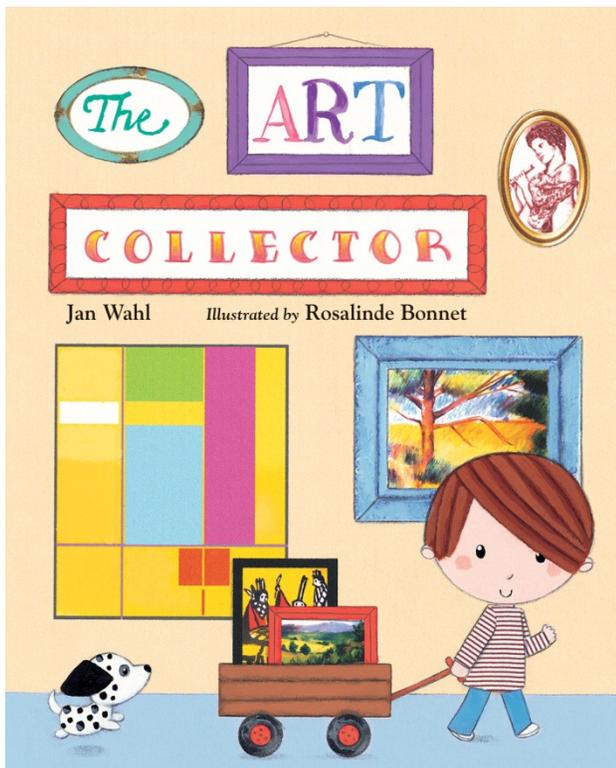


The Art Collector

by Jan Wahl (author)
and Rosalinde Bonnet (illustrator)
A Choose to Read Ohio Toolkit



About the Book

Oscar loves looking at the art Great-Granny creates. But his own drawings never look the way he wants them to. So instead of making art, he decides to collect art.

Over the years Oscar's room becomes filled with beautiful paintings and drawings in every style and color. His collection grows and grows and grows until a museum needs to be built to house it all.

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Book Details

The Art Collector written by Jan Wahl, illustrated by Rosalinde Bonnet. Charlesbridge, 2011. ISBN 9781580892704. Ages 5-8. AD450L Lexile.
<http://www.charlesbridge.com/productdetails.cfm?PC=5491>



About the Author

Jan Wahl was born in Toledo, Ohio and raised in northwest Ohio. Much of his childhood was spent on a farm and in a small town.

Now widely traveled -- from Lapland to the Sahara and beyond -- Jan has worked with great artists such as Isak Dinesen, Carl Th. Dreyer, Maurice Sendak, William Joyce, and others.

Jan is the author of nearly one hundred books for young readers including **Pleasant Fieldmouse** and **Candy Shop**. Jan feels that picture books are like little movies and each word must be well chosen, like a haiku. In his books he tries to communicate and to see each day through the eyes of a child.

Several of Jan's books have been set to music, and **How the Children Stopped the**

Wars (Ten Speed Press, 1993) was turned into an opera and has been performed many times.

Jan Wahl lives in Toledo, Ohio.

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Author Resources:

Author page on Charlesbridge website

<http://www.charlesbridge.com/contributorinfo.cfm?ContribID=65>

Jan Wahl Collection from the Center for Archival Collections, Bowling Green State University

<http://www.bgsu.edu/colleges/library/cac/ms/page43689.html>

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(800) 225-3214 x122 or dspurlock@charlesbridge.com

More information may be found on the School Visits page of the Charlesbridge website:
http://www.charlesbridge.com/client/client_pages/author_illustrator_visits/school_visits.cfm

About the Illustrator

Rosalinde Bonnet is an accomplished artist who has illustrated many picture books in her native France. She made her American picture book debut with *The Little Red Elf*. Rosalinde lives in Versailles, France.



Illustrator Resources:

