

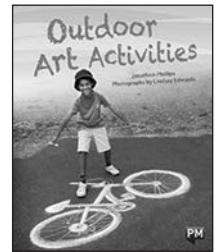
Outdoor Art Activities

PM Level 24

Silver

Text Type Procedure (Informative)

Running Words 983



Preparing for Guided Reading

Prior knowledge

- Have students share thoughts about their favourite artistic activities. Ask them if they have ever tried to do any of these activities outside. If so, how did the activity need to change?

Orientation to the text

- In this book, the reader learns how to make three outdoor artworks – a drawing/pastel painting of a tree, a chalk shadow drawing and a sandpit sculpture.

Building the Balanced Reader

Vocabulary

Key vocabulary

enjoyable, beautiful, choose, comfortable, colour, shadow, trace, beach, lightly

Content words

drawing, painting, sculpting, activities, pastels, dye, ovals, teardrops, sidewalk, chalk, concrete

Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prior knowledge and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

Focusing on the book – guided reading

- Read the title together and discuss the cover photo. Ask students how they think the boy was able to draw such an accurate picture of a bicycle.
- Ask students to share any experiences they have had of creating artworks outside. Have them offer insights as to how it was a different experience from painting or sculpting inside.
- After looking at the list of materials on pp. 4–5, have students suggest how the dye and the pastels might be combined to create an interesting effect.
- Discuss why step 8 asks students to separate the green oil pastels from the other colours. What effect might be achieved by using green pastels to colour over each leaf a second time?

- After looking at the artwork on p. 12, discuss with students why it was good to write the girl's name in white, and to go over the leaves a second time with the green pastel.
- After reading p. 13, ask students if they think the weather will affect their ability to do this activity well.
- Discuss how shadow artists create pictures that have interesting angles and perspectives.
- After reading pp. 18–19, ask students what purpose they think each item will serve.
- Discuss with students why making the sand eggs and putting them in place first creates a good foundation for the sculpture.
- Ask students why they think the author reminds them on p. 24 that the sculpture will not last a long time.
- Talk about some of the verbs that show us clearly how to follow the procedures in the book, such as *choose, place, draw, wait*.

Comprehension

- What can an artist use to draw on concrete paths? (*Literal*)
- Why does an artist need to be sitting somewhere comfortable before beginning to draw? (*Inferential*)
- Why are drawing, painting and sculpting enjoyable activities? (*Applied Knowledge*)

Follow-up activities

- As a class, have students decide upon one of the activities in the book and complete it together, adding any individual touches they wish to. After completing their works, have students compare them to the photos in the book.
- Have students draw a design for a sand sculpture that would use the same materials and techniques as those used in the book.
- Have students write their own procedure for an artistic activity that they have done indoors, making any necessary changes so that it can be done in a different way outdoors.

Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to use prior knowledge and associated vocabulary to gain a deeper understanding of the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can use prior knowledge and associated vocabulary to gain a deeper understanding of the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up