Summary of the book (more than just the main idea--should be at least 4 sentences):
Vasya Kandinsky was a proper little boy: he studied math and history, he practiced the piano, he sat up straight and was perfectly polite. And when his family sent him to art classes, they expected him to paint pretty houses and flowers—like a proper artist.

But as Vasya opened his paint box and began mixing the reds, the yellows, the blues, he heard a strange sound—the swirling colors trilled like an orchestra tuning up for a symphony! And as he
grew older, he continued to hear brilliant colors singing and see vibrant sounds dancing. But was Vasya brave enough to put aside his proper still lifes and portraits and paint . . . music?

In this exuberant celebration of creativity, Barb Rosenstock and Mary GrandPré tell the fascinating story of Vasily Kandinsky, one of the very first painters of abstract art. Throughout his life, Kandinsky experienced colors as sounds, and sounds as colors—and bold, groundbreaking works burst forth from his noisy paint box.

https://www.amazon.com/Noisy-Paint-Box-Kandinskys-Abstract/dp/0307978486

Professional review of the book (copy and paste and include the review source and link):

KIRKUS REVIEW
This impressive biography of Vasily Kandinsky highlights the unusual connection between his art and the music that inspired it.

As a young boy in Russia, Vasily—nicknamed Vasya—glumly studies “bookfuls of math, science, and history.” His heavy eyelids droop; he sits “stiff and straight” while adults drone on. Then his aunt gives him a paint box, and everything changes. As Vasya mixes one hue with another, he hears the colors making sounds. “Whisper” is set in a faux handwriting type; “HISS” is also set in a different type from the primary text. Vasya listens as “swirling colors trill…like an orchestra tuning up.” Rosenstock explains the mixing of Vasya’s senses—synesthesia, in contemporary terms—through the shapes he paints: “Crunching crimson squares,” “[w]hispering charcoal lines” and “a powerful navy rectangle that vibrated deeply like the lowest cello strings.” Using acrylic paint and paper collage, Grandpré emphasizes the blending of two arts by showing Vasya’s paintbrush-holding arms aloft as if he were conducting and by letting Vasya’s colors waft upward from his palette, making curlicues in the air, with music staffs and notes interwoven. As Vasya grows up, he faces resistance to his nonrepresentational work, including the repeated interrogation, “What’s it supposed to be?”—but his magnificent, abstract, sound-inspired paintings won’t be repressed.

A rich, accomplished piece about a pioneer in the art world. (author’s note, painting reproductions, sources) (Picture book/biography. 5-10)


Recommended age range for the book (should be found on the review page): Ages 5-10
Format (coordinate with your grade level teammates so all are covered):
For grades 1-6, include picture books for each genre
___ picture book
___ novel

Award(s) bestowed on the book:
Randolph Caldecott Medal (2015 Honor)
ALSC Notable Books (2015 Commended)

It is a good example of the genre because: the students will be able to connect with Vasya Kandinsky’s struggle to find himself. Vasya does what he is told and focusing in school but it is not his passion. This book will teach the students, through Vasya’s journey, to pursue their passions and that it is ok to be different. Besides the book telling the story of Vasya’s life, this book is a great representation of the Biography category because sources and related websites on Vasya are provided at the back of the book so that teachers, librarians, and students can do more research on Vasya.

