

An Early Childhood Teacher Resource Guide for Using Art to Teach Preschool Students Language & Literacy Development



B IS FOR BIRDS



Toledo Museum
of Art

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TIPS FOR USING THIS GUIDE

This resource was created in collaboration with a teacher professional development workshop designed for early childhood educators. It provides early childhood educators with teaching strategies for introducing pre-literacy activities and open-ended studio activities to reinforce learning.

Cover:

Mathurin-Jacques Brisson (French, 1723–1806), author; François-Nicolas Martinet (French, 1731–about 1804)

Plate 20 (detail) from Ornithologie (Ornithology), volume 4

Book with letterpress and hand-colored engravings, 1760

Mrs. George W. Stevens Fund, 2019.18d



Echelle de 12 Pouces

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WHAT IS THE ABC'S OF ART?





ABC's of Art is a series of early childhood workshops which provide early childhood educators with tools and teaching strategies to help preschool students pre-literacy development through art. The materials presented here are from a collaboration between Toledo Public Schools and the Toledo Museum of Art.

WHY USE WORKS OF ART TO SUPPORT PRE-LITERACY DEVELOPMENT?

Research has shown that when works of art are a part of arts-integrated efforts to teach language and literacy development, students develop new connections to the material by absorbing the visual content and translating it into new knowledge. Arts exposure cultivates students' reflective and multi-sensory thinking, allowing for insightful connections to previous knowledge while stimulating students' creative and analytical thinking. Participating in hands-on guided experiences in the Museum allows students to take full ownership of their learning experience.

WHAT ARE THE BENEFITS OF LOOKING CLOSELY AT ART?

Taking the time to observe works of art develops the imagination while reinforcing learning through visual literacy. It encourages students to make meaningful connections with the artwork.

WHAT IS TIER TWO VOCABULARY?



T

ier Two consists of high frequency/multiple meaning vocabulary.

Some hallmarks of Tier Two are:

- Important for reading comprehension
- Characteristic of mature language users
- Contains multiple meanings
- Increased descriptive vocabulary
- Used across a variety of environments

Exposure to Tier Two Vocabulary has the power to bridge the “achievement gap” and make children better readers later in life. make children better readers later in life.

GOAL

The goal of this lesson is to introduce students to Tier Two Vocabulary and open- ended studio activities that reinforce their learning while exploring the exhibition *Rare and Wondrous: Birds in Art and Culture 1620–1820*.

VOCABULARY

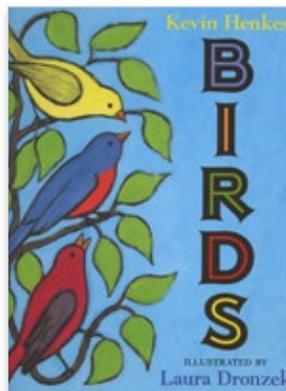
Feather

Shadow

Migrate

Flock

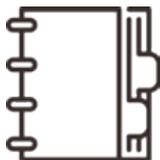
Print



BOOK

Birds

by Kevin Henkes



EARLY LEARNING AND DEVELOPMENT STANDARDS ADDRESSED

- Domain:** Language and Literacy Development
Strand Listening and Speaking
- Expressive language
 - Reading comprehension
 - Receptive language and comprehension

- Domain:** Cognition and General Knowledge
Strand Cognitive Skills
- Symbolic Thought
 - Reasoning and Problem Solving

- Domain:** Approaches toward Learning
Strand Science Inquiry and Application
- Make predictions
 - Make careful observations
 - Engage in simple investigations

- Strand** Creativity
- Innovation and invention
 - Expression of ideas and feelings through art



CLASSROOM ACTIVITIES

for Exploring Nature

CLASSROOM ACTIVITIES FOR EXPLORING NATURE

Supplies:

- Nature Print Paper
- Natural Materials
- Shells, Leaves, Sticks
- Feathers
- Liquid Watercolors
- Watercolor Paper

ACTIVITY 1: SUN PRINTS

Step 1

Select a variety of natural materials for students to print with. Taking children outside and encouraging them to pick out their own materials makes the experience more meaningful to them. In addition to natural materials you can gather items with interesting textures and shapes like lace, buttons, and feathers.

Step 2

Remove a sheet of the Nature Print Paper and ask children to arrange their objects on the paper. Make sure there is a tray or piece of cardboard underneath the paper so it can be easily carried outside. Objects can be held in place by laying a clear piece of plastic over the top.

Step 3

Expose to the sun until the blue paper turns pale blue. Times will vary, but leaving the paper in the sun for around two minutes works best.

