

A Common Core State Standards Aligned School Visit Programming Guide for Grades K-5



Sue Lowell Gallion

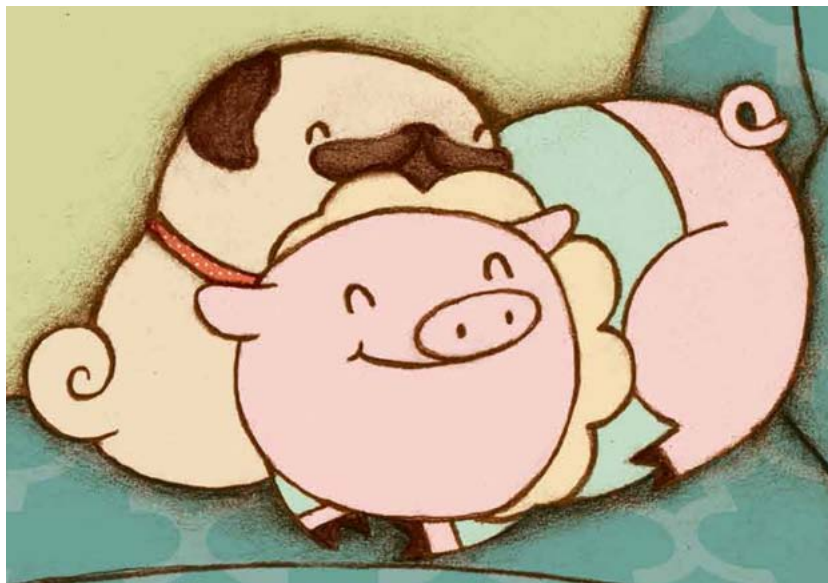
A Printer's Daughter Presents
"Fonts, Feelings, and Fun!: A Close Look
at the Emotional Connection Between
Illustration and Text"

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Meet the Author: Sue Lowell Gallion

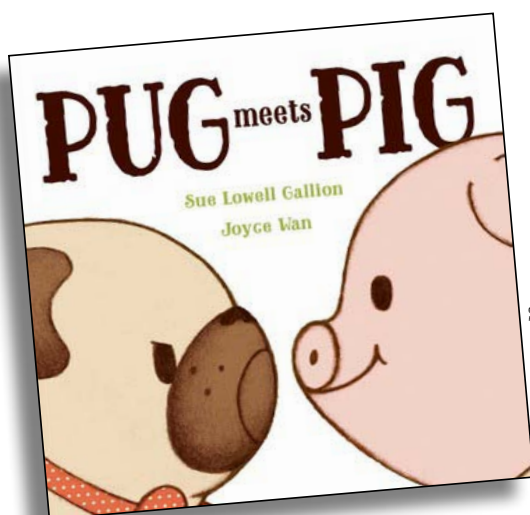
Sue Lowell Gallion writes for children because she is passionate about children, reading, and any combination of the two. Sue's debut picture book, *PUG MEETS PIG*, illustrated by Joyce Wan (Beach Lane Books/Simon & Schuster) releases Sept. 27, 2016. A second Pug and Pig adventure, *PUG & PIG: TRICK OR TREAT*, also illustrated by Joyce Wan, releases in 2017. In 2013, Sue received the Most Promising Picture Book Manuscript award from SCBWI (Society of Children's Book Writers and Illustrators). Sue's stories, poems, and activity rhymes have been published in children's magazines including *Highlights* and *High Five*.

As a printer's daughter, Sue grew up surrounded by the smells of paper and ink and the sound of printing presses.

Sue and her sister, Nancy, liked to visit The Lowell Press, the family printing plant. They raided the plant gumball machine, gathered paper scraps to make paper dolls, and played with type and stamp pads. When they got a little older, they worked there, too. They stuffed envelopes, boxed books, and proofread endless pages of cattle pedigrees (with breaks for gumballs.)

Today Sue lives in the Kansas City area. Kansas City is a city in two different states. There's a road called State Line Road not far from Sue's house. She lives on the Kansas side. The state of Missouri is on the other side of the road. Sue's family includes her husband, daughter, son and daughter-in-law, and a baby grandson. Another important member of her family is a black dog named Tucker, who likes to hold hands.

Sue likes sharing books with kids as a volunteer and tutor. Sue is represented by Karen Grencik, co-founder of Red Fox Literary Agency. She is active in the Society of Children's Book Writers and Illustrators (SCBWI) and is the regional advisor for the Kansas region.



