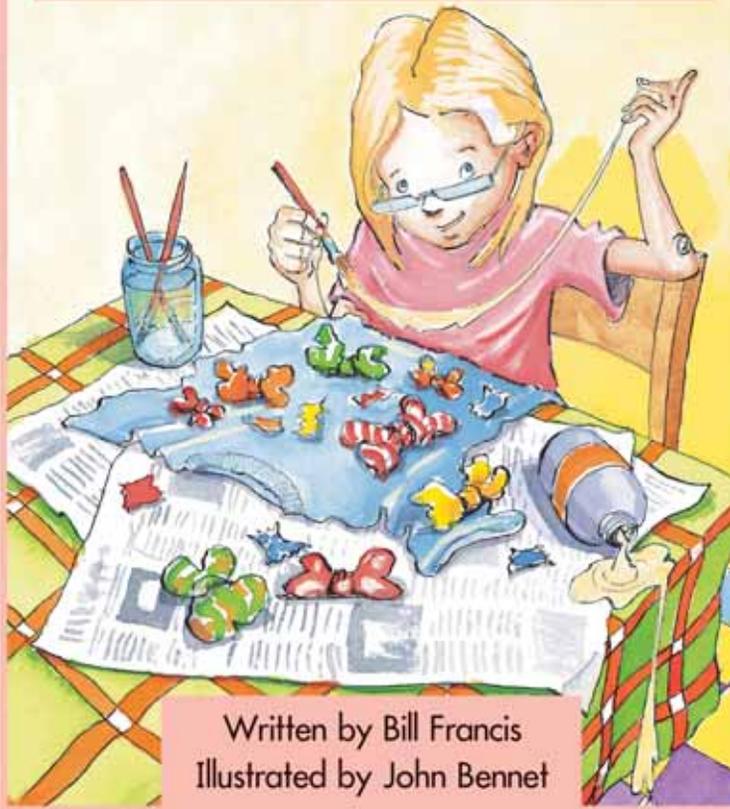


# Casey's Art Project



Written by Bill Francis  
Illustrated by John Bennet

Level	17
Word Count	417
Text Type	Narrative
High-Frequency	something, use,
Word/s Introduced	work

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Discuss the front cover of the book. What is an art project? What is Casey doing? Is she enjoying her art project? Make predictions about what might happen in the story.

Ask students what information they now have that indicates the genre of the story could be realistic fiction. Brainstorm the characteristics of a narrative. Explain to students that as they read the story, they will have the opportunity to confirm, or not, their predictions.

Explain that the author is the narrator. Confirm with students what a narrator is.

## DURING READING

Set students a purpose to read for, with a focus question for each page. Explain to students that you will be asking a question before they read each page, and that they should read silently. They should be ready to answer when they have finished reading the page.

Ask, before students read each page –

**Pages 2–3** What is the art project for?

**Pages 4–5** Why will Casey have to work hard?

**Pages 6–7** What is Casey going to do for her art project? What is wearable art?

**Pages 8–13** What things does Casey collect for her art project?

**Pages 14–15** What did Casey make her hat look like?

**Pages 16–19** What did Casey do to her T-shirt and shorts?

**Pages 20–24** What did Casey wear to school and why?

## AFTER READING

Discuss with students what inspired Casey to make wearable art for the art show. Have students talk to the person next to them about what they know about wearable art and what ideas they have to make their own.

Ask students who helped Casey get started on her project and how her mother helped. Have students relate their personal experiences to Casey and her mother. Ask students who the other two characters in the story are.

Have students return to the story introduction on page 2. Explain to students that in the introduction of a recount the reader finds out – who, when, what, why, and where. As who and what were answered in the title, can the readers answer the other questions from the introduction?

**Developing Specific Skills**

Personal pronouns – I, she. Have the students find the personal pronouns in the story. Ask students to write the words on cards to begin a wall display of personal pronouns.

Ask students why words expressing time are important in this story. Ask students to check the book to record words expressing time, e.g. *next*. Have students discuss their awareness of the chronological order of the story, by referring to the words expressing time. Have students draw and label a time line recording events in chronological order from the beginning of the story to the end.

Apostrophes – possessive (Casey's), contractions (didn't, I'm, it's)



Ask students to comment on how, besides the narrator, direct speech is used to tell the story. Talk about who is talking and who is doing the most talking. Have students reread the book to a partner using expression for the voices of the characters.

Have students write a procedural text titled 'How to Make Casey's Wearable Art'. Ask students to list the requirements and then the instructions in chronological order.

## MEANING MAKER

Make three cards for each group of three students – 1. art show 2. art project 3. wearable art. Give one card to each student and have them discuss and compare, in groups, the difference in meaning between the words on the cards.

Have students follow the procedures, or write their own, to make their wearable art.

Tell students the story has a conclusion. Ask students to refer to the book and comment on the conclusion of the story. Have students in the group organise their art show.

## TEXT CRITIC

Ask students to comment on whether the dialogue helped to tell the story, and was the dialogue believable. Have students use the book to reinforce their opinions.

Have students discuss within the group how the author made the explanation of Casey's art project so clear the reader could make the items themselves.

Ask students if they knew about wearable art before they read the book. Have them comment on what the author wanted the reader to know from the book. If students know about wearable art, how does the book match what they already know?

# 17c Casey's Art Project

Name \_\_\_\_\_

1. List the things Casey needed to make her wearable art.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

2. Circle words of time that connect events.

tonight work first start good last next make then

3. Write the main points in the story introduction.

- a. Who \_\_\_\_\_
- b. When \_\_\_\_\_
- c. Where \_\_\_\_\_
- d. What \_\_\_\_\_
- e. Why \_\_\_\_\_

## 17c Casey's Art Project

Name \_\_\_\_\_

1. Use numbers to place each stage in chronological order.  
The first one is done for you.

1. Casey tore the paper into strips.  
She glued the bottle tops all over the shorts.  
She cut up the plastic bags.  
She glued the paper strips to the hat.  
She tied the cut-up plastic bags into bows.  
She glued the chocolate wrappers onto the T-shirt.  
She put on her art project.  
She glued the bows onto the T-shirt.

2. Draw Casey wearing her wearable art at the art show.



## 17c Casey's Art Project

Name \_\_\_\_\_

### 1. Add the correct punctuation to the sentences.

- a. thats it said casey
- b. that night casey sat in the kitchen
- c. that is a good idea mum said
- d. why are you wearing those funny clothes ella asked
- e. i like your art project casey the teacher said

### 2. Write an explanation for each of the following.

a. art show \_\_\_\_\_

\_\_\_\_\_

b. art project \_\_\_\_\_

\_\_\_\_\_

c. wearable art \_\_\_\_\_

\_\_\_\_\_