

Danielle Vecchione
Final Art Lesson Plan

Extra Yarn Art and Creative Writing Extension

The students would have the book *Extra Yarn* read to them in class. Then, they would watch this video of the author explaining the origin of the story. He was inspired by an image that Jon Klassen had drawn years before of a young girl walking her dog and they were wearing matching sweaters. Barnett formed a whole story around that one image and had Klassen illustrate the rest of the book! The students will be creating their own images using colored pencils and yarn as a medium, and then exchanging their images with their peers and writing a short story blurb based on the image.

Grade Level: 2nd or 3rd grade

Art Standards: 9.1.3. E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

9.3.3. A. Recognize critical processes used in the examination of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

Traditional Academic standards/objectives: SWBAT write a narrative short story based on an image.

Standard - CC.1.4.2.M

Write narratives to develop real or imagined experiences or events.

Standard - CC.1.4.3.N

Establish a situation and introduce a narrator and/or characters.

Standard - CC.1.4.3.O

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Text or Resources: *Extra Yarn* written by Mac Barnett and illustrated by Jon Klassen

‘The Extra Yarn origin story’ (about 1 minute long) -

<https://www.youtube.com/watch?v=tMA9BdekviA>

Materials: cardstock paper (white or cream colored), rainbow or multi-colored yarn, scissors, pencils, markers, colored pencils, glue, loose leaf paper

Procedure/Directions: The teacher will read the story out loud to the students, pointing out the colors in the story and the way the “yarn” illuminates the town so it’s not so dark and drab, or lacking color. After the story the students will watch the video of Mac Barnett and hear the way the story came to be. It was inspired by a picture that the illustrator had drawn years before, so the class will have a discussion about how illustrations really work in tandem with the story. A picture can tell a story all on it’s own. The students will be asked to draw something of their choice, sketching it out first and then using yarn to enhance their drawing. The whole image does NOT need to be, and should not be, made out of yarn. The yarn should be used as a way to enhance certain aspects of the drawing or highlight a main focus of the drawing.

- First, the cardstock paper will be distributed.
- Then, the students will be instructed to sketch out an image in pencil on the cardstock paper.
- The student will decide where to include yarn on their image.
- They can use colored pencils to color in any other parts of the drawing that the yarn will not be if they wish.
- The student will pick the color(s) of yarn they want to use
- Then they will measure out the yarn they will need and cut it
- Students should place the yarn on the drawing to double check that it will fit the way you want it to before gluing the yarn down
- They will be asked to use Elmer’s glue or Krazy glue to glue the yarn on the cardstock

Then they will switch with another student and create a short story based on their peer’s image, similar to the way Barnett did with Klassen.

Assessment: The students will be assessed on whether or not they followed the procedural directions of sketching the image first, adding color if needed, and then adding the yarn to the image. They will also be assessed on their short story’s structure, grammar, spelling, and their ability to include or mention the drawing or artwork to what is happening in the story they have written.