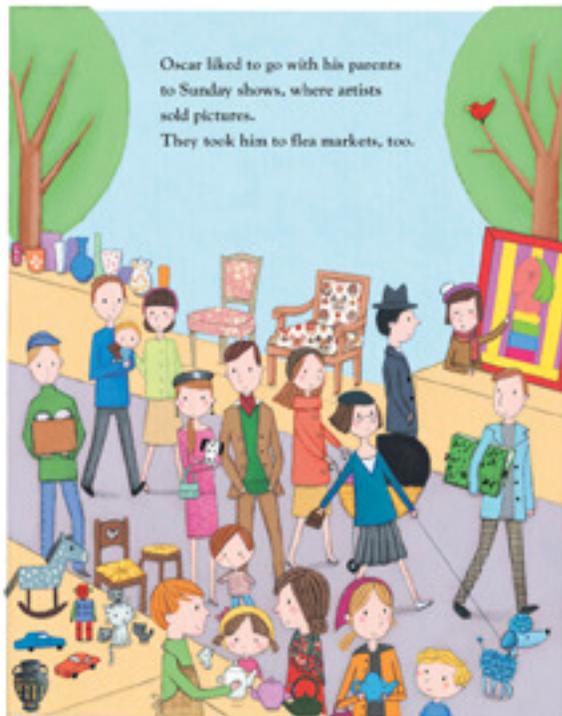
Rosalinde Bonnet's official website

<http://rosalindebonnet.ultra-book.com/>

(Illustrator's personal website in French)

Illustrator page on Charlesbridge website

<http://www.charlesbridge.com/contributorinfo.cfm?ContribID=406>



Oscar found an old etching in a beat-up frame. It was a stream with a building and a waterwheel. Oscar heard the sound of water turning the wheel.





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Get Ready To Read!

Encouraging early literacy skill-building in young children.

The Art Collector is a good book for preschoolers as well as early elementary aged children. For pre-readers and early readers, many of the activities, ideas, and discussion questions included in this toolkit incorporate the **five practices** that help young children get ready to read:

Reading - Writing - Talking - Playing - Singing

Reading to and with a child is the single most important way to help children get ready to read as it helps develop six key early literacy skills: print motivation, phonological awareness, vocabulary, narrative skills, print awareness and letter knowledge. **Writing** (including drawing and scribbling) helps children learn about print, letters, and vocabulary, and helps establish pre-reading skills. **Talking** helps children learn oral language – a critical early literacy skill – and also increases vocabulary and comprehension. **Playing** helps children think symbolically, learn self-expression, and put thoughts into words. **Singing** slows language down so children can hear the different sounds that make up words and develop letter knowledge and phonological awareness. All of these components lead to children being ready to learn how to read when they begin school.

Parents, teachers, and librarians are encouraged to utilize these activities with children whether at home, in the classroom, or at the library.

The Five Practices are featured in **Every Child Ready to Read**

(<http://everychildreadytoread.org>), a library-based early literacy outreach initiative of the Public Library Association and the Association for Library Service to Children. For more information, please visit **Ohio Ready to Read** at <http://www.ohreadytoread.org/>.

Talk About It!

*Topics to share when discussing **The Art Collector** with children.*

- What is art? Talk about different forms of art (drawing, painting, sculpture, etc.) and study examples. Where is art found? Discuss museums, book illustrations, gardens, and other art locations.
- Where have you encountered art in the community? Share some places where you see art in your daily life.
- People collect many different types of objects. Do you collect anything? Talk about something you or a family member collects, and what it means to you.
- We each are skilled at some things, and find other things challenging. Oscar was not good at painting, but he became a successful art collector. Talk about a skill you have (something you are good at), and an activity you find difficult.

Learn and have fun!

Here are some fun ideas for extending the experience of reading **The Art Collector**.

Note: **The Art Collector** is targeted to children in P-3rd grade. Some extension projects and discussion topics listed may be more suitable for the younger or the older ends of this range.

- Have children create their own treasured art piece (drawing, painting, coloring, etc.) that can be taken home or hung in the classroom. Use construction paper to create the frame and a clear plastic sheet to create a glass effect. With adult assistance, this activity is suitable for all age groups.
- Have children work together to create a mural. Hang the mural in the classroom or other area of the school, library, or center for everyone to see, if permissible. All students can partake in this activity.
- An activity most appropriate for 2nd and 3rd graders: plan a field trip around the book's theme. Take children to a local museum or gallery exhibit, and allow them to experience art firsthand.
- Have the school's art teacher come in and discuss art and color with students, or invite a local artist to discuss her or his work. Discuss the visit ahead of time and prepare questions in advance, in case the students hesitate to ask questions. This activity would be most appropriate for 2nd and 3rd graders.
- Similarly, students can visit the school's art room and experience art that older students have made.
- Oscar admires his grandmother and her ability to create art. Who do you admire in your life? Why do you look up to that person? Have children write and illustrate a brief story about an admired person. This activity is best suited for 1st through 3rd graders.
- Provide children with plain craft boxes that they can paint and decorate. The students can then use the boxes, either in class or at home, to start a collection of their own. This activity incorporates both art and collecting. This activity is appropriate for all ages, but adults should provide more hands-on supervision to preschool through 1st grade children.
- "What's this?" Place items from an artist's environment in a bag (paint brush, cup, pencils, clay, paper, sponge, glue, markers, crayons, etc.). Have each child select an item from the bag, and without looking, describe the item and try to identify the object. Talk about what each item does.



