

Guided Reading Lesson Plan (Levels M-Z)

Title: Jackson Pollock

Level: P

ISBN: 978-051642298-5

Publisher: Children's Press

Before Reading: (5-7 min.)

*Summarize plot (M) SPLAT! Drip, drip, drip. That's how Jackson Pollock painted. He was born 100 years ago in the state of Wyoming and became a world famous artist. This book tells what influenced him to become an artist and what some of his paintings look like. The author included funny cartoon illustrations to make the book more enjoyable because he wants children to enjoy art and artists. Note: it won't be necessary to read all the information in the captions by the paintings but please read the title and actual size of each painting.

*Discuss pictures (M) Notice on pages 8 and 9 that the actual size, converted to feet, would be 19' X 7 ½'. Look at the funny picture on page 5. This didn't actually happen, but something like it could have. Compare the painting on page 4 to the one in the background on page 5.

*Draw upon students' experiences (M) Have you ever tried to play with paints as an experiment instead of painting a picture of a person or a scene?

Words/Text Layout:

*New or important words (V) twentieth century (p.3), mythological (p.13), posing (p.16),

*Unusual aspect of text layout (V) Fictional illustrations are mixed in with nonfictional photographs.

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers think about the details to help them understand what caused Jackson Pollock to make his unique style of paintings.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

What was a big factor in Jackson Pollock (JP) wanting to become an artist? (p.p. 10, 11)

How did American Indians influence JP? (p.p.12, 13)

Contrast an early painting of JP on page 17 to a much later one on pages 6 and 7.

As an artist it is surprising JP had a lot of trouble with a certain artistic skill. What was that skill? (p.18)

Which was more exciting to JP, colors or shapes? (p.p. 20 and 25)

Did Art School help JP develop his own personal style? Explain how he started doing art that didn't represent things (they represented ideas and values instead). (p.28)

Since JP's paintings don't look like anything viewers can recognize, what **can** be seen in them? (p.27)

Would you like to see an actual JP painting in a museum? Why/why not?

Writing Connection (optional):

Describe how you think it would feel to throw paints. Scary? Freeing? Wasteful? Exciting?