An unlikely pair –a pug and a pig–realize that it's better to be together.

Pug is a very happy pup. He has his own yard, his own bowl, and even his own cozy bed! That is, until Pig moves in and starts eating from Pug's bowl, interrupting Pug's routine, and, worst of all, sleeping in Pug's bed. Will Pug and Pig ever learn to live together as friends?

This sweet and silly story about a darling duo celebrates the timeless themes of embracing change, being kind to others, and finding friends in unlikely places.

ISBN: 9781481420662



Sue Lowell Gallion
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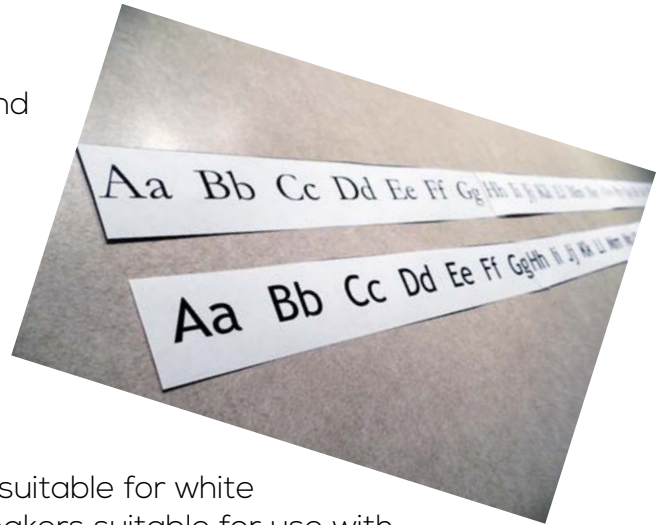


Rainbow Writing

Objective: To understand the organization and basic features of print.

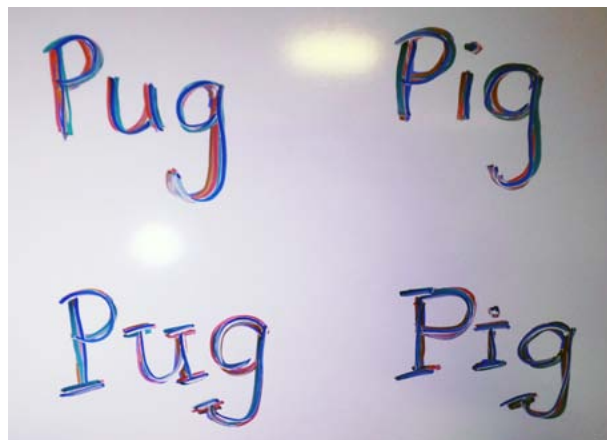
Materials:

- PUG MEETS PIG, the book
- Serif Alphabet Strip (Guide, pg. 5)
- Sans Serif Alphabet Strip (Guide, pg. 6)
- Scissors
- Tape
- White board or big sheet of white paper
- A collection of erasable colored markers suitable for white board use or a collection of watercolor makers suitable for use with sheet of paper



Procedure:

- Print the Serif and San Serif Alphabet Strips.
- Use scissors to trim around the borders.
- Use tape to secure the strips in the correct, sequential order.
- Observe the formation of the letters on each strip. Note the similarites and differences of the letters printed on each. Explore the purposes behind each type of print. Intentify situations in which each style might be the best choice to use.
- Describe the feelings generated by each type of print.
- Using the white board/white paper, markers, and the Alphabet Strips as guides, instruct students to write their names in both a Serif and San Serif letter formation.
- Using a variety of colors, trace and retrace each letter, thus employing the Rainbow Writing techinique of letter writing.



Rainbow Writing





Aa Bb Cc Dd Ee Ff Gg

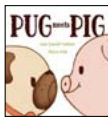
Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Notice the small line
attached to the end of a
letter stroke?
These letters are examples of
Serif letter formations.





Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Notice that there are no
small lines attached to the
end of letter strokes?
These letters are examples of
Sans-Serif letter formations.



Fonts & Feelings

Objective: To explore the emotional connection between various style of typeset and the feelings they illicit.