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Tie It In!

Using this book with Ohio's Early Learning and Development Standards.

Educators: Here are examples of activities using **The Art Collector** that align with Ohio's Early Learning and Development Standards at the Pre-Kindergarten level (3-5 years). Other standards may also apply.

Librarians, parents, and others: The Ohio Department of Education adopted Ohio's Early Learning and Development Standards in 2012 to describe key concepts and skills that young children develop during the birth-to-five year period. The purpose of these standards is to support the development and well-being of young children and to foster their learning. The standards for ages 3-5 describe the developmental skills and concepts that young children should know and be able to do by the end of their preschool experience. For more information, including the complete set of standards, follow this link to the Ohio Department of Education site: <http://goo.gl/IE0xp>.

These activities may also be used in library programs, family activities, and other projects.

Language and Literacy

- *Reading – Reading Comprehension.* Giving modeling and support, identify the author and illustrator, and point out what content each contributed to the book. Discuss the characters (Oscar, Great-Granny, Pa, Ma) and the events in the story.
- *Listening and Speaking – Expressive Language (Vocabulary).* Discuss unfamiliar words and their meanings while reading the story (e.g. etching, strummed, whistled, oblong, magenta). Refer to illustrations in the book to support the children's ability to determine the meanings of these words in context. Use each word in another sentence to develop a better understanding.

Cognition and General Knowledge

- *Mathematics – Number Relationships and Operations – Demonstrate an understanding that adding to increases the number of objects in the group (older toddlers); Count to solve simple addition and subtraction problems (preschoolers).* In **The Art Collector**, Oscar is constantly adding to his collection. As you go through the story, discuss and count the art he is adding to his collection. Oscar added 2 more pieces of art to his collection; now how many does he have?
- *Mathematics – Geometry – Understand and use names of shapes when identifying objects..* Art can be very rich in shapes. Discuss the different shapes in the art Oscar is collecting. Identify and name the shapes in the illustrations.
- *Science – Science Inquiry and Application.* Many different materials can be used in art (paint, pencils, felt, clay, chalk, paper, etc.). Bring these various materials to class for the students to examine, observe, describe, and discuss.
- *Social Studies – History – Demonstrate an understanding of time in the context of daily experiences.* Discuss the order of events in **The Art Collector** using first, second, third, next, then, last, terminology.
- *Approaches Toward Learning – Expression of Ideas and Feeling through the Arts.* Discuss the paintings and drawings found in **The Art Collector**. Have each student create a painting or drawing for Oscar's collection that expresses his or her individuality.



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Explore More!

Additional ideas and resources to use with *The Art Collector*.

Art Education and the Young Child

<http://www.education.com/reference/article/art-education-young-child/>

This article discusses the importance of art education to facilitate children's ability to express feelings and ideas and to represent the world in multisensory ways.

Crayola Lesson Plans

<http://www.crayola.com/lesson-plans/detail/favorite-places--spaces-lesson-plan/>

Favorite places and spaces: What is your favorite place in the world? Learn a little about Vincent Van Gogh and prepare a class project to go along with the lesson. Crayola offers many lesson plans for different grade levels and various topics.

Adventures with Art, Activities, and Projects from the National Gallery

<http://www.nga.gov/kids/>

Explore interactive art online, learn about the collections in the National Gallery of Art, and participate in many fun and educational art activities. Guides and learning resources are available for parents, teachers, librarians, and other adults working with children.

More Books to Read and Share

*These books have similar themes to **The Art Collector** and are good companion books.*

The Boy Who Loved Words by Roni Schotter

Sophie's Masterpiece by Eileen Spinelli

The Art Lesson by Tomie De Paola

One of Each by Mary Ann Hoberman

About Choose to Read Ohio

Choose to Read Ohio, a project of the State Library of Ohio and the Ohioana Library Association, encourages public libraries, schools, families, and others to build a community of readers and an appreciation of Ohio authors and literature. CTRO is adaptable for use in classrooms, libraries, bookstores, by book discussion groups, families, and other community groups.

Explore Choose to Read Ohio resources & toolkits: <http://library.ohio.gov/ctro>.

This toolkit revised February 2013.