

Sample Common Core Mazza Tour

Dana Younger Gallery

“Effective Use of Light Exhibit”

R. L. 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Open to the page in the book ***Did You Hear Wind Sing Your Name?*** illustrated by Christopher Canyon and then compare the original artwork with the picture in the book. Read the poetic text, “Did you sense Grandmother Moon guiding you home again?” How do these words make you feel? What sense would you use to know about the moon’s presence? Does it seem to glow? What background colors did the artist use? Why do you think the artist used so much blue? What creature do you see camouflaged in the evergreen tree? How would you feel if you saw an opossum in a tree at night?

“Great Flying Machines Exhibit”

R. L. 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

Compare and Contrast the airplanes in the artwork from the books ***Flying*** by Donald Crews and ***Fly Away!*** by Helen and Kelly Oeschi. One book is non-fiction and is called a concept book while the other one is a storybook about something that could have happened but didn’t and is called realistic fiction.

What can the little girl seated with her bear see from her viewpoint? Where is the airplane ***Flying***?

“All in the Family Exhibit”

R. L. 1. 7 Use illustrations and details in a story to describe its characters, settings or events.

Look at the artwork from ***The Napping House*** by Don and Audrey Woods. What can you learn about the Grandma from this illustration? What is her posture? What is she wearing? What is her facial expression? Why do you think the artist portrayed Grandma like this?

R. L. 1. 3 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (eg. create a mood, emphasize aspects of a character or setting.)

What is the main color in the book? Why do you think the artist used so much blue? What mood does it create?

“The Keeping Quilt Exhibit”

R.L. 1.6 Identify who is telling the story at various points in a text.

Look at the illustrations displayed that represent different pages in the book ***The Keeping Quilt*** by Patricia Polacco. Notice how the artist

singles out the main character on the ship with her choice of the color red. The author tells the story of Patricia's great Gramma Anna. Notice the little girl in the schoolyard. What is her perspective toward the other children? How do you think she feels? What are their feelings toward her? What clues do you have to support your answer?

R. L. 5. 6 Distinguish their own point of view from that of the narrator or those of the characters.

When you look at the little girl who is the author's great Gramma Anna, would you feel the same or different as her if you are in a new situation?

Miller Gallery

"Perspective Exhibit"

R.L. 1. 9 Compare and contrast the adventures and experiences of characters in stories.

R. L. 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Compare and contrast the Bear family with Goldilocks in ***Goldilocks and the Three Bears*** by Uri Salzman. How would you describe the bear family? What words would you use to describe Goldilocks? What do you think mama and papa bear are doing? What is baby bear doing? What is Goldilocks doing? Why do you think they are doing these things?

"Borders Exhibit"

R. L. 1. 3 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (eg. create a mood, emphasize aspects of a character or setting.)

In the ***Owl and the Pussycat*** by Edward Lear illustrated by Jan Brett, her detailed borders are worth attention. Notice that each page has a different thatched roof and a tropical flower gracing the corner of each page. Jan Brett went on location to find details that would create an authentic mood for this book. Why do you think she used these different roofs and flowers in the borders? How do they affect how you understand the story?

"Mother Goose Exhibit"

R. L. 1.2 Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

Look though the pictures in the book ***Mary Had a Little Lamb*** by Iza Trapani. Ask the students to tell you what is happening using the details in the illustration. What did the author add to the well-known version of the story? Do they like this new ending? Why or why not?

R. L. 2.4 Describe how words and phrases (eg. regular beats, alliteration, rhyme, repeated lines) supply rhymes and meaning in a story, poem or song.

Ask if they remember the tune and words to this familiar song. Sing a few lines of the song together. Does the song match the illustrations in the book? How are they the same? How are they different?

