

PROJECTS

BLACK? WHITE! DAY? NIGHT! and **THE HIDDEN ALPHABET** ask readers to look at the space in a picture most people ignore: background space, or negative space. Sometimes that's far more interesting than the positive space of the objects themselves, and the challenge of switching one's viewpoint between the two can be most interesting of all.

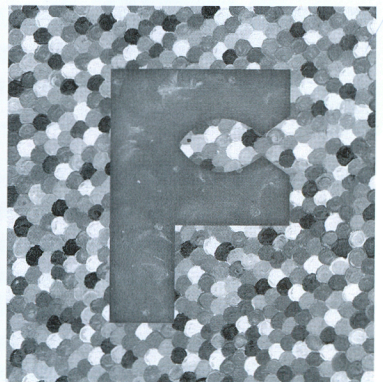
Project:

Students explore the negative space surrounding everyday objects by creating their own opposite pair or using a letter of the alphabet.

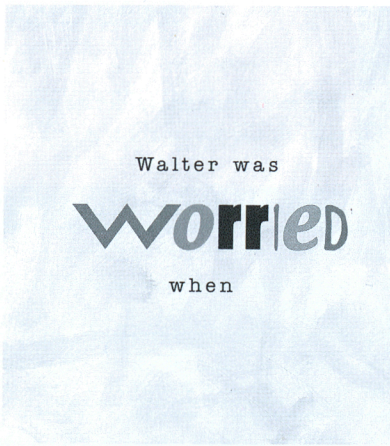
Take a large piece of paper (8" x 16") and create two pages by folding it in half vertically. Cut out a square (2" x 2") in the center of the top page. Now the students should think up of a pair of opposites, knowing that the back page is where they will paint, draw, or make a collage to express the pair. The open square on the front flap will show just a piece of the whole picture—a piece that expresses the opposite of that shown on the bottom page. Or the students may use this exercise to paint a letter on the back page and a corresponding object created by the letter's negative space as viewed through the square. Students may use the first letter of his/her name and an object that symbolizes his/her interests, talents, or personality.

Upon completion, "seeing the unseen" is further discussed and explored.

From **BLACK? WHITE! DAY?NIGHT!**



From **THE HIDDEN ALPHABET**

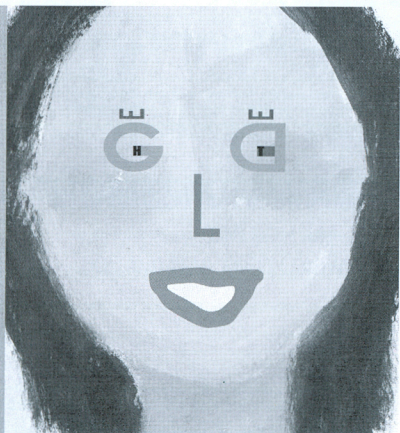
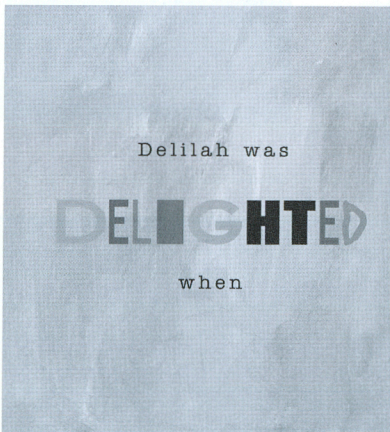


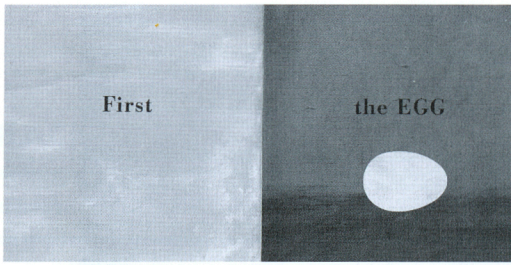
WALTER WAS WORRIED was inspired by a game I used to play with my children when they were younger. I'd make an exaggerated expression on my face and ask them to identify the emotion. I tried creating a readable emotion using as few graphic elements as possible, and so was born the idea of creating Walter, using the letters of the word "worried" as his facial features. Readers are challenged to find letters in the faces of Walter and his friends. I also added, "Walter was worried when" alongside a painting of a very worried Walter. It is not until the page is turned that we learn Walter was worried when "the sky grew dark". In this way, the reader may be asked, "When do you think Walter was worried?" and "When are YOU worried?"

