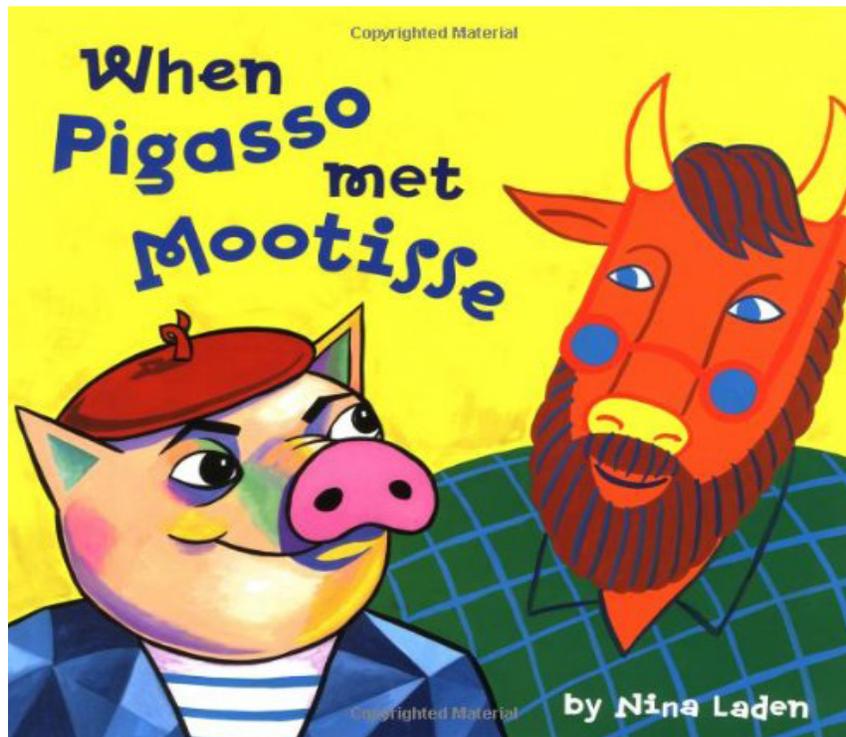


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

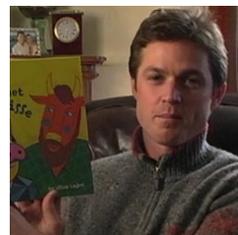
SUGGESTED GRADE LEVEL: K - 2ND



WHEN PIGASSO MET MOOTISSE

WRITTEN AND ILLUSTRATED BY NINA LADEN

Watch the video of actor
Eric Close
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

When Pigasso met Mootisse, what begins as a neighborly overture escalates into a mess. Before you can say paint-by-numbers, the two artists become fierce rivals, calling each other names and ultimately building a fence between them. But when the two painters paint opposite sides of the fence that divides them, they unknowingly create a modern art masterpiece, and learn it is their friendship that is the true work of art.

THEMES IN THE STORY

Art, Friendship, Competition, Overcoming problems

READING AND WRITING

SUGGESTED GRADE LEVEL: K - 2ND

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for kindergarten, 1st and 2nd grades but can be adapted to third grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.K.1, CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1:** Introduce Pablo Picasso and Henri Matisse. Show paintings by each artist and discuss. (🔍 **Google It!** for information about the artists' life and art)
- Step 2:** Explain the word *feud*.
- Step 3:** Introduce the story and ask students to predict what might happen.

DURING VIEWING

Focus: Problem-Solution

Standards: CCSS.SL.K.2, CCSS.SL.1.2, CCSS.SL.2.2

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure: Tell students to listen for the problem in the story. After listening to the story, gather students and discuss.

- What was the problem in the story?
- What caused the problem?
- Was it solved? How?
- What do you think the characters learned?
- Do you think they remained friends?

AFTER VIEWING - STORY RETELLING

Standards: CCSS.RL.3.4, CCSS.RL.4.4

Objective: Students will retell the story using key details.

Materials: Chart paper
Markers
Story map (on next page)

Procedure:

- Step 1:** Explain to students that a summary of a story consists of only the important details. Tell students to think about the story, *When Picasso Met Mootisse*.
- Step 2:** Ask: What happened in the beginning of the story? Have students discuss with a partner.
- Step 3:** On chart paper, write **BEGINNING**. Ask students to tell you what happened in the beginning and record appropriate responses on chart paper.
- Step 4:** Repeat the same procedure for MIDDLE and END.
- Step 5:** Have students use the information on student generated chart to write their own summary of the story. Suggestions for this are below.

*** Kindergarten: Use Draw-a-Picture summary to illustrate Beginning, Middle, End**

- Teacher Prep - Create a worksheet: Divide a sheet of paper into 3 columns and label first column, BEGINNING, middle column, MIDDLE, and last column, END, or  Google It! - Story Map: Beginning, Middle, End
- Have students draw a picture in each column to retell the story.

*** 1st Grade: Use Draw-a-Picture and Write-a-Caption to illustrate Beginning, Middle, End**

-  Google It!: STORY MAP to find a story map with space for drawing and writing: Beginning, Middle, End.
- Have students complete map.

*** 2nd Grade: Create a comic strip to retell the story.**

READING RESPONSE

Standards: CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will answer the prompt using details from text to support the response.

Reading Prompt: Do you think the two artists remained friends? Why?

WRITING - SCRIPT

Standards: CCSS.W.K.1, CCSS.W.1.1, CCSS.W.2.1

Objective: Students will write an opinion piece using grade appropriate sentence structure and spelling.

