**Dotty’s Art**

**SUMMARY** Dotty worries that she can't draw, but she follows her dad’s suggestion and comes up with her very own way of making art. After working all week to make a special picture, she wins a prize at the school art show.

**LESSON VOCABULARY**

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**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with children the title and the author of *Dotty’s Art*. Draw children’s attention to the cover illustration. Ask: What do you think this story will be about? Have you ever read any other books about art?

**BUILD BACKGROUND** Ask children if they like to make art or if they have ever seen art that they enjoy. Using the Internet, reference books, postcards, or other sources, show children reproductions of art. Discuss different media that artists use to create, such as clay, wood, stone, watercolor paints, colored pencils, magazine clippings, and everyday objects.

**PREVIEW/USE ILLUSTRATIONS** Have children read the title and look carefully at the illustrations. Discuss what these suggest about the story’s content and possible ending. Look, for example, at the illustration on page 11 and ask: Why do you think Dotty is holding a blue ribbon? Do you think the ending of this story will be happy?

**READ THE BOOK**

**SET PURPOSE** Guide children to set their own purposes for reading the selection. Children’s interest in art should guide this purpose. Suggest that children imagine an art project that they enjoyed making or that they might enjoy creating.

**STRATEGY SUPPORT: QUESTIONING** Explain to children that there is more than one way to find answers to questions. Some answers can be found right in the book. For other questions, they may need to use what they already know to find the answer to a question. Point out question 1 in Think and Share and ask them how they would find the answer.

**COMPREHENSION QUESTIONS**

**PAGE 3** What was the first event in this story? *(Mr. Dean explained that each student could enter a piece of art in the school art show.)*

**PAGE 4** What was Dotty’s first response when she heard about the art show? *(She worried because she had no idea for a project.)*

**PAGE 8** How did Dotty’s feelings change after she finished making her art? *(She wasn’t worried anymore; she liked her art and called it pretty.)*

**PAGES 10–11** What do you think the author feels about the fact that Dotty won a prize? How do you know? *(It was a happy event; the author used exclamation points.)*
REVISIT THE BOOK
THINK AND SHARE
1. Possible responses: She wanted children to know that if they really think about a problem, they can come up with a solution. She also wanted to tell us about an interesting way to make a picture.
2. Responses will vary but should include a question and answer showing they understand the story.
3. Answers will vary but should include a description of their experience.
4. Possible responses: They had been to an art show. They knew about a famous painter.

EXTEND UNDERSTANDING Explain to children that fictional stories often have themes, or big ideas, that convey a general truth or opinion. Help children find the theme of Dotty’s Art—that there are all kinds of ways to make art, and making art is fun. After discussing the theme, ask them to use their own words to state it in a way that makes sense to them.

RESPONSE OPTIONS
VIEWING Bring in examples from books, magazines, or the Internet of many different kinds of art. If possible, include a pointillist painting by Seurat, such as A Sunday Afternoon on La Grande Jatte. After children have seen images by different artists, have them discuss which images they like and why.

ART CONNECTION
Have children create their own art exhibition, with each child contributing one piece of art. Encourage children to use whatever materials are on hand, such as pencils, crayons, or clay. Invite them to use nontraditional materials also, such as leaves or cellophane wrappers. Ask each child to give his or her work a title.

Skill Work
TEACH/REVIEW VOCABULARY
In one column on the board, write short definitions of the vocabulary words. In another column, write a list of the words. Invite children to come up one at a time and draw a colored line connecting a definition to the correct word, until all the definitions are linked to their words.

Distribute vocabulary word cards and invite children to go on a scavenger hunt looking for the same word in other classroom books or written materials.

TARGET SKILL AND STRATEGY
AUTHOR’S PURPOSE Remind children that an author has a reason or reasons for writing. An author might wish, for example, to give information or make readers laugh. As children read, invite them to speculate about why the author wrote Dotty’s Art. Guide children to look for clues in the text, such as Dotty’s actions or feelings.

QUESTIONING Explain that good readers know how to ask questions about what they read. Ask: What suggestion did Dotty’s Dad give her? Can anyone name another “dot artist” besides Dotty? Have children create their own questions.

ADDITIONAL SKILL INSTRUCTION
SEQUENCE Remind children that one event follows another in most stories. Explain that this is called the sequence of events. Help them to keep track of what happens first, next, and last. On the board, write down this story’s clue words, such as after and finally, and suggest that children look for these as they read.

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Skill Work
Dotty took crayons, markers, and a giant piece of paper. She started dotting away. She made big dots, little dots, and dots of every color. She filled her paper with thousands of dots. It took all week.

Finally, she finished. There was a little dot village, little dot bees and fleas, and little dot people eating dot peas. One dot even wore a little dot shoe.

1. Why do you think the author wrote the first paragraph?

2. Explain your answer.

3. Why do you think the author wrote the second paragraph?

4. Explain your answer.
Vocabulary

Write a word from the box to complete each sentence.

Words to Know

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1. Dotty had art after her ____________________ class.

2. Dotty made a picture of a little dot ____________________.

3. One dot person wore a little dot ____________________.

4. At the exhibit, Dotty liked to ____________________ people looking at her dots.

5. Can you ____________________ what you would draw for an exhibit?

6. Dotty liked Maria’s ____________________ clay turtle.

7. In the end, Dotty ____________________ a blue ribbon.