

Selections: Picture Perfect

by Helen Douglas

Activities author: Adrian Tennant

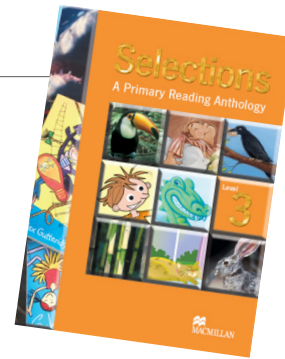
Level: Grade 3

Recommended age: Level 3, primary (8+)

Time needed: Indicated for each activity

Type of English: American

Note: These activities can be done one after the other, or can be done separately, depending on how much time you have and on the focus of your lesson.



these up on the board.

7. Tell the children you won't tell them the correct order yet – they will listen to / read the story to check their ideas.

Note: The aim of this activity is to get the students thinking about the content of the story and also to relate it to personal experience. Using pictures helps get students thinking.

Activity 1 (5-10 minutes)

1. Play a version of the game *Hangman*. The teacher chooses a word and for each letter puts a line __, so if the word is five letters long there will be five lines, e.g. _ _ _ _ _ . The children now try and guess the missing letters. Every time they guess a letter that is in the word, the teacher writes it in the correct place, e.g. _ o _ o _ . If the letter isn't in the word the teacher writes the letter on the board and then draws part of a house. If the children guess all the letters (therefore the word) they win, if the house is completed before they guess the word, the teacher gets a point.



2. Play the game with the class using the following art related words: *draw, paint, colors, art, pencil, paints, brush, picture, painting* and *artist*.

3. After you've done this with a few words you could put the children in groups of four or five and have them play the game in groups using art words. Monitor so you can help where necessary.

Activity 2 (15 minutes)

- Put the children in pairs and hand out the worksheet and a set of cut-up pictures to each child.
- Explain that the pictures show a story.
- Ask the children to work in their pairs and try to put the pictures into the correct order.
- Encourage the children to try and think about what the story could be and discuss their ideas together.
- Monitor and help if necessary.
- Ask a few pairs to tell you their order and put

Activity 3 (10 minutes)

- Tell the children you will play the recording (alternatively get them to read the story) and they should check their picture order from Activity 2.
- Play the recording or have the children read the story.
- Put the children in pairs and have them check their answers together.
- Monitor and help where necessary.
- Play the recording again (or get the children to read the story again) if necessary.
- Check the answers as a class. The children can then stick the cut-out pictures to their worksheets in the correct order.

Note: This kind of activity gives the children a chance to get a fairly global understanding of the story.

Activity 4 (5 minutes)

- Ask the children to listen to (or read) the story again and answer the two questions.
- When the children have finished reading or listening, put them in pairs and have them quickly check together.
- Check the answers as a class.

Answers:

Four: Jenny, Carrie, Mrs Minton and Jenny's mom.

Activity 5 (15-20 minutes)

- Tell the children they are going to listen to the story again, but that every now and again you will

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pause the story and ask some questions. They must listen carefully as they don't know when you'll ask the questions.

2. Play the recording, pausing in the following places to ask these questions:

- After *If there were pencils, pens or pencils around. Jenny drew a picture.*

Q1: Why do you think Jenny liked drawing and painting?

Q2: What kind of things do you think she liked drawing or painting?

- After *'The important thing is to paint what you see.'*

Q3: What do you think Mrs Minton meant by this?

- After *'Oh! What happened to yours?'*

Q4: What do you think Carrie meant?

Q5: What do you think Jenny's painting looked like?

- After *'Not everyone is good at art.'*

Q6: Why do you think Carrie said this?

Q7: How do you think Jenny felt?

- After *Jenny was very surprised.*

Q8: Why was Jenny surprised?

Q9: How do you think she felt now?

Q10: What do you think she did next?

- After *Some of the paintings were very strange, but she liked to look at them all.*

Q11: Why do you think Jenny enjoyed reading the book so much?

- And finally, at the end of the story.

Q12: How do you think Jenny felt?

Q13: Do you think she will become a famous artist?

3. Check and discuss the answers as you go along as this makes the feedback more immediate and relevant.

Note: This type of comprehension question where children need to interpret the story rather than simply answer display questions really shows whether or not they understood what was happening.

Alternative procedure for reading: If the children are reading the story, they'll need the questions and clues as to where they relate to in the story. Hand out a copy of the story transcript to the children. The questions are given at the bottom of the transcript. The places where the children stop reading and answer the questions are marked on the transcript like this:



Activity 6 (10 minutes)

1. Put the children in pairs and give them the five questions.
2. Ask the children to spend a few minutes reading the questions and thinking about their answers.
3. Then, ask the children to discuss their answers with their partner.
4. Monitor and help where necessary.
5. Finally, ask a few pairs to report back to the class about their discussion.

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Picture Perfect

Written by Helen Douglas

Illustrated by Rémy Simard

Jenny loved to draw and paint. She drew on anything and everything. When she was a little girl, her mother often found drawings on the walls and floor, in books, and on Jenny's toys. If there were pencils, pens or paints around, Jenny drew a picture.



