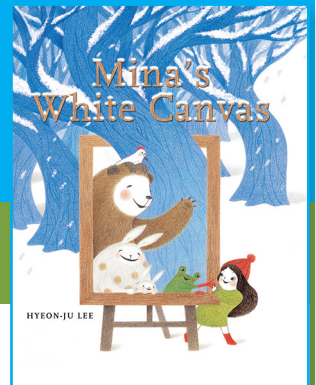


Mina's White Canvas

by Hyeon-Ju Lee

Common Core Teaching Guide



ABOUT THE BOOK

One girl.

One crayon.

One big beautiful snowy world.

When Mina looks up at the gray gloomy sky, she is struck with an idea. As she begins to draw with her crayon, something magical starts to happen. This little artist is not bound to paper, but expands her canvas to the world around her—a world where she meets a delightful cast of colorful characters. As Mina uses her creativity to help each one, new friendships are forged one wonderful wintry afternoon—making memories to warm the heart for seasons to come.

INTRODUCTION

Dear Teacher,

We all know the gray and gloomy feeling that comes when the world lacks sparkle, shine, and adventure—when our inner world matches a flat and colorless natural world. So children will be both charmed and inspired by Mina, who takes matters into her own hands on just such a day, and in the tradition of Harold, employs her crayon to change her world, her fate, and her mood. In the process, she makes some new friends and employs her lively inventive nature to solve their problems too! As you discuss Mina's adventure, you'll have many opportunities to meet Common Core Reading Literature, Writing, and Speaking and Listening standards.

In addition, you can use it as a springboard for a visual art activity. Plan time for many learning opportunities based on this new book!



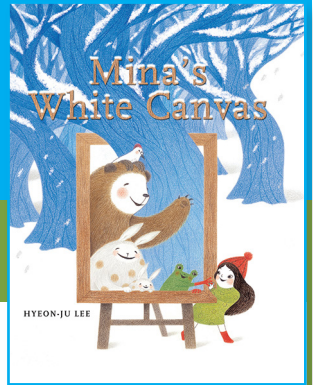
So she took her crayon and began to draw white snowflakes in the gray sky.

Every time Mina drew one snowflake, more and more fell onto the ground.

This guide was prepared by Toni Buzzeo, M.A., M.L.I.S., author, educational consultant, and school librarian. www.tonibuzzeo.com

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Common Core Teaching Guide

READING LITERATURE STANDARDS

Note to Teacher/Librarian: If you wish to engage students in the **Reading the Pictures** activity on the following pages (**Reading Literature Standard 7**) do **NOT** share the text in the book. Limit your first sharing to the illustrations **ONLY**.

Reading Literature Standard 3

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RL 2.3 Describe how characters in a story respond to major events and challenges.

WHO, WHERE, WHAT?

Kindergarten, Grade One, Grade Two: After reading *Mina's White Canvas* aloud, engage your students in a conversation about the characters, setting, and major events of the story.

Ask:

- Who is the main character in the story? How do you know?
- Who are the other (secondary) characters?
- Where does the story take place/what is the setting of the story?
- Is there more than one setting?

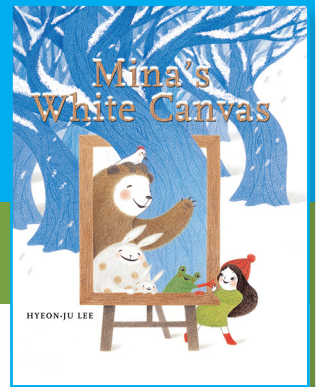
- Why did author Hyeon-Ju Lee create two settings for the story?
- What happens in the first, indoor, setting that starts the events of the story?
- List the major events that happen in the second, outdoor, setting.
- **(Grade One and Two)** Use key details as you describe the major events of the story.
- **(Grade Two)** Describe how Mina responds in a helpful manner to the major events and challenges as she meets each secondary character.



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Common Core Teaching Guide



Reading Literature Standard 5

RL K.5 Recognize common types of texts, (e.g. storybooks, poems).

RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

WHAT KIND OF STORY IS IT?