Activity

Questions for read aloud:
Interactive questions for the book for teacher or librarian to use while reading aloud (at least 10 questions):
1. Cover: Where do you think the boy is at?
2. Cover: What do you think is all in the paint box?
3. Title 2 page spread: This is the inside of his paint box. What would you have in your paint box?
4. 1st 2 page spread: These tools to the right of Vasya are used for math and science. Do you know what they are called? (scale & abacus)
5. 2nd 2 page spread: Point out metronome. What do you think a metronome is used for?
6. 2nd 2 page spread: Do you guys have a favorite stuffed animal like Vasya’s dog?
7. 3rd 2 page spread: Which painting is your favorite?
8. 3rd 2 page spread: Does anyone love to paint? What are your favorite hobbies?
9. 4th 2 page spread: What color do we get when we mix red and yellow? And blue and red? Point to the color in Vasya’s paint box.
10. 5th 2 page spread: Have you heard of an orchestra? This is a band that only uses musical instruments.
11. 6th 2 page spread: What do you think Vasya’s painting will look like once it’s finished?
12. 6th 2 page spread: What sound do you think the light blue color on the painting makes?
13. 7th 2 page spread: How would you paint music?
14. 8th 2 page spread: What do you want to be when you grow up?
15. 8th 2 page spread: Does anyone know what the Kremlin is in Russia?
16. 9th 2 page spread: Do you know the color Vermilion? It is a shade of red.
17. 9th 2 page spread: What is the person doing in front of the band?
18. 10th 2 page spread: What do you see in Vasya’s painting?
19. 11th 2 page spread: What are all of the colors that are in Vasya’s painting?
20. 12th 2 page spread: Based on the people’s clothes, what time period do you think this is?
21. 13th 2 page spread: What do you think the painting *Three Sounds* looks like?
22. 14th 2 page spread: How does this painting make you feel?

Questions about the genre that relate to the book that teacher or librarian can ask the class (at least 2 questions):

1. Does anyone know what the difference between a biography and an autobiography is?
2. Which one is this?
3. What did you learn from Vasya’s life?

TEKS objectives:

1st Grade ELA Genre: (10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why. (13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.

1st Grade ELA Math: (4) The primary focal areas in Grade 1 are understanding and applying place value, solving problems involving addition and subtraction, and composing and decomposing two-dimensional shapes and three-dimensional solids. (C) Students use basic shapes and spatial reasoning to model objects in their environment and construct more complex shapes. Students are able to identify, name, and describe basic two-dimensional shapes and three-dimensional solids.

1st Grade ELA Writing: (19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to
specific audiences for specific purposes. Students are expected to: C) write brief comments on literary or informational texts.

Details about the activity: The students will create a painting using only shapes and colors. On a separate piece of paper they will list out the names of the shapes that they used, a short description explaining how they know the picture book is a true story (giving examples from the book), and an explanation of what their picture represents.

Type, description, materials needed, instructional sequence:
Type:
_X__ STEM (not technology)
___ Writing
___ Technology

Description of activity: After reading *The Noisy Paint Box*, the students will create a painting expressing their overall feeling for the story through only shapes and colors. They will also write a list of the shapes that they used, a short paragraph about what makes this a true story, and an explanation of what their picture represents.

List of materials needed:
White construction Paper
Notebook Paper
Watercolor Paint Trays
Paint Brushes
Pencils
Chalkboard with Chalk

Product created by each student to be assessed by teacher or librarian: A drawing/painting that is only shapes that expresses the student’s feelings about the story. Also, a paper that the student lists out the names of the shapes that they used to create the picture and then an explanation that students use to reflect the meaning of their painting.

Instructional sequence for teacher or librarian to follow, beginning with the reading of the book:
1. Introduce and read the book to the class. Ask above questions (adding your own!) at appropriate points in book.
2. Then, the teacher or librarian, draws on a chalkboard the shapes that were used in
the book. (i.e. circle, triangle, rectangle, & square)
3. Pass out white construction paper, watercolor paint trays, pencils, and paint
brushes and inform the students to paint their overall feeling that the story gave
them but they are to make the picture using only shapes that are listed on the
chalkboard. It is advised that the students first draw the shapes in pencil before
painting them. Also, the students should number the shapes that they used. The
students should only be given 30-45 minutes to complete their picture. This is, of
course, to the instructor/librarian’s discretion.
4. After all of the students have completed their painting, they will place these to the
side to dry. These pictures should be close enough to the children that they can
refer back to them.
5. Pass out the notebook paper and inform the students to create a list that names the
shapes that they used. They will identify these shapes by the numbers that they
had put with the shapes in their painting.
6. Then, explain to the students, to write a short paragraph explaining what a
biography is and how this story is a biography (using examples from the story).
Since, this was discussed earlier in the genre questions, the students should have
an easier time with this.
7. Also, inform the students that they are to give a short paragraph explanation of
their painting such as why they used the colors and shapes that they did and how
the Vasya’s story meant to them.
8. At the end, display the students pictures on the wall and have the students go
around and say how the other students’ paintings made them feel. But remind the
students that they can only use kind remarks.