Materials:

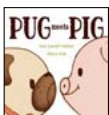
- Typeset Templates (Guide, pg. 8-9)
- Emotion List (Guide, pg. 10)
- Pencil

Procedure:

- Print Typeset Templates and Emotion List.
- Review and discuss the words printed on the Emotion List. Encourage students to identify with the emotions listed there.
- Consider the various types of fonts printed on the Typeset Template.
- Observe each sample individually by identifying emotional connections generated by the style of typeset.
- In the Identify Emotions sections of the Typeset Template, choose an response from the word list.
- In the Explanation sections of the Typeset Templates, tell why and how each font illicit particular feelings.
- Follow this process for each of the fonts printed on the Typeset Templates.
- See sample below for procedure clarification.
- Share completed work with others.

Sample

Font Sample	Identify Emotion	Explanation
<i>Pug Meets Pig</i>	<i>fancy, elegant, delicate</i>	<i>The curly cursive combination of thick and thin lines give this font a fancy feeling.</i>

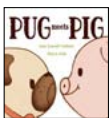


Typeset Templates

Font Sample	Identify Emotion	Explanation
PUG MEETS PIG		
<i>Pug Meets Pig</i>		
PUG MEETS PIG		
<i>Pug Meets Pig</i>		
Pug Meets Pig		



Font Sample	Identify Emotion	Explanation
<p>PUG MEETS PIG</p>		
<p>Pug Meets Pig</p>		
<p><i>Pug</i> <i>Meets</i> <i>Pig</i></p>		
<p>Pug Meets Pig</p>		
<p>Pug Meets Pig</p>		



Emotion List

Confident	Happy	Blunt
Formal	Sad	Arrogant
Friendly	Silly	Unreliable
Creative	Serious	Patient
Daring	Studious	Peaceful
Dramatic	Scared	Loveable
Elegant	Anxious	Clumsy
Exciting	Bold	Playful
Fair	Charming	Personable
Firm	Crisp	Cruel
Friendly	Cute	Delicate
Humble	Lazy	Relaxed
Whimsical	Clear-headed	Sensitive
Logical	Arrogant	Secure
Loyal	Brittle	Disruptive
Private	Nervous	Disorganized
Heroic	Calm	Devious
Stylish	Adventurous	Simple
Stern	Alert	Dull
Solitary	Athletic	Envious
Tense	Capable	Strong
Timid	Caring	Solid
Stiff	Cheerful	Tidy
Slow	Busy	Gloomy
Sloppy	Breezy	Fiery
Honest	Deceptive	Witty
Kind	Moody	Warm
Solemn	Clean	Frightening
Unfriendly	Dreamy	Wise



Expression Evaluation

Objective: To explore the emotional connection between illustrations and the feelings they illicit.


Materials:

- PUG MEETS PIG, the book
- Expression Evaluation Template (Guide, pg. 12)
- Emotion List (Guide, pg. 10)
- Pencil

Procedure:

- Print Expression Evaluation Template and Emotion List.
- Review and discuss the words printed on the Emotion List. Encourage students to identify with the emotions listed there.
- Consider the illustrations depicted on the Expression Evaluation Template by identifying the emotions generated by the character's expressions.
- In the Identify Emotions section of the Expression Evaluation Template, choose an emotional response from the word list.
- In the Explanation sections of the Expression Evaluation Template, tell why and how each illustration illicit particular feelings. Note the use of shapes, lines, and graphic arrangement in the illustration. Explain how the various artistic elements in the illustration communicate an emotional tone or expression.
- Follow this process for each of the fonts printed on the Font Templates.
- See sample below for procedure clarification.
- Search though PUG MEETS PIG to find the featured illustration. Consider how the emotional expressions evaluated in this lesson compare with those featured in the picture book. Discuss observations with the class.

