

The Art Part of Language Arts

A Collection of Art Projects that Correlate With Each Story in the Third Grade Houghton-Mifflin Anthology
By Victoria (Tori) Gonzalez, Liberty Elementary
Santa Maria-Bonita Unified School District

Theme 2

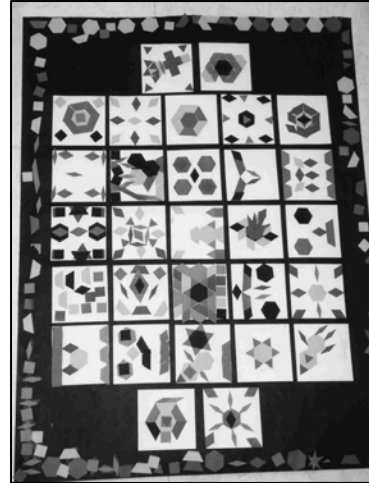
Story Title

The Keeping Quilt

Art Project

“Quilt Square”

Design a quilt square using geometric shapes.



Story Summary: Patricia Polacco tells the story of the homemade quilt that has been in her family for over four generations. From the quilt’s beginnings as Great-Gramma Anna’s babushka, to its use at weddings, birthday parties, and even funerals, Polacco shows how the quilt has become a beloved family tradition.

Houghton-Mifflin Teacher’s Edition – pg. 125B

Materials:

Die cut assorted geometric shapes in different colors (I used the pattern block shapes)
6 x 6 inch paper squares (white)
Black markers for stitches
Butcher paper for background
Glue sticks

Directions:

1. Pass out an assortment of shapes to each group of students along with their 6 x 6 inch square background paper.
2. Instruct students to set shapes on their paper first. Once they have their desired design, glue in place.
3. Mount quilt squares on large piece of butcher paper to create classroom quilt.

Teacher Tip:

I had the “early finishers” glue extra shapes along the edges of the butcher paper to create a border. Border is one of the key vocabulary words in the story.

The use of shapes makes a nice link to geometry.

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Story Title

Anthony Reynoso: Born to Rope

Art Project

“Draw Yourself as an Expert”

Story Summary: Nine-year-old Anthony Reynoso mixes his love of traditional Mexican rodeo-style roping and riding, which he learns from his father, with his modern life in Arizona – school, basketball, friends, swimming, and exploring.

Houghton-Mifflin Teacher’s Edition – pg. 1590

Materials:

Houghton-Mifflin Teacher’s Edition – pg. 181

“ ____ is an expert _____ ” page (see Appendix)

Crayons

Pencils

Colored pencils or markers

Directions:

1. Read art lesson in anthology.
2. Have students brainstorm a list of things they do well
3. Draw and then color worksheet.

Teacher Tip:

The circle on the worksheet is for the child’s head. When the student uses the provided shape for their head their body portions tend to drawn to correct scale.

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Theme 2

Story Title The Talking Cloth

Art Project Adinkra Cloths

Students carve a potato to stamp on “cloth”

Art Standard 2.6 – Create an original work of art emphasizing rhythm and movement, using selected printing process.

Story Summary: Amber loves to visit her Aunt Phoebe. On this visit, Aunt Phoebe tells Amber and her father about a particular cloth, called *adinkra* cloth, that she bought in Africa. As Phoebe explains what the symbols and colors on the cloth mean, Amber learns about her own heritage.

Houghton-Mifflin Teacher’s Edition – pg. 186A

Materials:

Potatoes (1/2 potato per student)	Paper Plates (for dispersing paint)
Plastic knives (1 per student 2 colors) paper	Red, Yellow, White, Green and Blue Construction Tempera Paint (I used 2 colors)

Directions:

1. Go over knife safety with students.
2. Pass out potatoes and knives, have students carve a design into their potato.
3. Students can choose a color of paper that represents the mood of their cloth.
white = joy, yellow = gold or riches, green = newness or growth, blue = love, and red = sad times
4. Have students dip their stamp into paint and stamp design onto construction paper

Teacher Tip:

Even with plastic knives you can have injuries. If you don’t feel comfortable with plastic knives, craft sticks would probably work.

Optional Writing Assignment:

What does the symbol on your adinkra cloth mean? What does the color of your adinkra cloth mean?

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Theme 2

Story Title Dancing Rainbows

Art Project “Watercolor Rainbows”

Art Standard 1.2 Describe how artists use tints and shades in painting

Art Standard 2.2 Mix and apply tempera paints to create tints, shades and neutral colors

Art Standard 2.3 Paint or draw a landscape, seascape or cityscape that shows illusion of space

Story Summary: Curt, a young Tewa Indian, and his grandfather, Andy, prepare for Feast Day. They enjoy the good food, beautiful dances and colorful costumes – and the time they spend together celebrating the traditions of their ancestors.

Houghton-Mifflin Teacher’s Edition – pg. 206A

Materials:

Watercolor paints	Paper Towels
Brushes	Examples of Rainbows
Water cups & water	salt
Heavy Paper	

Directions:

1. Show students examples of rainbows in nature.
2. Have students name the colors they see, jot down the sequence of colors.
3. Explain to the students that certain colors are obtained by mixing 2 colors. These combinations show up in the rainbow.
4. Make sure students are familiar with the proper use of brushes and paints
5. Pass out papers and instruct students to paint a correct rainbow.
6. Sprinkle the rainbow with salt for an interesting “rain” effect.

Teacher Tip:

Let students know in advance that the more water they use the lighter the color, the less water, the darker the colors.

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APPENDIX

Enlarge this when copying for students.

is an expert

