, paint over the entire page with the watered down tempera paint.

materials: 12 X 18 manila paper
pencil
crayon
turquoise tempera paint, watered down
brush

WRITING

Write about the part of the story that was your favorite.

SEA ANIMALS

STORY Secrets of the Deep
 Ingrid Selberg, ill. Doreen McGuinness
 Dial Books, 1990.

This book contains windows through which the reader can look and see underwater life. It explains things found in oceans and seas and shows many types of fish.

ART PROJECT Aquariums

Bend a hanger in a round shape. Glue one side of the hanger and place in on top of plastic wrap. Cut out fish, seaweed and other "sea life". Use a dot of glue to attach the fish to the plastic wrap. Glue the top side of the hanger and lay a piece of plastic on top. Trim the plastic wrap but leave a 1/4 inch edge. Hang in windows or from ceiling.

materials: Metal coat hanger
 blue plastic wrap
 construction paper
 glue
 scissors



WRITING

Write about what things you like to see in the sea.

ANIMALS

STORY Animals, Animals
 Eric Carle
 Philomel Books, 1989.

This is a collection of animal poems and verses by various authors. They are illustrated by Eric Carle.

ART PROJECT Animal Scenes

Pick your favorite animal. Draw it on the construction paper, then cut it out. Glue the animal to the manila paper and cut out all of the animals' details and glue them on. Make sure that you cut out and glue on the environment, where this animal would live. You may use your crayons to put on any finishing touches.

materials: 12 X 18 manila paper
 assorted construction paper
 scrap box
 pencil
 scissors
 glue
 crayons

WRITING

Write several sentences describing why this animal would or would not make a good pet.

ANIMALS

STORY The Very Hungry Caterpillar
 Eric Carle
 Putnam Publishing, 1981.

A small caterpillar eats through many different fruits and other foods. He grows to be very big, builds a cocoon and then turns into a beautiful butterfly.

The Mixed-Up Chameleon
 Eric Carle
 Harper and Row, 1984.

A chameleon takes on different animal characteristics such as fins, antlers, tail, trunk, etc. In the end he tries to catch a fly but he could not and decides to be himself again.

ART PROJECT Animal Collage

Pick any animal you wish. Make it by using different types of paper, cut or torn into shapes. Glue together to create your animal. Use your markers to add details like hair, eyes, etc.

materials: assorted papers-construction, tissue,
 foils, cellophane
 markers
 glue
 scissors

WRITING

Write a story about the adventures your animal might have.

WILD THINGS

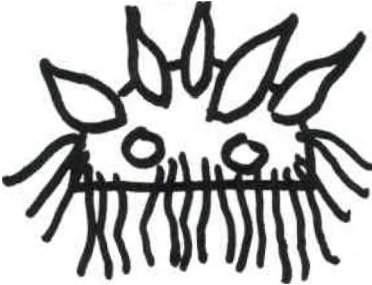
STORY Where the Wild Things Are
 Maurice Sendak
 Harper and Row, 1963.

Max is sent to his room for being a "wild thing". While there, he dreams of taking a journey to the land where the wild things live. The wild things make him King and they celebrate. Max wakes up later to find a warm dinner waiting for him.

ART PROJECT Wild Thing Masks

Use a half plate to make a mask. Decorate with yarn, feathers, and other scraps to make a wild thing.

materials: 1/2 9" paper plate
 scraps and junk
 glue



**1/2 of paper plate with
 feathers, yarn and other
 materials.**

Sample

WRITING

Write about the "wild thing" that you are with your mask on. Include where you live, what you eat and what you look like.

WINTER

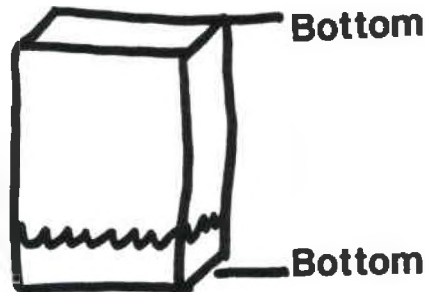
STORY The Snowman
 Raymond Briggs
 Random House, 1978.