Sample

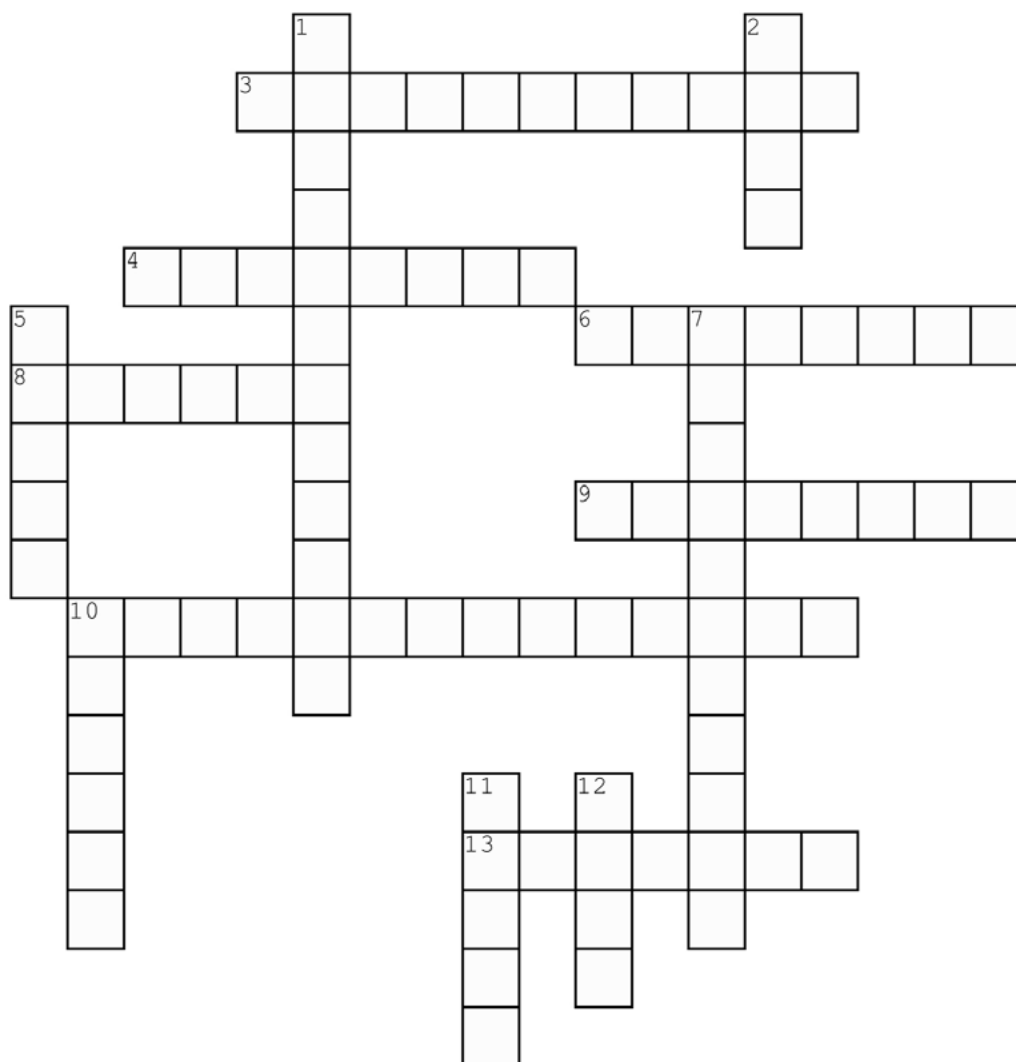
Illustration	Identify Emotion	Explanation
	<i>content, happy, dreamy</i>	<i>The sides of the kitty's mouth are turned up in a smile. Its tail is lifted high. Its eyes are wide and seem cheerful.</i>



Expression Evaluation Template

Illustration	Identify Emotion	Explanation
		
		
		
		
		

Fonts, Feelings, and Fun Crossword Puzzle



Across:

