

Art Outside the Frame

GOALS

Comprehension

Making predictions: Help students to use the title of the book and the cover illustration to make predictions about the text.

Vocabulary

Focus High-frequency Words: all, let, made, not, some, their, when, with

Focus Content Words: art, artist, carve, clay, frame, mould, sculpture, stone, wheel, wood

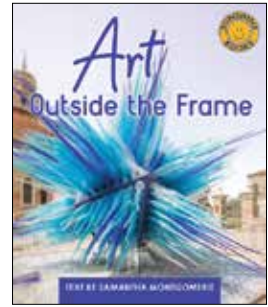
Phonics

Letters and Sounds: Identify syllables in words and clap as they are spoken, e.g. sculp-ture

Words to Blend and Segment – present text: adds, looks, makes, shapes, uses

Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



This book is about art that isn't flat and isn't usually on a wall. We call it sculpture.

Before Reading

- Read the title together. Ask: What could this mean? Discuss what they see in the pictures on the cover and contents page. What do the photos show about art? Help students to use the title of the book and the cover illustration to make predictions about the text.
- How do you know that this book is non-fiction? Who wrote the text? Have you read any others books by Samantha Montgomerie? (*Flamingoes Everywhere*, *What's Your Fur For?*) What did you think of them?
- Read the title and the contents to get an idea of what kind of art is going to be in the text.
- Talk/walk through the pictures. Notice the different kinds of art that is not in a frame. Discuss what students see on each page. Bring words like *art*, *artist*, *carve*, *clay*, *frame*, *mould*, *sculpture*, *stone*, *wheel* and *wood* into the conversation. Ask: What is a sculpture? (page 2).

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? This is a very famous sculpture. Look at the text to see why it is a sculpture. Look for tricky words like *frame*, *flat*, *sculpture*, *different*. Break the words into chunks or syllables, e.g. *fr-ame*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, ask: What do you see? Share experiences of seeing a statue. Is there one near our school or in the town? Look for the tricky words *sculpture*, *carving*, *artist*, *stone*, *wood*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what the different features and tricky words are before reading each page.
- Students go to the index and find the page where there is more information about a mould. They ask a partner questions about the index, e.g. what page is metal on?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- What does *mould* mean on page 8? How is it different to mould on food? Prompt if needed.
- Discuss the ending and the interesting sculpture on page 16. Can you make a stone sculpture like that? How do sculptures make us think? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Model how to identify the main idea of the text. Read the chapters and decide on a main idea for each. Then see if a theme appears to show the main idea of the text.
- Students re-tell the text using the pictures on each page as a guide. Together discuss the feature of sculptures and art outside the frame. How is this book similar or different to *Art Inside the Frame*?
- Look at the back cover to discuss what these sculptures are made of.

Phonics

- Write the words *adds, looks, makes, shapes, uses* on the board to chunk and say them as a group, e.g. *add/s, l/ook/s, m/ake/s, sh/ape/s, use/s*. Brainstorm more words ending in *-s/es*, e.g. *think/s, call/s, carve/s*.
- Students find all the verbs ending in *-ing* in the text (present continuous tense). They can use the contents page to help. They fill in a three-column chart with the base verb (present tense), the present continuous and the past tense beside them, e.g. *carve, carving, carved*.
- Together identify one-syllable words in the book to clap, e.g. *clay, art*. Then have students clap two-syllable words, e.g. *carv/ing; i/deas*.

Word Study

- Talk about the words *all, let, made, not, some, their, when, with*. Read them together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations and the question words – how, when, where, why, who, what. For example, *Using Clay* page 6. Question: 1. How do artists shape clay? Students ask a partner their questions to have a fun quiz.

Fluency

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

Writing

- Have students write and illustrate a fact from the text. They share this with a partner.
- The class can use their imagination to use some wire, old parts, stones or clay to create a sculpture. They display it and write about it.
- Have students make a flow diagram to show the steps to making a sculpture using a mould and liquid. They refer to page 8 to help them.