This is a wordless picture book about a snowman who comes to life. A boy is the only one who sees him come to life and he takes the snowman on a tour of the house. The snowman then takes the boy on a flying trip around the world. The next morning the boy finds that his snowman has melted.

ART PROJECT Paperbag Snowman

Open two bags and stuff one with crumpled newspaper. Slide the other bag on top of the other one and put a rubber band on to make a neck. Tie a piece of colorful tissue paper around the neck to make a scarf. Cut out buttons, eyes, nose, mouth from construction paper. Trace a circle for a hat brim, make a cylinder for the hat and glue on to the snowman's head. Trace and cut a circle for the top of the hat. Trace and cut the pattern for the feet and glue to the bottom.

materials: 2 white paper bags each
 black, orange construction paper
 newspaper
 rubber bands
 tissue paper cut in 2 inch strips
 glue



Hat Top



Hat Brim

WRITING

Write about your favorite part of the story.
 Illustrate.

WINTER

STORY Whose Footprint
 Masayuki Yabuuchi
 Philomel Books, 1985.

This book shows an animal footprint on one page and the animal on the next page. The reader can learn that each animal makes a different kind of footprint.

ART PROJECT Animal Footprints

After reading the story, discuss what animal footprints look like. The teacher will sketch some on the chalkboard. Discuss which parts would make a print.

Each child will then make an animal foot with clay.

Mix up plaster of paris and pour into a tray. When plaster is ready, the children will make "tracks" with their clay foot. This will represent "tracks" in snow.

materials: clay
 plaster of paris
 water
 meat tray or plastic tray

WRITING

Write a riddle to go with your animal footprint.

WINTER

STORY The Midnight Snowman
 Caroline Feller Bauer ill. Catherine Stock
 Atheneum, NY, 1987.

This story is about a little girl who is looking forward to the first snow. On the night of the first snow, the girl and her friend make a snowman. Most of the neighbors come out to help. They finish around midnight and this is the latest the girl had ever stayed up.

ART PROJECT Paint a Snow Scene

On 12 X 18 paper, draw a winter scene of anything you want. Make it interesting by including yourself and something you might do while playing in the snow. Paint with tempera paint. Try very hard to keep the white paint clean so your picture will have pretty snow.

materials: 12 X 18 dark blue paper
 pencil
 white tempera paint
 assorted other colors of tempera paint
 brush
 water/paper towel

WRITING

Write a story to go along with your snow scene.

NIGHT TIME

STORY There's a Nightmare In My Closet
Mercer Mayer
Dial Press, 1968.

A little boy thinks that there is a monster in his closet. He closes his closet door but then decides that it is time to get his monster. He ends up being friends with the monster and they go to bed together. The boy then thinks that there is another monster in the closet but goes to sleep.

ART PROJECT Closets with Nightmares.

Fold a 1/2 inch edge on the long edge of the 7" brown construction paper to make a door. Glue the edge and attach it to the middle of the 8 X 12 manila paper. Draw a monster on the manila paper behind the door. Decorate the rest of the paper with a bedroom scene. Draw yourself in bed.

materials: 8 X 12 manila paper
3 X 7 brown construction paper
crayons
glue

WRITING

Write a few sentences describing the nightmare in the closet.

NIGHT TIME

STORY No Jumping on the Bed!
Tedd Arnold
Dial Books, 1987.

A little boy, who lives near the top floor of an apartment building, jumps on his bed. He falls through floor after floor, taking other people with him each time. He wakes up to hear his ceiling cracking... The reader is left to imagine what will happen next.

ART PROJECT Pajama Pictures

Draw and cut out a person's outline on a 9 X 12 sheet of white paper. Make your favorite pajamas using construction paper and crayons. Glue pajamas on the person.

materials: white construction paper
colored construction paper
crayons
glue

WRITING

Tell what you think will happen next in the story.
Write your own ending.