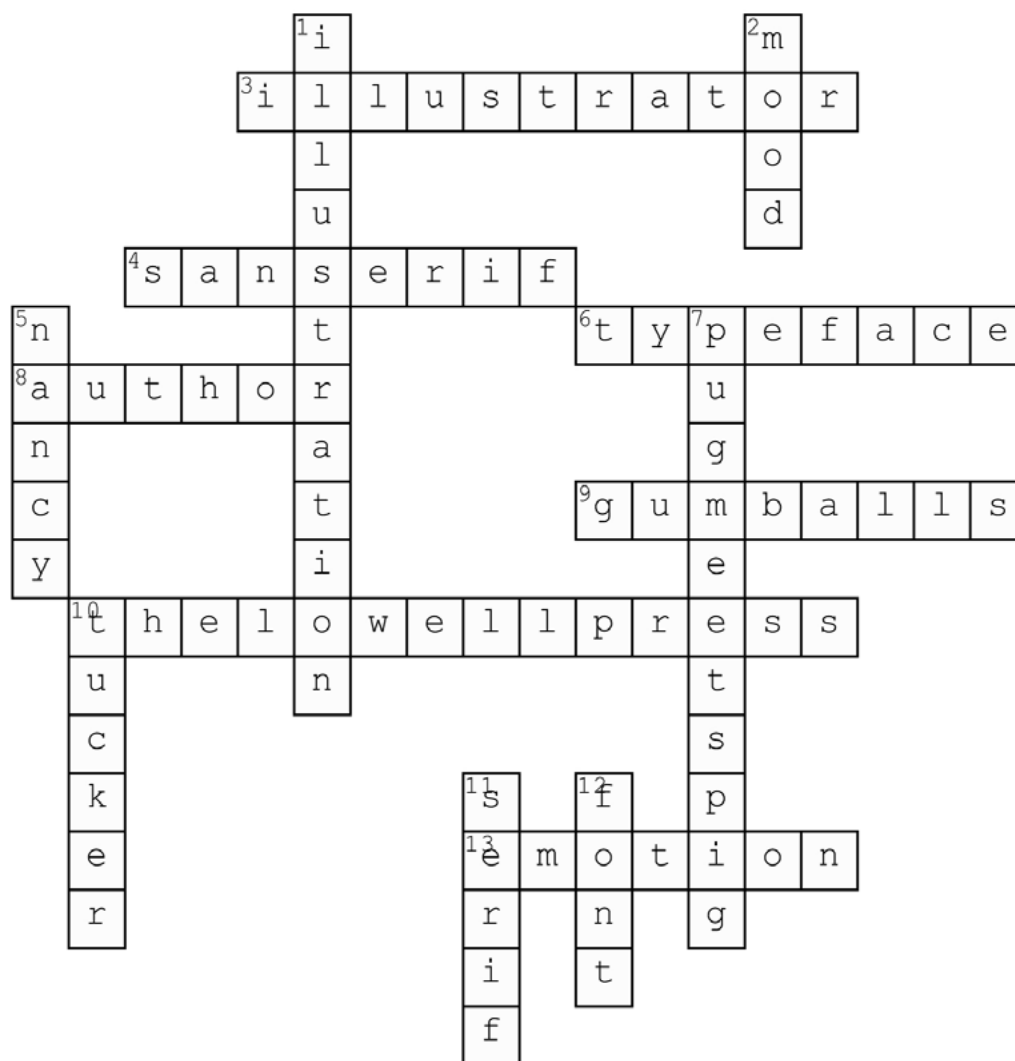
3. Person who uses pictures to tell stories
4. Typeface that has no small lines extending from edges
6. A particular design of type
8. A person who uses words to tell stories
9. A type of candy Ms. Gallion enjoyed as a child
10. The name of the family printing plant
13. An intuitive feeling

Down:

1. Graphic art that tells a story
2. A state of mind or feeling
5. Ms. Gallion's sister's name
7. The title of Ms. Gallion's debut picture book
10. Ms. Gallion's dog's name
11. Small lines tailing from edges of letters
12. A set of printable or displayable text



Fonts, Feelings, and Fun Crossword Puzzle Answers



Across:

3. Person who uses pictures to tell stories
4. Typeface that has no small lines extending from edges
6. A particular design of type
8. A person who uses words to tell stories
9. A type of candy Ms. Gallion enjoyed as a child
10. The name of the family printing plant
13. An intuitive feeling

Down:

1. Graphic art that tells a story
2. A state of mind or feeling
5. Ms. Gallion's sister's name
7. The title of Ms. Gallion's debut picture book
10. Ms. Gallion's dog's name
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Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

		Rainbow Writing	Fonts & Feelings	Expression Evaluation	Crossword Puzzle
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).			●	
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.			●	
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.			●	
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			●	
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)			●	
CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.			●	
CCSS.ELA-Literacy.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			●	

English Language Arts Standards » Foundational Skills

CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	●	●	●	●
CCSS.ELA-Literacy.RF.K.1.a	Follow words from left to right, top to bottom, and page by page.	●	●	●	●
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.	●	●	●	●
CCSS.ELA-Literacy.RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	●	●	●	●
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●
CCSS.ELA-Literacy.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●



English Language Arts Standards » Writing

		Rainbow Writing	Fonts & Feelings	Expression Evaluation	Crossword Puzzle
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		●	●	
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		●	●	
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		●	●	

English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		●	●	●
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		●	●	
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	●	●	●	
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		●	●	●
CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	●	●	●	
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		●	●	
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		●	●	
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	●	●	●	
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●

