

THE SKETCHBOOK

by Julia Seal



Common Core Teaching Guide

ABOUT THE BOOK

Lily loves to draw.

She draws everything she sees, from boats and fisherman to lovely ladies holding onto their hats in an afternoon breeze. Lily has a special eye for seeing things that others don't. What may seem ordinary to most, is *extraordinary* to Lily. But because she is so shy—and better with pictures than words—she keeps to herself and hides her drawings in her sketchbook. Until one day when a gust of wind changes everything.

INTRODUCTION

Dear Teacher,

You may have a student, or several students, like Lily in your class. There are many kids that have a hard time coming out of their shell and sharing their thoughts and feelings. In Julia Seal's *The Sketchbook*, Lily is one such kid. But Lily is able to finally express herself through her art—revealed by a chance gust of wind and the kindness of strangers.

The Sketchbook provides an array of opportunities to cultivate discussion, expression, and the power of imagination—all while meeting many Common Core Reading Literature, Speaking and Listening, and Writing Standards. There is also an art extension activity included in this guide, inspired by the book, to get your kids outside!



Where others saw the ordinary,
Lily had a special way of
seeing the extraordinary.

This guide was prepared by Marcie Colleen, M.A., author, and educational consultant.
www.thisismarciecolleen.com.

Sketching the Details

KINDERGARTEN, GRADE ONE, GRADE TWO:

Before reading *The Sketchbook*, help students identify the basic parts of a picture book:

- Front cover
- Back cover
- Spine
- Title page
- End papers
- Jacket flap

Have the students look more closely at the front and back covers. Ask:

- *How would you describe the girl?*
- *How do you think she feels?*
- *Get out of your seat and mimic what she is doing. How does it make you feel?*
- *Can you guess what the story might be about? What are some clues you can find on the front and back cover illustrations?*
- *Do you see more than one character anywhere on the front or back covers?*

Now read *The Sketchbook* aloud to your students. Create a plot line graph to help them summarize in their own words what the book was about. Be sure to include the introduction of characters, introduction of conflict, rising action, climax, and falling action/resolution. After completing the graph and discussion, ask the students to think about what they had thought the story was about before reading it when just looking at the front and back covers. Ask: *What was the same? What was different?*



Feeling Blue, Yellow, or Green? Feelings and Color

KINDERGARTEN, GRADE ONE, GRADE TWO:

Before reading *The Sketchbook*, talk about the roles of an author and illustrator (and in this case, they're the same person) and what kind of work each does to make the book, and how they each contribute to telling the story.

Then read the book aloud, and make note of how author-illustrator Julia Seal chooses her words and colors carefully to bring Lily's emotional story to life. (For example, point out how she uses the words "loved to draw" (1st spread) vs. she was "shy and afraid" (5th spread). Read the book again and ask your students to look closely at the illustrations throughout the book and how Julia Seal uses color to depict how Lily is feeling. Ask:

- *Why do you think Julia Seal used darker colors to illustrate the moment Lily loses her artwork in the wind?*
- *How do the colors in this illustration compare to the colors used in the illustrations at the beginning of the book in which Lily is happily drawing?*

Using the **Feeling Blue, Yellow, or Green?** chart (as a group, or as an individual hand-out), have the students provide a list of feelings (i.e. happy, sad, scared, worried, nervous, excited, etc.) and add those in the first column. In the

"When I Felt That Way" column, have them describe or write about a time they experienced that feeling. In the last column, ask them to think about what color they would choose to best describe that feeling.

