

Creative Adventures with Literature

#3: *Museum ABC* by Metropolitan Museum of Art

Introduction

The *Arkansas Child Development and Early Learning Standards: Birth through 60 months* focuses on three components of the **Domain: Creativity and Aesthetic: Music and Movement, Visual Arts, and Drama**. This delightful alphabet book, *Museum ABC*, supports the **Visual Arts** component and features four works of art from different cultures and different periods to illustrate each letter of the alphabet. Selections include works of art by well-known and little-known artists. In this book, children are also involved in activities that support the **Domain: Emergent Literacy**, specifically the **Strand: Alphabet Knowledge**.

Definition:

Visual Arts: a broad category of art activities that include drawing, painting, printmaking, sculpture, graphic art, and other art forms.

Story Preparation

- Spend time becoming familiar with the book, *Museum ABC*.
- Study the pictures and think of some of the comments and questions children may have about them or details that you may want to call to their attention.

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, print knowledge*)

EL3.2 Shows knowledge of the shapes, names, and sounds of letters (*alphabet knowledge*)

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

Book: *Museum ABC*

First Reading of *Museum ABC*

- Be familiar with the book.
- Show the cover and give title.
- Invite children to look at the cover and describe what they see. Guide them to use correct names for art work on the cover. For example, boat rather than sailboat because there are four different kinds of boats for the letter B and cat rather than kitty.
- Involve children in slowly singing the ABC song so that each letter of the alphabet is separate from the other.
- Explain to children that the book, *Museum ABC*, will have four pictures for each letter of the alphabet and that each picture is created by a different artist.
- Begin with the letter A. Allow children to make comments about the art work.
- Explain that sometimes artists sign their names in their art. Point out the signature in the Delicious Apples painting (lower right picture). Say, "The name of the artist who created this picture is Brian Connelly."
- Continue reading the book, allowing children to make comments about the art work.
- Follow up by inviting children to help you read a few of the pages as follows:
Show first page and say, "A is for ____" and allow children to complete the sentence. This is called the cloze technique.

Second Reading of *Museum ABC*

- Show the cover and give the title.
- Explain to children that each of the pictures in the book is on display at the Metropolitan Museum of Art in New York City. Tell them that a museum is a place where pictures are displayed for people to come in and look at. If you have read the book, *Matthew's Dream* to the children recall with them that Matthew visited a museum. When Matthew became an artist, his pictures were on display in a museum.
- Read the book with the children.
- Follow up by inviting children to read the entire book with you. Run your hand under the letter of the alphabet and the words. Allow children to "read" as much of the book as they can.
- Invite children to tell you when they see a letter that is the first letter in their name.

Third Reading of *Museum ABC*

- Show the cover and ask children to recall the title of the book.
- Read the book with the children.
- Stop and ask questions or make comments about specific pages as follows:
 - C – Which of these four paintings of cats do you like the best? Why is it your favorite?
 - H – Point to the picture of George Washington and of the women in the bottom right. Explain that these are called portraits which are paintings of people.
 - R - Picture of roses in blue bowl. This artist used watercolors to create this picture.
 - W – When you look out a window, what are some things you see?
 - Y – Why do you think this says "Y is for YELLOW?"
- Conclude by inviting children to join you in the Art Center during learning center time to explore all the ways they can create their own works of art.
- Explain that * ___ children can join you at one time and there will be a sign-up sheet so they can take turns.

Teacher Note: *Decide and tell the children how many can join you in the Art Center at one time. Developers recommend no more than four or five.

Creative Art Extensions

Learning Goals:

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

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

Activity: Introducing Art Media and Tools

Materials: crayons, markers, pencils, colored pencils, watercolors, tempera paint, collage materials, playdough, glue, scissors, paint brushes, variety of paper, labeled containers for the materials, sign-up sheet

Directions:

- Allow children to sign up to join you in the Art Center.
- Have available a variety of art media and tools in labeled containers.
- Allow children to explore the different materials.
- Invite children to discuss which of the materials they like to use to create their art work.
- Review with children some guidelines for using the materials. For example:
Sit at the table when using scissors.
Take turns with materials such as glue.
Rinse the brush each time you use a different color of watercolor.
Wipe paint brushes on the side of the paint cup to prevent dripping paint.
Work in your designated space; for example on your own paper, not the paper of another child.
Keep playdough on the table. If individual place mats are used, keep the dough on your mat.
Put the cap back on the markers. This keeps them from drying out.
Clean up your materials and throw away any trash when you finish.
- Explain to children that many of the materials will be available in the Art Center most of the time, while others will be added at different times.
- Allow children to decide when they want to be in the Art Center and allow them to choose their own materials to create their works of art.