NIGHT TIME

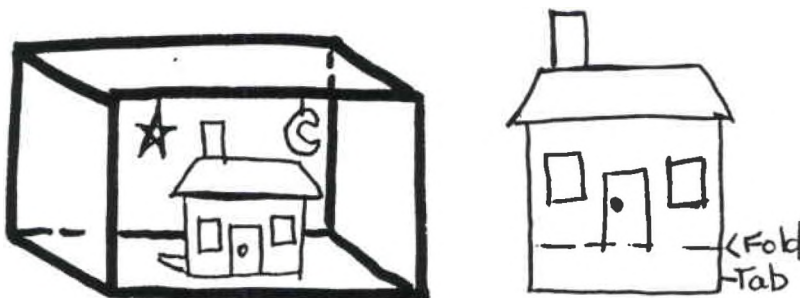
STORY What Makes Day and Night
 Franklyn M. Branley ill., Arthur Dorros
 Thomas Y. Crowell, NY, 1986.

This is a factual book about why we have day and night. It describes the rotation of the earth and shows the objects in the night time sky. This book is well written and can be easily understood by primary aged children.

ART PROJECT Night Diorama

Make a 3-D night scene using a shoe box. Use construction paper to make things that you would see in the night time sky. You may include houses and trees in your box. Use string to hang stars in the sky. Color or paint the inside of the box dark blue.

materials: shoe box
 construction paper
 glue
 scissors
 string or thread
 blue paint or crayons



WRITING

Write about the things you can see in the night sky.

TRANSPORTATION

STORY Freight Train
 Donald Crews
 William and Morrow and Co., 1978.

This is a picture book about a train. It names all of the cars and shows places like tunnels, cities and trestles. This book gives the reader the feeling that the train is really moving. It was a Caldecott Honor book in 1979.

ART PROJECT Train Mural

The children will each pick a part of the mural to work on. Parts that should be included are: train cars, trestles, city, tunnel and bridges. Other forms of transportation can be included along roads and in the sky. Have several children paint the background, train tracks and roads. Many things can be made out of construction paper or drawn and colored.

materials: large sheet of paper (about 5-6 feet)
 paint
 construction paper
 glue
 brushes
 scissors

WRITING

Write about a train. Tell where it is going and what it is carrying.

VALENTINE'S DAY

STORY Monster Valentines
 Joanna Cole, ill. Jared Lee
 Scholastic, Inc., 1990.

Monsters, Rosie and Prunella were best friends until Valentine's Day. They had different ideas on what it meant to be nice and how to treat your friends.

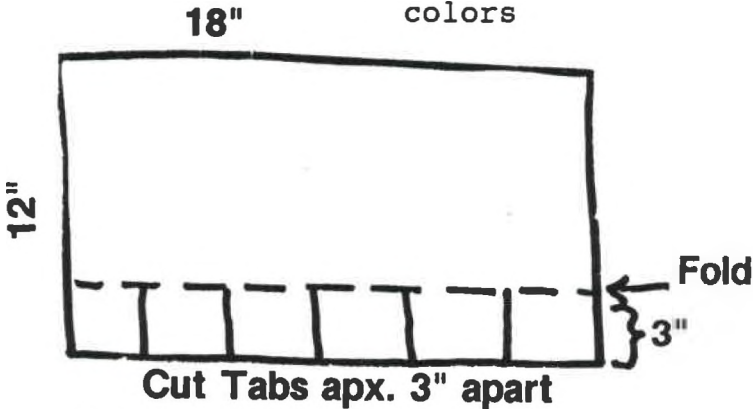
ART PROJECT Valentine Mail Tube

From the four 9 X 6 sheets cut hearts of various sizes and shapes. You may make them any way you want. These will be glued on the mail tube.

Mail Tube: Glue 12" sides together to form a tube. Fold in tabs, one at a time and glue to make the bottom of your tube.

