

Creative Adventures with Literature

#1: *Miss Tizzy* by Libba Moore Gray, illustrated by Jada Rowland

Introduction

The *Arkansas Child Development and Early Learning Standards* focus on three components of the **Domain: Creativity and Aesthetics**. The three components are: Music and Movement, Visual Arts and Drama. The story of *Miss Tizzy*, in the book by the same name, is the springboard that propels children into many creative experiences that support the three components. From *Miss Tizzy* children also learn about love and caring for others.

Definition:

Visual art activities – a broad category of art activities that include drawing, painting, printmaking, sculpture, graphic arts, and other art forms

Story Preparation

- Create a “Miss Tizzy” hat that is purple with a white flower. This can be done by spray painting a straw hat or by creating a purple newspaper hat using the directions listed in the Creative Art Extensions section.
- Wear the hat as you invite children to join you for story time.
- Wear the hat each time you present the story.

Story Presentation

Learning Goals:

LD1.1 Understands and responds to language (in child’s home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 Engages in read-alouds and conversations about books and stories (*story comprehension*)

EL3.1 Responds to features of books and print (*book knowledge*)

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

Book: *Miss Tizzy* by Libba Moore Gray, illustrated by Jada Rowland

First Reading of *Miss Tizzy*

- Be familiar with the book, *Miss Tizzy*.
- Show the cover; give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and describe who and what they see.
- Read the story so all children can see the pictures in the book.
- Allow sufficient time for children to see the illustrations on each double-spread so they can connect the words you read to the illustrations they see.
- Follow up by inviting children to recall some of the things *Miss Tizzy* and the children did together.
- Ask the children, “Which of the things *Miss Tizzy* and the children did together do you think would be the most fun?”

Second Reading of *Miss Tizzy*

- Show the cover; give title, author and illustrator.
- Show the title page and invite children to look at the four houses.
- Ask the children which of the four houses is Miss Tizzy's and how it is different from the other houses.
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages with the days of the week.
- Show the Monday page and say to children, "This is Monday. Tell me what the children are doing on Monday."
- Allow children to comment on what they see in the pictures or experiences they have had in similar situations.
- Continue with each day through Sunday.
- Conclude by stating that the children and Miss Tizzy did something special each day of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
- Invite children to repeat the days of the week with you.

Additional Learning Goal:

SS2.1 Shows awareness of sequence and change over time (*time concepts*)

Third Reading of *Miss Tizzy*

- Show the cover and ask children to recall the title of the book.
- Give the author and illustrator and ask children if they remember what each does. Give them prompts if necessary.
- Read the story so all children can see the pictures in the book.
- Follow up by showing and reading the page where Miss Tizzy is very sick.
- Show each page after that page and ask the children to describe what the children do each day. For example, ask "What did the children do on Monday?"
- Continue through Sunday, then ask the children how they think Miss Tizzy is feeling on Sunday.
- Invite children to recall what the children did when Miss Tizzy was sick on Sunday.
- Invite children to share things they or their families have done when someone they know is sick. Has someone done something for them when they have been sick?

Additional Learning Goal:

SE2.2 Interprets and responds to the feelings of others (*empathy*)

Creative Art Extensions

Learning Goals:

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art, art concepts*)

PH2.2 Adjusts grasp and coordinates movements to use tools (*writing and drawing tools*)

SE3.1 Shows awareness of self as unique individual (*preferences*)

Activity: Watercolors or Crayons?

Materials: sets of watercolors, paintbrushes, water to moisten paints and rinse paintbrushes, crayons, paper (sturdy and absorbent for watercolors), newspaper, the book *Miss Tizzy*.

