

Lesson for Year Two

Silly Self Portrait

Students will develop their visualization skills and will bring them to life by creating one of the silly requests that the author, B.J. Novak has made in his story 'The Book with No Pictures.'



Year 2 Content Descriptions

Links to the Australian Curriculum

<http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1#level2>

English

Language - Text Structure and Organisation

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)

Expressing and Developing Ideas

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)

Literature - Literature and context

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

Responding to literature

Compare opinions about characters, events and settings in and between texts (ACELT1589)

Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

Creating literature

Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)

The Arts - Visual Arts

Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)

Create and display artworks to communicate ideas to an audience (ACAVAM108)

Text for exploration

The Book With No Pictures by B.J. Novak

Igniting the creative senses! (Prior to reading)

The following activity will assist students to develop their ability to visualize as they read. Read the following passage to students and have them draw what they are visualising as you read.

The nogard is an animal. It has an oval-shaped body. It has a long neck and tail. The top of the neck, back and tail are covered with a row of triangular-shaped plates. The nogard's head is shaped like a long triangle. It has big eyes and eyebrows that stick out. It also has big nostrils. Its body is covered with scales. The nogard has four short legs. At the end of each leg is a foot with five toes. Each toe has a sharp claw at the end. The nogard has two wings attached to its body. These are located behind the front legs towards the top of its back. Nogards are usually green but change to a deep purple during the winter months.

Invite students to share their visualizations, identifying that we all perceive things differently and that language plays a vital role in our ability to visualize whilst reading as this adds meaning to the text.

Predict and connect

Show students the text '*The Book With No Pictures*' and read them the blurb on the back. Ask, what clues does the author give us about what his story will be about?

Have you ever read a book with no illustrations? Did you enjoy reading it? Why/why not? How do illustrations help us as readers?

Read and connect

Read the story '*The Book With No Pictures*' to students. Use expression whilst reading and ask students to visualize as you read.

Throughout the reading, ask students what they think about the book. Is it funny? Why/why not?



Students will develop their visualization skills and will bring them to life by creating one of the silly requests that the author, B.J. Novak has made in his story 'The Book with No Pictures.' In the example, we will create a 'robot monkey with a head made of blueberry pizza.' (Novak 2016)



Let's Create

Materials needed

- Educational Colours Washable Watercolours
- Educational Colours Pom Poms
- Educational Colours Hog Hair Paint Brushes
- Educational Colours Chenille Stems
- Educational Colours Kids PVA
- Educational Colours Joggle Eyes
- Educational Colours Adhesive Mouths



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Creative process

1. Give students a full body image of themselves that has been enlarged to A3 size from a black and white photocopier.
2. Recreate your own body and turn it into your version of a 'robot monkey'. Use a variety of materials including pom poms, paint, craft glue, paper and chenille stems.
3. Now recreate your head, turning it into your own version of a 'blueberry pizza'. In this example, we have added paint, joggle eyes, pom pom ears and an animal sticker mouth.
4. Allow to dry and compare visualizations amongst the class.

Reflection

Compare students visualizations and discuss how we visualize differently. Ask students why they think we visualize differently. Do our prior experiences help us to visualize?

Extend the creative experience

Students may choose to create other elements from the story using a variety of craft materials. Create a classroom visualization display to remind students of the important reading strategy.

Give students snippets from the text on a storyboard and have them illustrate the story. Ask them if the illustrations change the text? Why/why not?

Connect at home and within the community

Send students home with a short snippet from the story and have them share it with their family. Encourage students to invite their family to visualize what they see, pointing out that this reading strategy is used by children and adults.



Relevant sources:

- Novak, B. The Book With No Pictures. UK: Penguin Books Ltd, 2016