Decorate with hearts and put your name on it.

materials: 9 X 6 construction paper, 4 Valentine colors
 scissors
 glue
 12 X 18 construction paper, Valentine colors



WRITING

Write about the ways you should treat your friends.



Decorate with hearts and put your name on it.

ST. PATRICK'S DAY

STORY Clever Tom and the Leprechaun
Retold and Ill. Linda Shute
William Morrow and Co., 1988.

Tom finds a leprechaun. Tom wants to trick him out of his gold. The leprechaun says that he buried it under a bush. Tom ties a bow on it then he gets his shovel. Tom returns to find all the bushes have a bow. Tom couldn't find the gold but he told this story about how he almost found gold for many years after.

ART PROJECT Big Book Illustration

Assign each child a page of the story. Provide them with the words for that page. They are to illustrate that page, so that it gives meaning to the story. These pages can then be stapled or hooked together to make a book that the class can read together as a group.

materials: 12 X 18 manila drawing paper
pencils
crayons

WRITING

Write what you would do with a leprechaun if you found one.

GIFT

STORY Quilt Story

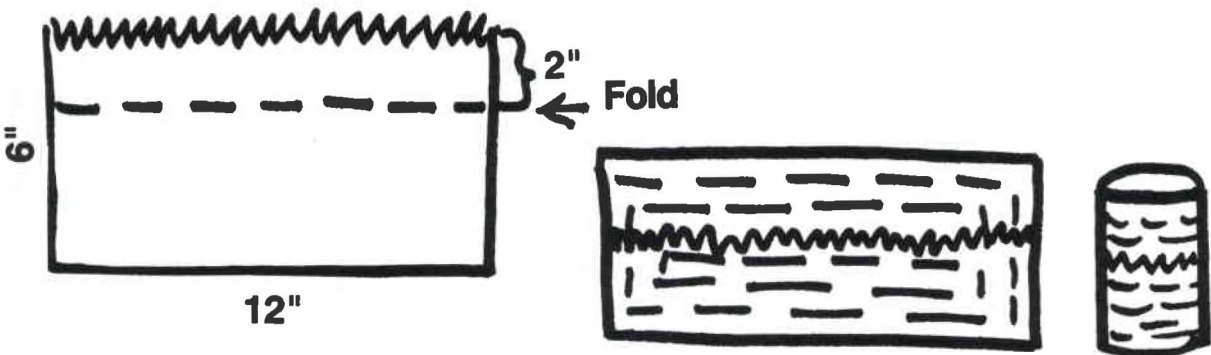
Tony Johnson, ill. Tomie dePaola
Putnam Publishers, 1985.

This story is about two girls, one from pioneer days and one from today. The pioneer girl leaves a quilt in her attic. Many years later it is discovered by a little girl whose mom mends it. The girl always felt at home when she was near the quilt.

ART PROJECT Yarn and Burlap Pencil Holders

Fold down a 2" strip on one long edge of the burlap. Make a running stitch with the yarn, across, down and back until you have stitched the whole piece of burlap. Pull a few threads from the long folded over piece to give it fringe. Cover the backside of the burlap with glue and wrap it around the soup can. This makes an attractive pencil holder.

materials: 12" X 6" piece of burlap
yarn
needle
soup can
glue



WRITING

Write about for whom you would make this pencil holder.

MOTHER'S DAY

STORY Something for Mom
 Norma Jean Sawicki, ill. Martha Weston
 Lothrop, Lee and Shepard Books, NY., 1987.

A little girl is upstairs in her room wrapping a surprise for her mom. Her mom keeps calling her but the girl keeps stalling. In the end the girl brings her mom the gift which is for her mom's birthday.

ART PROJECT Pottery

Each child gets a handful of ceramic pottery. They make it into a ball. The children can make a pinch pot by inserting their thumb into the middle and pinching around in a continuous motion until the pot is about 1/4" thick. When dry the teacher will fire it in the kiln. After firing, apply 3 coats of glaze and fire again. After the second firing, plant a small flower that can later be transplanted outside.