Kindergarten, Grade One, Grade Two: Read and discuss *Mina's White Canvas* with your students, focusing on the major events of the story. Ask:

- *Is this book a true informational book or is it fiction?*
- *What major events let you know that it is not true?*
- *What details in the illustrations also let you know that it is not true?*

- **(Grade One and Two)** *How might this book be different if it were an informational book? What sort of information would you expect to read about the woodpecker, the frog, the bear, and the rabbits?*
- **(Grade Two)** *How did author Hyeon-Ju Lee structure the story?*
- **(Grade Two)** *How does the beginning introduce the story and how does the ending bring the story to a satisfying close?*

FRAMING THE STORY

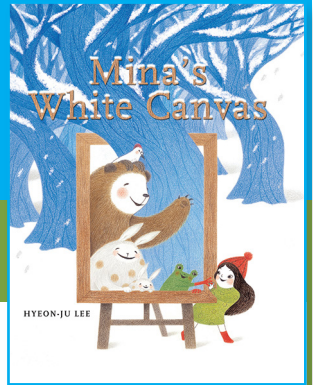
Grade Two: After reading *Mina's White Canvas* ask students to think about the setting in the beginning and end of the book as well as the setting of the adventures in the middle of the book. Explain that a story with an interior tale different from the story told at the beginning and the end is called a frame story. Ask: *How are the setting and events of the beginning and end of *Mina's White Canvas* different from the settings and events in the middle when Mina is out in the snow with her newfound friends having their adventures? Why are they different?*

Then read another book with a frame story structure, such as *Elephantastic!* by Michael Engler. Discuss the ways in which the two stories are similar and the ways in which the two stories are different.



Mina's White Canvas

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Common Core Teaching Guide

Reading Literature Standard 7

RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

READING THE PICTURES

Kindergarten, Grade One, Grade Two: Share only the illustrations in *Mina's White Canvas* when you launch this activity. As you turn each page, enlist students to narrate the story in their own words, using the illustrations as a guide to characters, setting, and plot (major events). Ask them to include as many details as possible. If you have an assistant, parent volunteer, or older student volunteer, enlist him or her to record this student narration on a chart or projected document.

When the student illustration-driven narration is complete, return to the opening pages of the book and read the text aloud, asking students to think about the differences between their narration and author Hyeon-Ju Lee's narration. When the reading is complete, invite students to discuss the differences between their narration and that of the author, returning to the illustrations to search for support for the direction in which they took the narration.

Reading Literature Standard 9

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL 1.9 Compare and contrast the adventures and experiences of characters in stories.

RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

MINA'S CRAYON/HAROLD'S CRAYON

Kindergarten, Grade One, Grade Two: After reading and discussing *Mina's White Canvas*, read *Harold and the Purple Crayon* by Crockett Johnson aloud to your students. Ask them to think about the similarities and differences between the two stories. Ask:

- How are Mina and Harold alike and how are they different?
- Why does each main character begin his or her adventure?
- Where do Harold's crayon drawings take him?
- Where do Mina's crayon drawings take her?