Step 4

After removing the objects from the paper, soak in a container of plain water for 1 minute. Dry flat and the image will begin to sharpen during drying time. Once the sun prints are dry engage children in an open discussion about light and shadows.

ACTIVITY 2: FEATHER PAINTING

Step 1

Gather watercolor paper, liquid watercolor paint in a variety of colors, and an assortment of feathers in all shapes and sizes. Provide paper towels and containers large enough to dip feathers inside.

Step 2

Demonstrate to children the various ways you can paint with a feather. Show them how to use all the sides and how to create thick and thin strokes. Encourage children to experiment and explore all the different kinds of marks they can make using the different feathers.

Step 3

Encourage children to experiment mixing their own colors and talk about primary and secondary colors. Ask children to create their own new color and make up a name for it.

Step 4

Once children are finished, ask them to walk around the table and look at everyone's artwork. Lead an open discussion on what makes each child's painting unique and special. Ask children what they liked about painting with feathers, and what they didn't like.

CLASSROOM EXTENSIONS



CLASSROOM EXTENSIONS

Large Group Activities

- Field trip to Toledo Museum of Art.
- Read Story. Present TMA poster of art piece. Look at and discuss poster reinforcing Tier Two words.
- Creative movement: pretend to fly to music using ribbons, streamers, and scarves. Move in figure eight pattern. Ask students questions: “If you were a bird, where would you go/fly to?” “Where do you think birds hide when it’s stormy?”

Small Group Activities

Language and Literacy

- Encourage children to look through reference books about Birds and reinforce Tier Two Vocabulary words.
- Create a Flannel board story to match birds as they are described in book. Develop memory skills and visual discrimination by covering and then removing a bird. Ask child which bird is missing.

Math and Science

- Match objects to shadow silhouette that corresponds.
- Make shadows with light table/overhead projector.
- Explore light shining through prisms hung on the window.
- Sort feathers by color or length.
- Memory game matching birds.

Sensory

- Explore feathers in texture table, mixing in “real” feathers from nature.
- Cover table with white sheet or paper; build block structure, then shine with flashlight from different angles to create different shadows.

Art

- Paint bird trails in the sky (light blue paper) with feathers.
- Press white paint between papers to create cloud birds.
- Glue feathers to paper plates after reading *Feathers for Lunch* by Lois Ehlert.

Classroom Extensions (continued)

(Small Group Activities)

Social Emotional

- Dance to “ My Shadow” song (sung to “My Bonnie Lies Over the Ocean”)

My shadow does everything I do.

My shadow always copies me.

My shadow does everything I do.

Just look at my shadow and see.

Technology

- Listen to different birds’ songs.
- Encourage children to use flashlights and overhead projectors to make their own shadows with a variety of objects

Outdoor Experiences

- Create shadows on a walk outside. Look for shadows cast by buildings, trees, clouds, etc.

Family Partnerships

- Encourage families to take walks outside at different times of the day. Ask them to point out that when the sun is in a different spot in the sky, shadows look different

WOW! Experiences

- Field trip to the Museum!
- Creating shadows inside and outside!





DISCUSSION QUESTIONS USING TIER TWO VOCABULARY

- There are many interesting things in this painting.
What stands out to you? Do you see anything with *feathers*?
- Do you notice any *shadows* in the painting?
What is a *shadow*?
- Look, there are some colors that we already learned.
Who can find *mustard*? How about *crimson*?
- What shapes do you notice in the painting?
Do you see any *patterns* or *textures*?
- Can you find the *tiny* caterpillar on the leaf?
- What kind of Bird do you think that might be?
Do you think the bird is a pet to someone or part of a *flock*?



Museum Hours of Operation

Tuesday and Wednesday

10 a.m.–4 p.m.

Thursday and Friday

10 a.m.–9 p.m.

Saturday

10 a.m.–5 p.m.

Sunday

Noon.–5 p.m.

Closed Mondays, Independence Day, Thanksgiving Day, and Christmas Day

Admission

Admission to the Museum is always free. Special exhibitions or events may require purchased tickets. Members are admitted free to all exhibitions and receive free admission and discounts for special programs, events, and Museum Store purchases.

Location

The Museum is just west of Toledo's downtown business district, directly off Interstate 75, at 2445 Monroe Street at Scottwood Avenue.

 419.255.8000

 toledomuseum.org

Our Mission

We believe in the power of art to ignite the imagination, stimulate thought, and provide enjoyment. Through our collection and programs, we strive to integrate art into the lives of people.



More teacher resources from the Toledo Museum of Art are available online at toledomuseum.org