Clay



Push thumb into the center and pinch, in a continuous motion around the ball of clay.



Finished pot with sides no more than 1/4" thick.

WRITING

Make a list of the things parents do for you.

DINOSAURS

STORY Danny and the Dinosaur
Syd Hoff
Harper and Row, 1958.

Danny visited the museum and saw all kinds of wonderful things. Especially the DINOSAURS! He wanted one and was sad that they were not real. Or are they? He heard a voice. It was a dinosaur and he wanted to play with Danny. He left the museum with Danny and they made their rounds about town and had a great day.

ART PROJECT Dinosaur Torn Paper Construction

If you had a dinosaur for a day, what would he look like and where would you go? Draw a picture of your dinosaur and where you would go. Fill in the picture with pieces of torn up construction paper. Make sure you are in the picture with your dinosaur.

materials: 12 X 18 Manila paper
 pencil
 construction paper
 glue
 crayons

WRITING

Write a story about your dinosaur and the adventure you had.

LAST ART LESSON

STORY A Picture for Harold's Room
 Crockett Johnson
 Harper and Row, 1960.

Harold decides his wall needs a picture on it, so Harold picks up a purple crayon and begins to create. One little picture leads to another until he has created many things, some of which he has an active part, by being an actual part of the picture.

ART PROJECT Group Murals

Each group decides how their adventure should begin. The first child draws a picture of one object. The next child draws a picture that will tie in with the one before and so on. Each child takes a turn and then they start over with child number one and continue until they feel they have come to an ending point of their mural.

materials: 5-6 children
 white butcher paper 36" X 6'
 1 color of crayon

WRITING

As a group, the children write about their adventure. One child can be the recorder as the children tell about the mural. In the end, it will be in story form similar to "A Picture for Harold's Room".

CHAPTER IV

PROCEDURES

Strategies For Implementing

This handbook was designed by a primary level classroom teacher and an elementary art teacher. The teachers decided on the topics based on the theme studies from the graded course of studies that were used in the classroom and the art curriculum.

The primary level teacher or the art teacher should read the story to the class. The art teacher will then introduce the art project. After completing the art project, the class will then do the writing assignment back at their regular classroom.

RELATED LITERATURE AND METHODS

The authors found as Lowenfeld (1975) did, that the students had a more meaningful learning experience when reading, art and writing were related. The students were more creative in their art work and writing when these areas related to a story. They had something to relate to when they were doing a picture and their writing was more creative and more detailed after hearing the story and doing the art project.

Goodman and Goodman (1983) found that students use in writing what they observe in reading. The authors found that the students used ideas from the story and had more to write about.

Another finding similar to Mason and Au (1984), was that art activities lead naturally to writing activities. The children merged their drawings and writings to develop their creative writing.

TARGET AUDIENCE

This handbook was implemented by using the primary level teacher's class from September to March. The target audience is representative of a larger population of primary level children. The art teacher used the art projects with this class during the regular art period which lasted an hour. Other primary level classes also heard the stories and did all the art projects but participated in only some of the writing projects, based on the discretion of the individual classroom teachers.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The authors feel that through implementing these activities that the students have developed a greater appreciation of reading, art and writing. They did not dread the writing process but were enthused about writing about their art projects. The stories gave them many ideas for both the art project and writing.

Many of these activities could be expanded to incorporate other areas of study such as science, social studies and math.

The idea of this handbook could easily be implemented with other grade levels. It does take a classroom teacher and an art teacher who are willing to work together and decide on topic areas and projects.

The authors were very pleased with the results of this project. The students became very involved and enjoyed every aspect of each activity. The stories chosen were appropriate for primary level students. The students were enthusiastic about their art project and writing assignments. The students began to anticipate the following activities each time we read a book. This unfragmented approach to learning creates students who are totally involved in their learning.

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