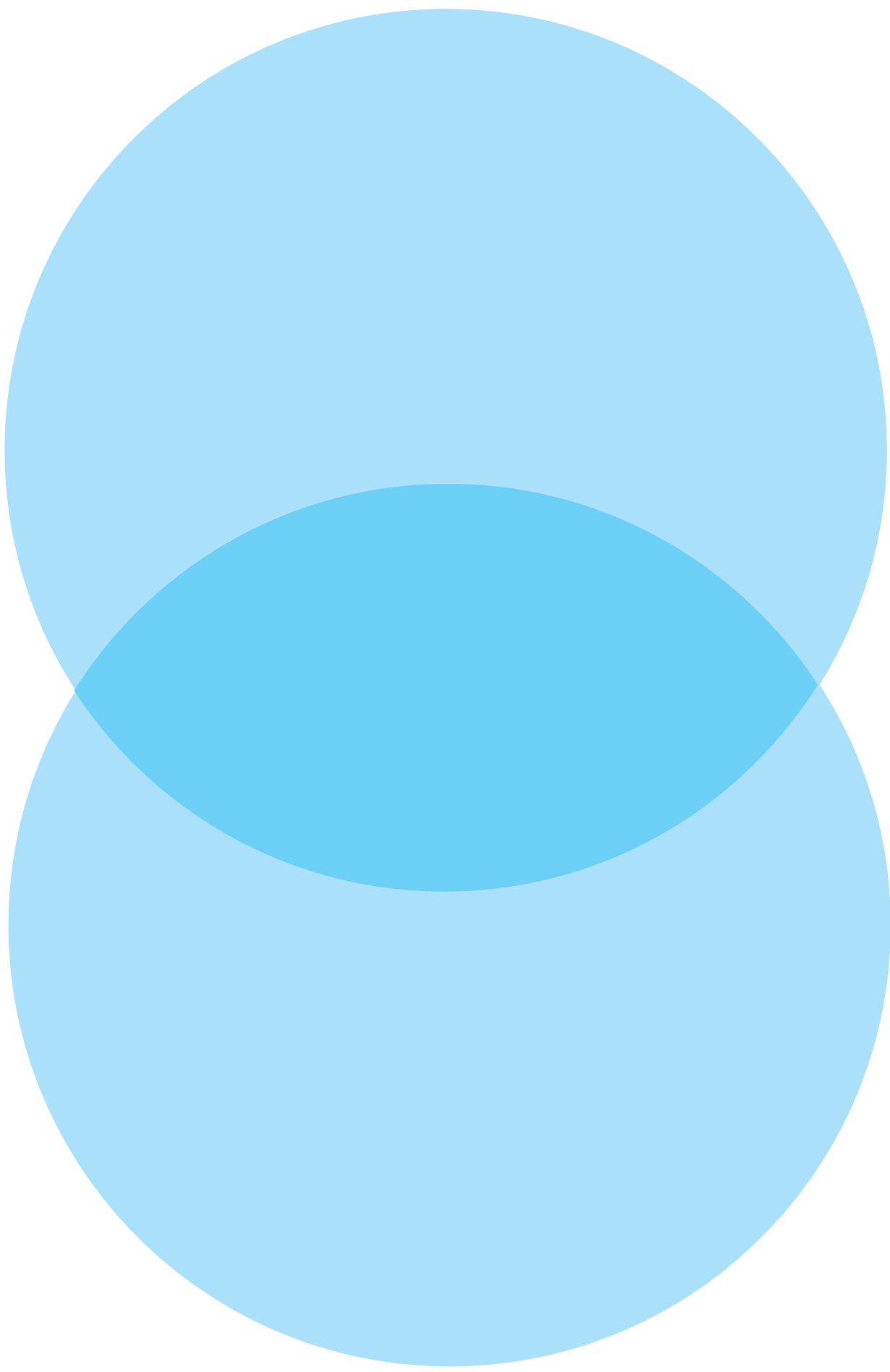
- What role do trees play in each story?
- What problems do Mina and Harold encounter and how do they solve them?
- What role do animals play in each story?
- Why and how does each character return to his or her home?

As students answer these questions, either in small groups or as a full class, use the **Mina's Crayon/Harold's Crayon** Venn diagram graphic organizer on the following page to record their responses.

MINA'S CRAYON/HAROLD'S CRAYON

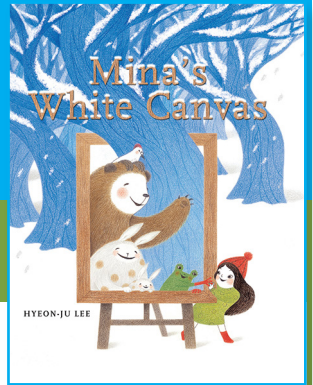
**MINA'S WHITE
CANVAS**

**HAROLD AND THE
PURPLE CRAYON**



Mina's White Canvas

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Common Core Teaching Guide

READING LITERATURE AND WRITING STANDARDS

Reading Literature Standard 6

RL K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL 1.6 Identify who is telling the story at various points in a text.

RL 2.6 Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

Writing Standard 3

W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

WHO'S TELLING THE STORY?

Kindergarten, Grade One, Grade Two: Read and discuss *Mina's White Canvas*, identifying the author/illustrator (**Kindergarten**) and focusing especially on the narration. Discuss the third person narration in this book. Ask: *Who is telling this story?*

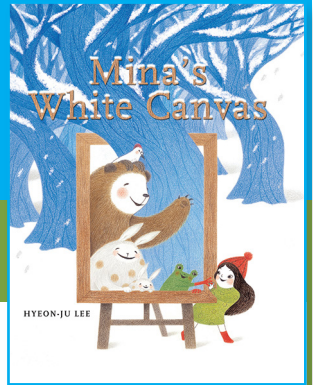
Then, challenge students to think about point of view. Ask:

- *How do we know whose point of view a story is told from when it is written in third person narration?*
- *How do we know that Mina's White Canvas is told from Mina's point of view?*

Finally, invite students, as a group or individually, to rewrite the story, still in third person narration, but from one of the other five characters' point of view. The story will necessarily begin in a different place for Grandfather Woodpecker, Mr. Bear, Miss Frog, Baby Bunny, or Mama Bunny, but each retelling should include a beginning, a sequence of events involving the entire cast of characters, and a conclusion. Ask **Grade One and Two** students to provide details of each event and **Grade Two** students to include the thoughts and feelings of their viewpoint characters. If desired, invite students to use the **Who's Telling the Story? Story Starter Sheets** on the following pages, for this writing project.

Mina's White Canvas

by Hyeon-Ju Lee



Common Core Teaching Guide

SPEAKING AND LISTENING AND WRITING STANDARDS

Speaking and Listening Standard 5

SL K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Writing Standard 8

W K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

MY WHITE CANVAS

Kindergarten, Grade One, Grade Two: After reading and discussing *Mina's White Canvas*, invite students to remember a time in a specific season when they went on an exploration and encountered one or more surprising things. (Note: If they haven't explored out in nature, prompt them to consider a trip to a park, the zoo, a farm, or a school field trip destination.) Ask:

- *Where did you go?*
- *What season was it?*
- *What details of the weather and the place do you remember?*
- *Were you alone or with others?*

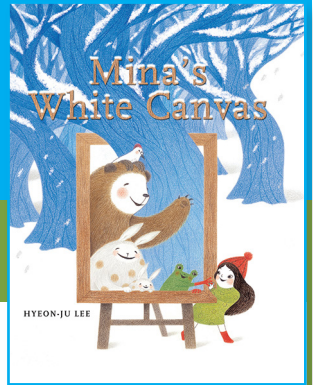
- *What did you encounter that you had never seen before?*
- *Did you need to take an action to help someone or something?*
- *What was your favorite part of the exploration?*
- *How did you feel about the exploration and why?*

(Note: If you feel that students need help to jog a memory, review a field trip all students have taken or send home a quick note to parents asking them to help their children to remember such an exploration.)

Then, invite students to draw a picture from the exploration they went on. Use the **My Canvas of Imagination** framed sheet on the following pages if you desire.

Mina's White Canvas

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Common Core Teaching Guide

SPEAKING AND LISTENING STANDARDS

Speaking and Listening Standard 2

SL K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Speaking and Listening Standard 4

SL K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

MINA TO THE RESCUE

Kindergarten, Grade One, Grade Two: Engage students in a conversation about Mina and her nature. Begin by focusing on the key details surrounding each of the major events in *Mina's White Canvas*. Ask students to speak clearly and audibly as they answer these questions:

- *Who does Mina encounter on her exploration?*
- *Describe each encounter in detail.*
- *What does she do each time she encounters someone?*
- *How do the other characters feel about receiving Mina's help?*
- *What can you conclude about Mina's personality from her encounters during her exploration in the woods?*

ART EXTENSION ACTIVITY

MY CANVAS OF IMAGINATION

Invite each student to pretend that he/she is Mina with one magic crayon that can take him/her on an adventure. Ask students to think about where they would go, just by drawing those places, and who they would meet, if drawing someone

brought that person to life. Allow each student to choose one crayon in order to render his/her ideas artistically on paper. If desired, provide a **My Canvas of Imagination** framed sheet (on the following page) for their art or trim and glue their creations into the frame.

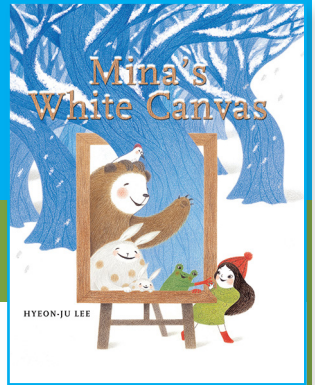
MY CANVAS OF IMAGINATION



Mina's White Canvas

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Common Core Teaching Guide



About the Author and Illustrator



Hyeon-Ju Lee is a young author and illustrator from Korea who brims with talent. This is her debut children's picture book for which she garnered an Opera Prima Mention for the Bologna Ragazzi Award 2012, an honor given to new authors and illustrators for the "best designed book" worldwide.