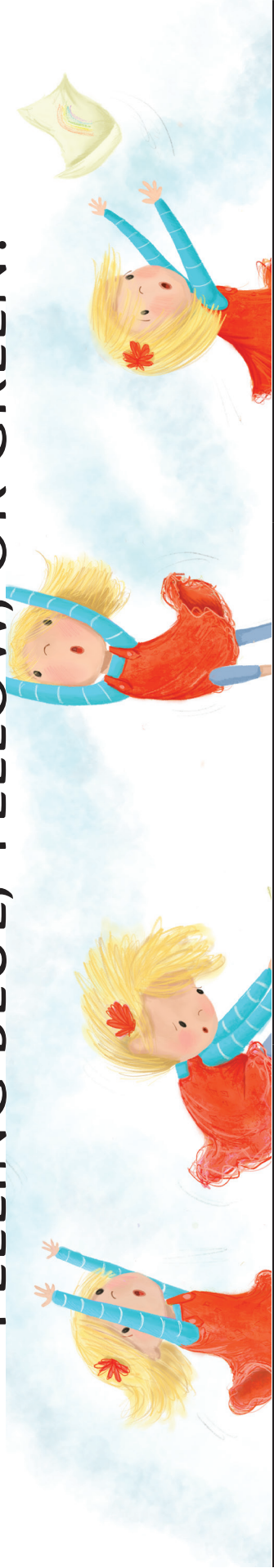
For further exploration, prompt the students to choose one of the situations in the "When I Felt That Way" column and illustrate it using the color included in the chart. They can use the included handout to draw their illustration.



But Lily was shy and afraid of what others might think of her drawings, so she kept her pictures hidden in her sketchbook.