Activity: Alphabet Stamps

Materials: Alphabet stamps, stamp pads, a variety of sizes, shapes and color of paper

Directions:

- Introduce alphabet stamps and stamp pads to children. This can be done during group time or in the art center.
- Explain to them that the stamps and pads will be in the Art Center for their use in their art work.
- Observe to see if children incorporate stamped letters into their art work.

Additional Learning Goal:

EL3.2 Shows knowledge of the shapes, names, and sounds of letters (*alphabet knowledge*)

Activity: Alphabet Playdough

Materials: playdough, small rolling pin, alphabet dough cutters or stampers, vinyl placemats

Directions:

- Introduce the alphabet dough cutters or stampers to children. This can be done during group time or in the Art Center.
- Explain to children that the dough cutters or stampers will be in the Art Center for them to use with playdough.
- Observe to see if children use the materials. Listen to their comments and respond if appropriate. For example, if Ben points to a B he has made and says, "That's my name." respond, "Yes, Ben, that's a B. Your name begins with a B."

Extension:

- Model rolling playdough into long ropes or "snakes" and say, "I wonder if we could make letters of the alphabet with this playdough."
- Observe children to see if they roll out the playdough and make letters. If they do, notice and make comments such as, "Jay, I see you've made the letter J. That's the first letter in your name." If there are other children whose names begin with the same letter, comment that "Julia and Josh's names also begin with a J."

Additional Learning Goal:

EL3.2 Shows knowledge of the shapes, names, and sounds of letters (*alphabet knowledge*)

Creative Drama and Dramatic Play Extensions**Learning Goal:**

EL3.2 Shows knowledge of the shapes, names, and sounds of letters (*alphabet knowledge*)

Activity: Magnetic Letters

Materials: Magnetic baking sheet or magnetic board and magnetic letters, both upper and lower case, note pads and pencils

Directions:

- Place the magnet baking sheet or magnetic board, magnetic letters and note pads and pencils in the Dramatic Play Center.
- Observe to see how children use the added props.

Creative Music Experiences

Learning Goals:

EL3.2 Shows knowledge of the shapes, names, and sounds of letter (*alphabet knowledge*)

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

Activity: Dancing around the Alphabet

Materials: CD of dance tunes, alphabet mats (purchased or teacher-made)

Directions:

- Scatter the alphabet mats in a large open space.
- Explain to children that you will play a dance tune and they are to dance around the alphabet until the music stops. When the music stops, they are to put their hand on an alphabet mat near them and name the letter when asked. State that more than one child may put his or her hand on the mat and they will name the letter together.
- Begin to play a lively dance tune, stop the music and invite the children to name the letter of the alphabet they are touching.
- Continue this activity as long as the children remain interested.

Teacher Note: *Make alphabet mats by printing a different alphabet letter on cardstock, laminate and attach non-slip shelf/drawer liner on the back to prevent the mat from slipping when children put their hand on them.*

Activity: Music with *Chicka Chicka Boom Boom*

Materials: Book and CD, or Book and DVD of *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault, illustrated by Lois Ehlert, and stick puppets for each letter of the alphabet. See Attachment: [Alphabet Puppets](#).

Directions:

- Read the book, *Chicka Chicka Boom Boom* several times so the children are familiar with the story.
- Provide each child with one or two alphabet stick puppets.
- Explain to the children that you will play the CD or DVD and they are to hold up their letter puppet when the letter is mentioned in the story.

Teacher Notes:

- *The CD music may be too fast for the children to hear the letter names so you may want to sing the tune at a slower pace with the children.*
- *Make the alphabet stick puppets using lower case letters just as they are depicted in the book. Upper case letters may be used at a later time.*

Additional Books

A My Name Is Alice by Jane Bayer, illustrated by Steven Kellogg

Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault, illustrated by Lois Ehlert (also available in Spanish, CD and DVD format)

Children: A First Art Book by Lucy Micklethwait

Additional “*Museum ABC*” Ideas

- Introduce and read the book, *Children - A First Art Book*, to the children. This book has one large picture per page and very little text. The painting focuses on the following activities in the life of a child:
Reading and Writing, Making Music, Dancing, Riding, Swinging, Fishing, Eating, Washing, Sleeping
After children have had the book read to them a couple of times, many will be able to “read” the book on their own.
- Make a set of two-piece alphabet puzzles that corresponds to the items in the *Museum ABC* book. For example, on the left half of the puzzle piece, write A and on the right half of the puzzle piece write apple with a picture of an apple. Use card stock for the puzzle pieces and laminate or cover with clear plastic.
- Invite children to work the puzzles.