Materials: Writing tools

Teacher Prep: 2 Column Chart: Picasso - Matisse

Note: Students should be given the opportunity to view and discuss pieces of art by both artists before beginning this assignment.

Procedure:

- Step 1:** Pose the question: **Which artist technique do you like best – Picasso or Matisse? Why?**
- Step 2:** Allow time for students to discuss their opinion with a partner.
- Step 3:** Hold a debate. As students tell their reasons for favorite technique, list on the chart under the artist's name.
- Step 4:** Begin the Writing Process according to the ability of your class.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE – MAKING COLORS

Students learn the primary colors and experiment with mixing the colors to make secondary colors.

MATERIALS —

Clear plastic cups
Food color (1 set per group)
Water
Chart paper
Science notebook or observation sheet

Teacher Prep: Prepare an observation sheet for students to record observations.

PROCEDURE —

- Step 1:** Give each group a plastic cup filled with water. Ask students: What is the color of water? (clear/transparent). Discuss other materials that are clear or transparent.
- Step 2:** Fill 3 cups with water and add one drop of food color to each of the cups (red, yellow, blue). Have groups discuss what they observed. What happens to the water after the color is added? Can you still see through the water?
- Step 3:** Ask them to predict what will happen to the water if you add 5 more drops of color to each cup. Add the drops of color to each cup. Observe and discuss results.
- Step 4:** Explain that these three colors are called primary colors and make up all the colors in the world.
- Step 5:** Tell students they are going to mix the primary colors to create what are called secondary colors. The secondary colors are purple, orange, and green.
- Step 6:** Demonstrate to the students what happens when they mix primary colors. Have student groups follow your directions to perform the experiment.
- Give each group 3 cups of water. Have them place a drop of yellow food coloring in 2 of the 3 cups and a drop of blue in the third cup.
 - Ask: What do you think will happen if a drop of red is added to a cup of yellow water? Have groups discuss and record prediction. Add the drop of red, observe and record findings.
 - Ask: What do you think will happen if a drop of blue is added to the second cup of yellow water? Have groups discuss and record prediction. Add the drop of blue to the second cup of yellow water. Observe and record.
 - Ask: What do you think will happen if a drop of red is added to the blue cup of water? Have groups discuss and record prediction. Add the drop of red to the cup of blue water. Observe and record.
 - Gather the students together to discuss what they have learned. Develop a color-mixing chart with the students: yellow + red = orange; yellow + blue = green, blue + red = purple
 - Students can continue the color-mixing experiment by using cups of green, red, and blue water, and mixing each with different colors. Make sure students keep a record of colors they are mixing and record results.
 - Groups add their findings to the color-mixing chart.

MATH – COLLECTING DATA

Students survey, use a tally chart to collect data, and graph the results.

MATERIALS —

Index cards or small slips of paper (for voting)
Lined paper
Graph paper (if using bar graph)
Crayons
Examples of artwork by Picasso and Matisse ( Google It!)

PROCEDURE —

- Step 1:** Show examples of artwork and discuss.
- Step 2:** Display and read question to students: **Which artwork do you like best – Picasso or Matisse?**
- Step 3:** Explain that students will be voting, counting the votes by using a tally chart, and graphing the results.
- Survey students: Have students vote for their favorite artwork by writing the name on a small piece of paper. Collect.
 - Tally Chart: Give each student a lined piece of paper. Have them write Picasso on one line and Matisse on the next line. Review using tally marks in groups of 5. As you call out the name on each slip of paper, students record with a tally.
 - Total tallies: Review counting by 5 and have students total the tallies. Exchange with a partner for peer-check.
 - Graph: Work with students to graph results as a pictograph (use lined paper) or bar graph.

ART

Students create a work of art in the style of Pablo Picasso and Henri Matisse.

MATERIALS —

Heavy art paper
Colored paper
Black marker
Scissors
Glue
Crayons, markers, or paint

HENRI MATISSE: Drawing with scissors – Matisse style!

 Google It!: Henri Matisse drawing with scissors

PROCEDURE — (*Students should not draw the shapes. Instruct them to use scissors only*)

- Step 1:** Have students cut out simple geometric shapes using different colored paper (squares, rectangles, triangles). They will need to have enough cut outs to cover the large art paper.
- Step 2:** Glue the shapes on the art paper, overlapping and leaving gaps.
- Step 3:** Cut out more intricate shapes on the colored paper, such as hearts, lightening bolts, letters, etc.
- Step 4:** Glue these shapes on top of the layer of geometric shapes.

PICASSO PORTRAITS: Students create a self-portrait – Picasso style!

 **Google It!:** Pablo Picasso self portrait cubism to show examples prior to lesson.

PROCEDURE —

- Step 1:** Draw a large oval in the center of the art paper.
- Step 2:** Divide the oval in half using a zig-zag or squiggly line.
- Step 3:** Draw three or more eyes, two noses, and two mouths. Explain that these can be drawn anywhere on the “face.”
- Step 4:** Using shapes (triangles, rectangles, squares, etc), add ears and hair. There can be more than two ears and they may be located anywhere along the side of the “face.”
- Step 5:** Draw a triangle below the face for the neck and shoulders. Add a pattern of geometric shapes inside the large triangle neck.
- Step 6:** Geometric shapes can be added to the background if desired.
- Step 7:** Trace the drawing with a black marker.
- Step 8:** Color the portrait using bold colors. If using crayons, instruct students to press hard so the colors will be bright.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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