One day, Jenny was taking her first art class at school. She was very excited.

The art teacher, Mrs Minton, told the children to paint the flowers in a vase at the front of the class.

'Don't worry if your painting doesn't look exactly like the painting by the person next to you,' she said. 'The important thing is to paint what you see.'



Jenny worked very hard. She spent so long painting that her hand began to hurt from holding the brush. She put the brush down for a moment to rest and looked at the painting next to hers.

'That's really good,' she said to Carrie. Carrie's painting was small and neat. Every flower was exactly like the real flowers in the vase.

'Thanks,' said Carrie. She looked over at Jenny's painting. 'Oh! What happened to yours?'



'What do you mean?' asked Jenny. She looked at her own painting. It was very different from Carrie's. It covered the whole page and the colors were brighter than the real flowers.

'It looks like a big mess,' said Carrie. 'Did you spill the paint?'

'No,' said Jenny, upset. 'I painted what I saw, just like Mrs Minton said.'

'It's OK, you know,' said Carrie. 'Not everyone is good at art.'



Mrs Minton was walking through the class looking at all the paintings. When she heard what Carrie said, she came over to look at Jenny's work.

'Oh my,' she said.

Jenny felt as though she might cry. She loved painting so much and now it seemed she wasn't very good at it. 'Is it really bad?' she asked.

'Bad?' said Mrs Minton. 'Oh no! I think it's wonderful, Jenny. It's so full of color and happiness.'

Jenny was very surprised.



'But Mrs Minton, it doesn't look anything like the flowers you told us to draw.' Carrie said.

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'Maybe not to you, Carrie. Everyone sees different things when they look at the world. I have something I want to show you,' Mrs Minton answered gently.

She showed them a picture in a book of a painting. 'This is a picture an artist painted of his own face. This is how he saw himself.'



'But ... but ... it's just a few lines,' said Carrie. 'It doesn't look anything like a real person.'

Mrs Minton turned to Jenny. 'You should read this book, Jenny. It's all about famous artists and their paintings. There are a lot of different kinds of paintings and one isn't better than the other.'

'Thank you,' said Jenny. She took the book from Mrs Minton.

That evening, Jenny read all about the famous artists. Some of their paintings were very strange, but she liked to look at them all. 

'I'm going to be an artist when I grow up,' she said to her mother.

Her mother smiled as she looked at the painting Jenny had brought home from school. 'I think that's a very good idea, Jenny. Let's have your first ever painting hanging on the living room wall,' she said.  

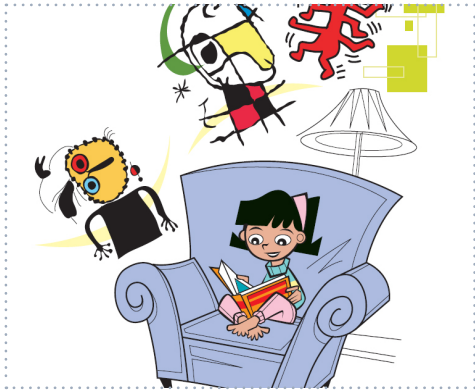
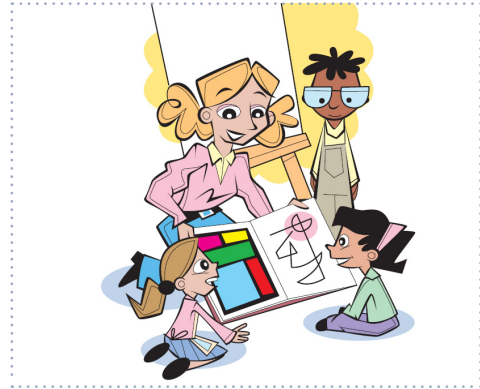
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Questions:

1. Why do you think Jenny liked drawing and painting?
2. What kind of things do you think she liked drawing or painting?
3. What do you think Mrs Minton meant by this?
4. What do you think Carrie meant?
5. What do you think Jenny's painting looked like?
6. Why do you think Carrie said this?
7. How do you think Jenny felt?
8. Why was Jenny surprised?
9. How do you think she felt now?
10. What do you think she did next?
11. Why do you think Jenny enjoyed reading the book so much?
12. How do you think Jenny felt?
13. Do you think she will become a famous artist?

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YOUNG LEARNERS CUT-OUTS



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Before listening / reading

Activity 2

Put the pictures in the correct order.

1

2

3

4

5

6

7

8

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Listen and read

Activity 4

Listen to or read the story again and answer these questions.

1. How many people are there in the story? _____
2. Who are they? _____

After you listen or read

Activity 6

Work with a partner. Discuss the following questions.

1. Do you like painting or drawing?
2. Do you have a favorite artist?
3. Do you have a hobby you like doing? What is it? Why do you like it?
4. Have you ever been embarrassed or upset by something that happened to you (like Jenny)?
5. If yes, what happened? Why were you embarrassed / upset?