- Join children at the art table and involve them in discussing the various ways we can create pictures; we can use paint, crayons, and markers, for example.
- Ask children how many of them have used crayons to create pictures. (Most will have used crayons).
- Show the double-spread pages in *Miss Tizzy* where on Thursdays, Miss Tizzy gave the children white paper and crayons and they drew pictures.
- Recall with children that the people who create the pictures in books are called illustrators.
- State that the pictures are called illustrations and that illustrators use different ways to make illustrations, like drawing or painting.
- Show the book, *Miss Tizzy*, state that the illustrator is Jada Rowland, and that she used watercolors to paint the pictures, or illustrations that we see.
- Demonstrate how to use watercolors (if never used before).
 - Dip the brush in the water, and then swirl the tip of the brush in the color of paint they want to use. Guide them in how much water to use (less water makes it easier to control the flow of wet paint onto the paper).
 - Remind them that they must thoroughly rinse their paintbrush before changing colors.
 - Explain to children that they cannot keep adding water to the painting because the wet paper eventually will tear.
- Suggest that children use watercolors and crayons to create pictures.
- Allow children to use watercolors, crayons and other art materials in the center.
- Return to the art center and involve children who used both watercolors and crayons in looking at their pictures and discussing the two ways they created pictures. Ask questions such as: “Which was the easiest to use – watercolors or crayons?” “Which did you enjoy the most?” Based on their answers, ask “Why did you like one more than the other?”
- Continue to include watercolors in the art center as a choice for children.

Teacher Notes:

- *You may want to cover the table with newspaper before children begin painting with watercolors.*
- *Keep children’s watercolor and crayon creations because this activity may take place over a couple of days.*

Learning Goals:

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art, art concepts*)

PH2.2 Adjusts grasp and coordinates movements to use tools (*variety of tools*)

Activity: Making Playdough Cookies

Materials: playdough (see recipes that follow), cookie cutters, small rolling pins, small baking pan

- Add the materials listed here to either the art center or the dramatic play area.
- Allow children to use the materials as they choose.

Playdough

1 cup flour
1 cup water
½ cup salt
1 tablespoon cooking oil
2 teaspoons cream of tartar

- Mix together and cook over medium heat until mixture pulls away from sides of pan and forms a soft dough.
- Pour onto wax paper and knead until cool. Store in a sealed container.

Teacher Note: *Food coloring can be added.*

Scented Playdough

1 cup flour
½ cup salt
2 teaspoons cream of tartar
1 tablespoon cooking oil
1 small package unsweetened flavored drink mix
1 cup boiling water

- Mix together flour, salt, oil and unsweetened flavored drink mix
- Add the cup of boiling water. Mix well
- Knead the mixture until it forms a soft dough.
- Store in a sealed container when cool.

Teacher Note: *Add 1 teaspoon of scented extract such as peppermint or lemon as an alternative to the drink mix.*

Learning Goals:

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

PH2.2 Adjusts grasp and coordinates movements to use tools (*writing and drawing tools, scissors*)

Activity: Making Newspaper Hats

Materials: 3 sheets of newspaper per child, washable markers, crayons, school glue, masking tape, scissors, collage materials, such as scraps of construction paper, ribbon, lace and chenille stems (pipe cleaners)

Directions:

- Use at least three sheets of newspaper per child.
- Invite children who want to make a hat (one or two at a time) to join you.
- Have children look into a floor length mirror as you begin the process of making their hat.
- Place the three sheets at different angles (should look like a 12 point star).
- Center the sheets over the child's head and scrunch it down to make a head shaped dome in the center.
- Invite another child to hold the paper in place as you wind masking tape around the bottom of the dome (about ear level).
- Scrunch and roll the sides in to create the hat shape.
- Invite children to decorate their hats with crayons, markers and the collage materials.

Teacher Notes:

- *Children will wear their hats as they march in a parade.*
- *Add large coffee filters to the art center. Observe to see if children use the filters to create hats.*

Learning Goals:

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

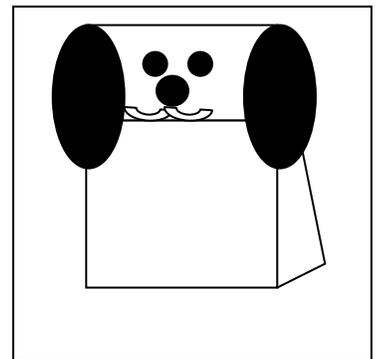
PH2.2 Adjusts grasp and coordinates movements to use tools (*writing and drawing tools, scissors*)

