

# Lines of Giving

*First Grade ELA and Visual Arts*

## CORE SUBJECT AREA

ELA

## ART FORM + ELEMENTS

Visual Arts  
Drawing  
Line

## MSCCR STANDARDS

W.1.3, SL.1.5

## MSCCR CREATIVE ARTS STANDARDS

VA: Cr2.1.1a Explore uses of materials and tools to create works of art or design.

## DURATION

1 hour

## OBJECTIVES

The students will explore the use of line in “The Giving Tree” and create a narrative based on what the student would ask for from the tree.

The students will also draw two types of lines that would show how the tree would change based on the student’s narrative.

## MATERIALS NEEDED

Picture of a tree:

[http://heartfuljourney.com/wp-content/uploads/2010/12/givingtree\\_lg.jpg](http://heartfuljourney.com/wp-content/uploads/2010/12/givingtree_lg.jpg)

“The Giving Tree” by Shel Silverstein  
Examples of line variations  
3 pieces of paper for each student  
Pencils, crayons, markers, colored pencils

## VOCABULARY

narrative types of lines: straight, wavy, curved, zig zag, spiral, fat, thin, dashed, dotted, etc.

## RECOMMENDED RESOURCES

<https://educationcloset.com/wp-content/uploads/2016/03/lines-of-giving-lesson.pdf>

## LESSON SEQUENCE

As the students how many types of lines they can think of. Provide some examples if they need a prompt: straight, wavy, curved, zig zag, spiral, fat, thin, dashed, dotted, etc. As they brainstorm together, have them create the lines either on the board or on a piece of paper. Tell students that we will be reading a story with a tree as the main character. Take a look at the image of the tree from the story. How would we describe the lines that are found in this tree?

Read the story “The Giving Tree” aloud to the group. Ask students to watch how the tree changes throughout the story.

After each new item that the boy asks for in the story, ask students to identify how the lines of the tree change. Then, have them look at how the text is written. How does the author use line in the words of the story to communicate the tree’s changes? Give students each 3 pieces of paper and a pencil. The students will also need different types of colors (crayons, markers, colored pencils, etc.). On the first piece of paper, write down what they would ask for from the tree. Make sure they use proper sentence structure. Give an example on the board to

show the appropriate use of narrative form using order words. (i.e., First, I would ask for \_\_\_\_\_. Then I would ask for \_\_\_\_\_. Lastly I would ask for \_\_\_\_\_.) On the second piece of paper, have students practice drawing the Giving Tree with at least two types of lines that would communicate how the tree would change with the student's request. On the last piece of paper, students will create their own Giving Tree page that contains their request and the tree's response, using line in the text and the drawing.

## EXTENDED LEARNING ACTIVITIES

Students can share their Giving Tree pages with the class and explain how their lines in the tree and the text share what they are asking for in their request.

## SOURCES

<https://educationcloset.com/wp-content/uploads/2016/03/lines-of-giving-lesson.pdf>