**Lesson Plan**

**100 First Words for Little Artists**

**Story Summary**

*100 First Words for Little Artists* is the perfect arts-based language primer for budding artistic prodigies! Creative children will love repeating all the fun terms from across the visual arts spectrum. Fun, colorful, and informative, *100 First Words for Little Artists* is sure to foster creativity and a love of the arts.

**Lesson Focus**

Art Vocabulary

**Activity Ideas**

**Vocabulary Routine**

Create a vocabulary routine for children to add the words to their oral and written vocabulary.

**Research the Artists Mentioned**

O'Keeffe, Thiebaud, Warhol, Dali, Wood, and Lascaux

*Additional activities can be found in the following pages of this document.*

<table>
<thead>
<tr>
<th>Run Time</th>
<th>8:33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author &amp; Illustrator</td>
<td>Kyle Kershner</td>
</tr>
<tr>
<td>Narrator</td>
<td>Karen Strassman</td>
</tr>
<tr>
<td>Publisher</td>
<td>Familius</td>
</tr>
<tr>
<td>Ages</td>
<td>2+</td>
</tr>
<tr>
<td>Genre</td>
<td>Non Fiction</td>
</tr>
<tr>
<td>Text Structure</td>
<td>Words for artists with pictures</td>
</tr>
<tr>
<td>Themes &amp; Ideas</td>
<td>Vocabulary for artists</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Tier 3 words for art</td>
</tr>
<tr>
<td>Special Vocabulary</td>
<td>Art vocabulary</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Provide picture clues for vocabulary words</td>
</tr>
</tbody>
</table>
100 First Words for Little Artists

The Importance of an Increased Vocabulary

Words make a difference. Children who are exposed to rich and robust language experiences, enter school with essential language skills needed to be successful readers. Children who enter school with limited exposure to rich vocabulary generally struggle with reading in school. It is important to plan experiences that will grow children’s vocabulary. Read alouds provide a perfect context to grow children’s vocabulary every day.

Children’s literature contains words that children hear in everyday conversations as well as decontextualized language—words and ideas outside of everyday use. Vocabulary is often divided into three tiers:

- **Tier One** words are the most basic words which rarely need instruction in school (happy, sad, run, etc.);
- **Tier Two** words are high frequency words, important to academic success (radiant, enormous, delicate);
- **Tier Three** words are low frequency words used in specific domains (quadrilateral, neutron, photosynthesis). Read alouds often build oral language skills as well as vocabulary skills.

The vocabulary in *100 First Words for Little Artists* are mainly Tier 3 words specific to art.

Considerations for choosing which words to teach:

- Which words will children find interesting?
- Which words will be useful in children’s lives?
- Is the word familiar to the children?
- The number of words to focus on is dependent upon your audience.
### Vocabulary Introduction Strategies

#### Before Reading

- **Choose words.**
- Use a picture or object with the word printed for the children to see.
- Ask children to indicate their familiarity with the word by holding up fingers:
  - 1 finger — I have never heard the word.
  - 2 fingers — I have heard the word but don’t know what it means.
  - 3 fingers — I have heard the word and know what it means.
  - 4 fingers — I have heard the word, know what it means, and can use it in a sentence.
- Ask the children to watch and listen for the word as the book is read.
- Reuse the picture card introduced before reading.
- Begin a targeted discussion about the word:
  - 4 fingers — I have heard the word and know what it means.
  - 3 fingers — I have heard the word but don’t know what it means.
  - 2 fingers — I have never heard the word.
  - 1 finger — I have never heard the word.
- Use a picture or object with the word printed for the children to see.
- Choose words.

#### During Reading

- Pause when the word is used and give the children a very brief, child-friendly definition.
- Ask the children to watch and listen for the word.
- Give several examples of the word as it is used outside of the story.
- Read the page emphasizing the vocabulary word and discuss what it means in the story.
- Define in child-friendly terms.
- Ask children to repeat the word.
- Ask children to repeat the word again.

#### Specific Word Introduction

- Ask children to repeat the word.
- Use a picture or object with the word printed for the children to see.
- Choose words.
- Use a picture or object with the word printed for the children to see.
- Define in child-friendly terms.
- Ask children to repeat the word.
- Define in child-friendly terms.
- Ask children to repeat the word again.
- Define in child-friendly terms.
- Ask children to repeat the word again.
Color all the artist items and write the vocabulary words from the word bank underneath each item.

**Word Bank**
- Palette
- Still life
- Paint brushes
- Sketchbook
- Smock
- Eraser
- Manikin
- Pottery wheel
- Camera
- Film
- Art horse

**Coloring Sheet**
Pablo Picasso said, “Every Child is an Artist.”
It is your turn to share your art by creating a masterpiece and finishing the sentence below.

____________________________________________
is an artist.

Your Name
The primary colors cannot be created by mixing any colors together. They are Red, Yellow, and Blue. The secondary colors are created by mixing primary colors together. They are Orange, Green, and Purple.
Use the template to create your own artist vocabulary cards to help you remember words from 100 First Words for Little Artists. Write the definition on the lines provided and the word on the back of each card.