“Printmaking Exhibit”

R. L. 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

Compare the flowers in Tao Nyeu’s fiction book ***Squid and Octopus: Friends for Always*** and Diana Pomeroy’s nonfiction alphabet book ***Wildflower ABC***. How are they the same? How are they different? Do the flowers from both books exist in nature? Did one of the artists paint pretend flowers? One artist carved potatoes and printed with them, the other artist used screen-printing. Why do you think each artist used these different media?

Wilson Gallery

“Diversity in America Exhibit”

R. L. 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Ed Young, the selector and illustrator of the riddle book ***High on a Hill***, grew up in China. Notice the Chinese characters on the page reading from top to bottom. Compare this to the riddle in English across from it. Does it read from left to right? Notice that the illustration is completed in graphite. Does the pencil make the squirrel appear to feel soft?

“Unusual Media Exhibit”

R. L. 2.4 Describe how words and phrases (eg. regular beats, alliteration, rhyme, repeated lines) supply rhymes and meaning in a story, poem or song.

Over in the Ocean by Marianne Berkes illustrated by Jeanette Canyon in polymer clay is a book that can be sung and accompanied with hand motions. Open the book to the same page as the original artwork in the exhibit. Read the text. “Over in the Ocean, Where the sea grasses grew, Lived a mother parrotfish, And her parrotfish two.” Ask what two words of the poem rhyme? What words are repeated? Why do you think the author repeated these words? How does that affect the meaning?

Miles Gallery

“Models Exhibit”

R. L. 1.2 Determine a theme of a story, drama, or poem from the details in the text, summarize the text.

The Great Kapok Tree by Lynne Cherry is a classic story.

Who is the young man? What is he doing? Where is he?

Ask the students what they think will happen to the man and the tree?

R. L. 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Choose one picture from the book and describe what you see in this picture. What do all the details tell you? Why do you think the author wrote this story?

“Color Separation Exhibit”

R. L. 2.4 Describe how words and phrases (eg. regular beats, alliteration, rhyme, repeated lines) supply rhymes and meaning in a story, poem or song.

Mary Wore a Red Dress by Merle Peek. Read a few lines of this poem.

Which phrases are repeated and why do you think the author

repeated those lines? How would the story be different if the author hadn't repeated those lines?

“Book Development Exhibit”

R. L. 4.9 Compare and contrast two of more versions of the same story (e. g. Cinderella) by different authors or from different cultures.

Look at the three different storyboards in this exhibit. Each storyboard was done by a different artist. How are they different and how are they the same? Which one is more detailed? Why do some artists have more detailed storyboards than others? How does making a storyboard help with the book development process?

“Book to Film/ Film to Books”

R.L. 1. 9 Compare and contrast the adventures and experiences of characters in stories.

Compare the Cat in the Hat sculpture to the **Cat in the Hat** book by Dr. Seuss. What color is the cat in the book? What color is the sculptured cat? What is the sculptured cat carrying? Does the cat in the Cat in the Hat book have this object? How else are they the same and different?

Reinhardt Gallery

“Historical”

R. L. 2.4 Describe how words and phrases (eg. regular beats, alliteration, rhyme, repeated lines) supply rhymes and meaning in a story, poem or song.

Jack and Jill by L. Leslie Brooks is an old painting from a familiar nursery rhyme. Start the poem and ask the students to finish it. Look

at the illustrations and identify which pictures go along with the different parts of the nursery rhyme.

“Sounds of Music”

R. L. 2.4 Describe how words and phrases (eg. regular beats, alliteration, rhyme, repeated lines) supply rhymes and meaning in a story, poem or song.

Ask the students which of the art in this exhibit shows a song that they know. Sing a portion of the song with them. Which lines are repeated? Can they clap to the rhythm of the beats? How do the repeated words and phrases add emphasis to the meaning of the song?

“Paper Engineering”

R.L. 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem.)

Opposites *Circus* by Suse MacDonald is a book that showcases all kinds of paper engineering techniques. What moveable parts did you notice? How does the 3-D media elements make the book more interesting to you?