Project:

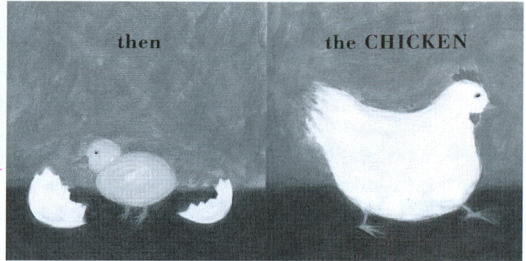
Students express their feelings through art. Using paint and canvas paper, children create self-portraits, leaving out their facial features. They then add letters that spell the emotion they are feeling. Students are challenged to use the letters to create facial features while showing, artistically and graphically, their particular emotion. They may also write an alliterative sentence, for example: "Tommy was terrified when his lizard was lost." A few hints: the letter "c" on its back can make a smile, turn it the other way and it's a frown; the letter "r" on its side can become an eyebrow, and an upside-down "D" an eye. . . .

Upon completion, the children discuss their reasons for selecting each emotion and speak about their feelings.





From FIRST THE EGG



FIRST THE EGG explores transformation by showing things that begin in one form and become something else in a format of “first/then”. **LEMONS ARE NOT RED** explores color and the concept of “not”. What is not red? What is never red? This concept can be further explored: What is not fun or easy or difficult? What is not soft or rough or furry? What is not loud or quiet or silent? Finding the answers to these questions can be a challenge for children and adults alike.

Project:

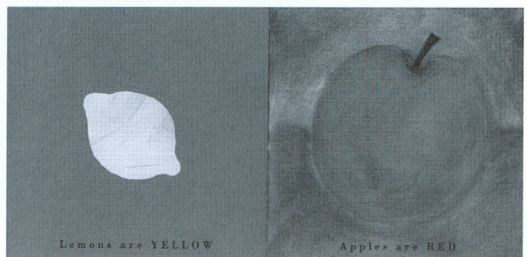
Students explore color and the concepts of “first/then” and “not”.

Start with three pieces of 8” x 8” paper and staple them together. In the center of the middle page, make a die-cut shape of an everyday object (lemon, apple, banana, ball, fish, etc.). Using paint, or collage paper and glue, students are challenged to illustrate objects whose colors are at first shown incorrectly through the die-cut hole, and then correctly when the die-cut page is turned or they may illustrate an object which appears to be one thing through the die-cut hole and becomes another when the page is turned.

Upon completion, the concepts of “first/then” and “not” are discussed further.



From LEMONS ARE NOT RED



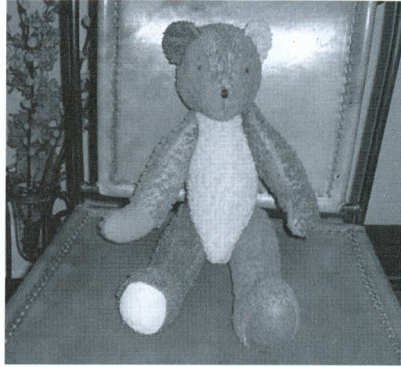
DOG AND BEAR

Project

Students write and illustrate their own Dog and Bear stories based on their personal experiences. Upon completion, students act out the stories using handmade or actual Dog and Bear puppets.

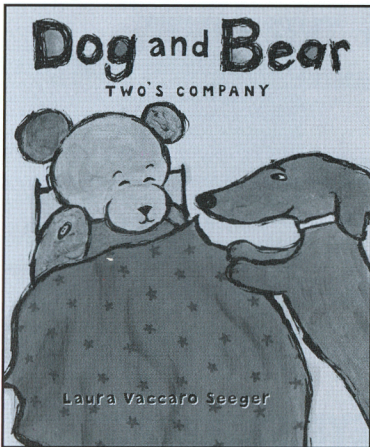


The real Dog (Copper)



The real stuffed bear

LAURA VACCARO SEEGER



★ "PERFECT"

KIRKUS REVIEWS starred review of
DOG AND BEAR: TWO'S COMPANY

★ "READ IT AGAIN AND AGAIN"

HORN BOOK starred review of
DOG AND BEAR: TWO'S COMPANY

★ "DECEPTIVELY SIMPLE"

BOOKLIST starred review of
DOG AND BEAR: TWO'S COMPANY

★ "HOMESPUN WARMTH"

PUBLISHERS WEEKLY starred review of
DOG AND BEAR: TWO'S COMPANY