

Books for Young Learners Teacher Resource

Book Notes



The Artist / El artista

Author Lois Podoshen

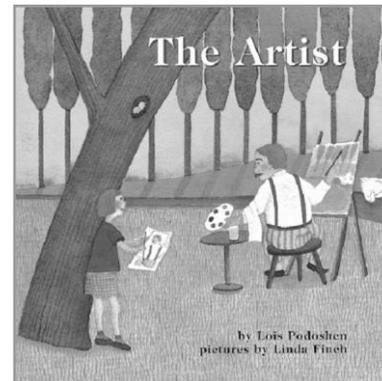
Illustrator Linda Finch

12 pages ■ 83 Eng. words ■ 86 Spn. words

Fountas and Pinnell Level F

Reading Recovery Level 9

Descubriendo la Lectura Level 5



The Artist

SYNOPSIS

Introduces primary and secondary colors and the color wheel through an artist painting yellow pictures.

WHAT THE BOOK OFFERS

- Fiction narrative
- First person
- Present tense
- General and specific within illustrations
- Color words
- Alternating sentence beginnings
- Comma for series within sentence
- Color wheel (diagram with caption)

POSSIBLE SKILLS EMPHASIS

- Attending to text detail, especially word endings and structural analysis: paints–painter; art–artist
- Word associations: painter–artist; paint–draw
- Looking for detail in illustrations

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The Artist / El artista (continued)

INTRODUCING THE BOOK

- Discuss the three pictures (cover and two paintings) on the front cover and the links between them.

The title refers to one artist, but there are two shown. Who is likely to be the main character?

- Discuss colors on palette, easel, brush
- Vocabulary chart of words about artists

FOCUS OF INSTRUCTION

- Text detail
- Illustrative detail
- Inferential reading
- Although there is a good text/illustration match, attention to text details will be necessary both for prediction and confirmation as well as considering the parts within and the whole illustration. For example, on pages 4 and 5, children may say, “He paints with orange. . .” Encourage text checking and then remind them to scan the whole picture each time.
- Draw attention to “paint” (as noun and verb) and “paints”.
- Page 10: Alliteration
- Page 12: Discuss likeness or otherwise between “me” and the picture and reasons for the difference.

FOLLOWING THE READING

- Internalizing content
- Discuss the color wheel, identify favorite colors, making colors
- Discuss how students are artists *and* authors when they draw or paint and write a caption or story
- Refer to author/illustrator and author/photographer books
(see Appendix 1 in the *Books for Young Learners Teacher Resource* for a list from this collection).
- Draw a picture and write a caption including colors used; encourage use of chart made in introductory section of the reading.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>The girl's uncle liked to paint pictures of . . . and . . . An artist can use ANY colors for any painting because . . .</i>
USE YOUR MEMORY	<i>Name the primary colors. Check the inside back cover of the book to see if you were right. What color did Uncle Josh use the most?</i>
WHAT'S YOUR OPINION?	<i>How do you think the girl felt when she saw the painting of herself? What makes you think so? What should an artist do to make sure he doesn't run out of paint like Uncle Josh did?</i>
BE CREATIVE	<i>Paint a picture of yourself. Why did you choose the colors you did? What were you thinking about while you were painting? Was it hard or easy to paint a picture of yourself? Write down your thoughts.</i>
VOCABULARY AGENT	<i>Use each of the primary and secondary color words in a sentence that describes someone or something. For example: The yellow kite is flying higher and higher over the beach. If you can't remember the primary and secondary colors, check the inside back cover of the book.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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