Activity: Making Paper Sack Puppets

Materials: lunch size paper sacks (white or natural), washable markers, crayons, scissors, school glue, assorted collage materials such as colored construction paper, felt scraps, yarn, cotton balls, and pompoms

Directions:

- Explain to children in group time that they will have an opportunity to make a paper sack puppet in the art center during center time.
- Join children in the center who want to make a puppet.
- Ask each child to select a sack for his/her puppet.
- Place your hand in the flattened bottom of the sack and use your fingers to manipulate the rectangular section (the flap).
- Explain to children that the rectangular section is the head of the puppet and when you move your fingers up and down the puppet's mouth is created.
- Invite each child to place his/her hand in the sack as you have done and move fingers up and down so he/she can get a feel for how to use the puppet. Assist children to be successful.
- Show children the materials that are available to make their puppet.
- State that the puppet they create can be a person, an animal or anything they want to create.
- Allow children sufficient time to create their puppets.
- Repeat the puppet making procedures with other children who seem interested.



Teacher Note: *Do NOT make a model for children to follow. Allow them to create their own puppets.*

Creative Drama and Dramatic Play Extensions

Learning Goal:

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*exploration of drama, drama concepts*)

Activity: *Miss Tizzy* Prop Box

Contents: label box and include scarves, shawls, strips of cloth, unbreakable teapot and cups, silk flowers, plastic jelly jar

Directions:

- Place the box and its contents in the dramatic play center.
- Allow children to discover the box and its contents and to use the props in their own way.
- Observe children as they play with the props. Do they act out some of the scenes from *Miss Tizzy*? Does one of the children pretend to be Miss Tizzy and the other children pretend to be the children?
- Keep the prop box in the center as long as children remain interested in playing with the props.

Teacher Note: *Children may choose to wear the newspaper hats they made.*

Learning Goals:

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*exploration of drama, drama concepts*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

Activity: Using Puppets

Materials: paper sack puppets children have made, sock puppets or other puppets you have made or purchased

Directions:

- Use puppets to present stories, nursery rhymes and poems to children.
- Use puppets as a way to transition children from one activity to another.
- Use puppets when engaging children in discussion about social situations.
- Stress that puppets are for telling stories or for telling us what to do.
- Show children the page in *Miss Tizzy* where children are using puppets to tell a story. Read the page to them.
- Help children who seem interested in using puppets to locate something they can stand behind to put on a puppet show.
- Be part of the audience as children put on a puppet show.

Creative Music Experiences

Learning Goals:

CA1.1 Explores through listening, singing, creating, and moving to music (*exploration of music and movement, music expression and appreciation*)

Activity: Making Music

Materials: CD of bagpipe music, a photo of a piper playing the bagpipes, march music, pots and pans, wooden spoons, newspaper hats children have made, CD player, the book, *Miss Tizzy*

Directions:

- Locate a CD that features someone playing the bagpipe.
- Invite children to join you in the area designated for moving to music. Suggest that they wear their newspaper hats.
- Show children the two-page spread of Miss Tizzy playing the bagpipes and read the pages.
- Show children the photo of someone playing the bagpipe and invite children to discuss the photo.
- Play one of the tunes that features bagpipes and invite children’s reaction to the tune. Did they like the music? If so, why or why not?
- Provide a collection of pots and pans and wooden spoons for children to use as instruments.
- Begin to play either one of the bagpipe tunes or a lively march tune.
- Invite children to join you as you move about the room using the pots and pans and wooden spoons as instruments.

Additional Books

Jennie’s Hat by Ezra Jack Keats

Who Took the Farmer’s Hat by Joan L. Nodset

Parade by Donald Crews

The Little Drummer Boy by Ezra Jack Keats

This Old Man by Pam Adams (also available in Spanish)

Additional “Miss Tizzy” Ideas

- Make sock puppets and use them to tell stories to the children.
- Suggest to parents that they allow their children to share their art work with someone in the family or the neighborhood who may be a shut-in or with someone in a nursing home.
- Send home directions for making newspaper hats and sack puppets.