

Story Lines

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Visual Art

Drawing

MSCCR STANDARDS

CCSS.ELA-LITERACY.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

MSCCR CREATIVE ARTS STANDARDS

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

DURATION

45 minutes

OBJECTIVES

Students will be able to know and/or do...

Identify lines of design in an illustration

Relate to the text by making real-life connections

Write and illustrate their own page of the the class copy of The Giving Tree

MATERIALS NEEDED

Picture of a tree (found through typing in The Giving Tree and clicking on images in the google search bar)

The Giving Tree book by Shel Silverstein, examples of line variations, 3 pieces of paper for each student, pencils, chalk/dry erase markers

VOCABULARY

Lines of Design, horizontal line, vertical line, illustrate

RECOMMENDED RESOURCES

Lines of Design Posters

The Giving Tree: <https://www.youtube.com/watch?v=A5y-ZQv1JaY>

LESSON SEQUENCE

In this lesson, we're focusing on the idea of LINE. In early elementary, students need practice with exploring how authors and artists create and use line in their work. For example, how does the way that the author writes a sentence communicate a complete idea? Or, how does the choice of line that an artist uses (straight, thick, zig zag, etc) effect an image? By pairing these two naturally parallel ideas together, students deepen their understanding of line across both content areas

Ask 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 an image of a tree

from the story. How would we describe the lines that are found in this tree?

TTW collaborate with students and help them understand what she'd ask from the tree and how she might draw her tree using the Lines of Design.

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 a 3 pieces of paper and a pencil. Ask students to think about what they would ask from the Giving Tree. On the first piece of paper, write down or draw what they 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 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.

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. Assess students on their use of line in the drawing and how their word choice also reflects that line.

EXTENDED LEARNING ACTIVITIES

This would be a good opportunity to print a copy of each child's page and create a book for each child in the class. They can take it home and practice reading each page in the book. Once comfortable with the text, students could act the pages out in a drama.

SOURCES

Education Closet

Lesson edited and updated by Abby Calhoun

TIPS + FREQUENTLY ASKED QUESTIONS

This lesson can also cover a few third grade standards and would be a good lesson that would still gain interest in third grade. This lesson is very adaptable.