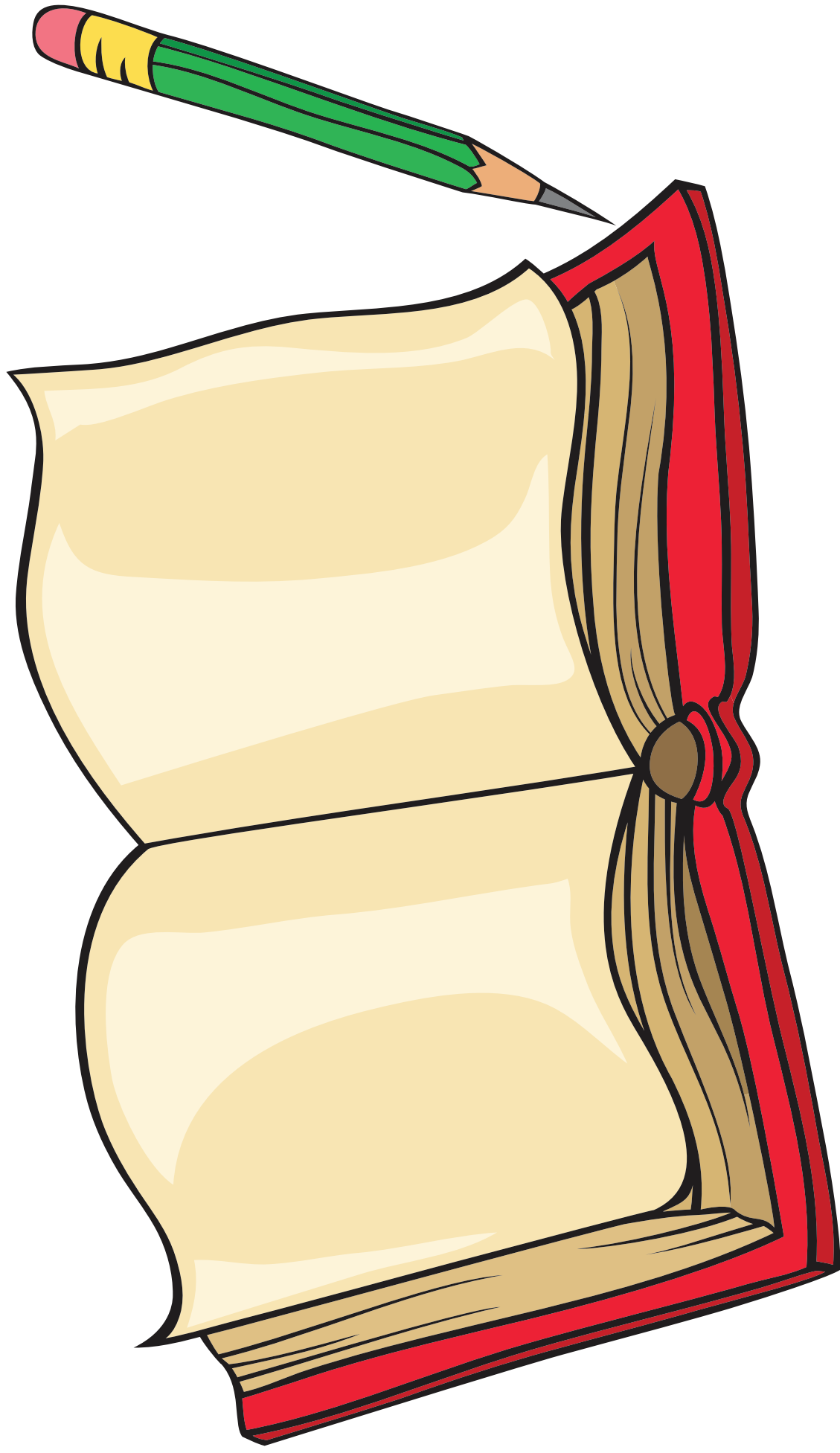


FEELING BLUE, YELLOW, OR GREEN?



Feeling	When I Felt That Way	Color

DRAW YOUR PICTURE IN A BOOK JUST LIKE LILY'S!



Sketching with Text and Speech

GRADE TWO, GRADE THREE:

The Sketchbook is written in both dialogue and narrative text. Review with students the definitions of Narrative and Speech/Dialogue.

- **Narrative:** An account of the connected events, often through a narrator who gives information on the feelings and actions of the story.
- **Speech/Dialogue:** The written conversational exchange between two or more characters.

Have half of the class write a version of *The Sketchbook* using only narrative, describing the action on each page without the use of speech. Have the other half of the class write a version with only dialogue and no narration.

Share some of the stories and ask the students:

- *How do the new versions compare with the original version of The Sketchbook?*
- *Which do you prefer? Why?*

The Art of Imagination

KINDERGARTEN, GRADE ONE, GRADE TWO, GRADE THREE:

After reading *The Sketchbook*, ask the students to take a close look at some of Lily's drawings. In the world of Lily's imagination, rabbits can fly airplanes, dogs hold umbrellas and dance in the rain, and crabs wear tap shoes and top hats. Invite students to choose one of Lily's drawings and write a story about it. Allow kindergartners to use a combination of writing, drawing, or dictating as needed.

Next, challenge students to take a trip into the world of their own imaginations! Ask them to write a creative story about what it would be like to show a friend around this world. Prompt them with questions such as:

- *How would you get there?*
- *What would you do?*
- *What would you see?*

Then have them illustrate their world with an imaginative drawing of their own.

After students have finished their writing assignment and shared their work, engage them in a discussion of the author's central message, lesson, or moral. Ask:

- *What does author-illustrator Julia Seal want us to think about creating artwork and using our imaginations?*
- *What does she want us know about sharing who we are with others?*
- *What 10 words would you use to describe the overall message or theme of the story? Using these words, and drawings inspired by *The Sketchbook*, create a poster for the book.*



Art Extension Activity

OBSERVING NATURE

The time Lily spends sketching in her book is also spent enjoying the natural world. In this activity students will learn to be observant of even the littlest elements of the outdoors.

Create a Sketchbook:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing).
- Add on top a piece of blank paper for the cover.
- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper.
- Punch three corresponding holes in the cardboard.
- Place the papers on top of the cardboard and then place your cover sheet on top of the papers.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- You are now ready to head outside and observe nature.

Observe Nature:

- Find a spot to sit outside where you can be quiet and observe. Be sure to have your sketchbook and a pencil. You may use colored pencils, crayons or markers if you prefer.
- Look all around you.
 - *What do you see?*
 - *What do you hear?*
 - *What do you smell?*
 - *What do you feel?*

Find something you want to write about or draw and record it in your sketchbook.

Share your notebook with the class.



Common Core Standards Met in this Guide

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.

READING LITERATURE STANDARD 4

- RL 1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL 2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

READING LITERATURE STANDARD 5

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

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.

SPEAKING AND LISTENING STANDARD 4

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

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 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.
- W 3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ABOUT THE AUTHOR/ILLUSTRATOR



JULIA SEAL knew from the age of five what she wanted to do for a living—draw pictures! After graduating with a degree in Graphic Design and Illustration and then working in the greeting card industry (and getting covered in glitter every day!), she finally moved onto her dream job—illustrating children’s books. She lives in a small village in England with her husband and two children—who provide plenty of inspiration!

