Lesson 13: Help an Illustrator

TRANSCRIPT

HOOK 1

Hey, writers. It's Amy.

As a kid, I loved going to the library. Whenever my family would go, I would always walk straight to the back where the picture books were. Even before I could read the words in a picture book, I loved looking at the drawings or illustrations.

As an adult, I still love picture books. Actually, I help make them.

To make a picture book, first an author writes the words of the story, then they send what they wrote to an illustrator who draws pictures to go with the words.

Usually, I'm an author, but sometimes I get to be the illustrator, which is a lot of fun. I'm working as an illustrator on a picture book right now.

The author sent me a bunch of pages to draw. She wrote one sentence on each page—like this one says, the cat sings. A sentence has to at least tell you *who* is doing something and *what* they're doing. The who in this sentence is *cat*, and *sings* is what the cat is doing.

I drew my illustration for this sentence like this. See? It's a cat singing. But then I realized I still had all of this empty space in the background of my drawing. I wanted to fill it in, but I had no idea what to draw there.

The sentence doesn't say where the cat was singing. Was the cat singing on a stage? Was the cat singing in a pool? Or was the cat singing at the grocery store?

Since the sentence doesn't say where it's singing, the cat could be singing anywhere in the world. So I called the author. She said, "Good point. Instead of just saying the cat sings, I can expand that sentence to add more information to it. I'll pick the place: at a birthday party."

Great! Now that the sentence says where the cat is singing, I know what to draw in the background of the illustration.

Give this a try yourself. The author sent me a story about a bunch of kids who have a sleepover.

DISCUSSION 1

Discuss: What words could you add to: "The kids sleep," to say where the kids are sleeping?

HOOK 2

There are so many places the kids could be having their sleepover. I brainstormed three ideas:

1. The kids sleep *in a forest*.
2. The kids sleep *by a volcano*.
3. The kids sleep *under the sea*.

Even though they all include "The kids sleep," those sentences are so different. Depending on where the actions in the sentence take place, the illustrations I draw for this sentence would look totally different—the story would be really different.

In today's lesson, you'll have the kids go on a sleepover in two different places. You'll write the whole sentence two different ways, adding in words that show where the kids are sleeping. At the end, you'll get to draw one of the sentences too.

I'll get you started, step by step.

STEP 1

Right now, our sentence looks like this: it says, "The kids sleep."

Say that out loud with me: The kids sleep. One more time: The kids sleep.

Teacher: Write the sentence "The kids sleep," on the board or somewhere everyone can see it.

STEP 2

Now I'm going to pick where the kids are sleeping. The place I'm going to pick is at a zoo. Later, you'll get to pick a different "where" to add.

Now we have two parts: "The kids sleep" and "at a zoo." Let's see what those words sound like when we put them together. I'll say it, then you say it. The kids sleep at a zoo. Your turn.

Great! To add those words, first we have to make space at the end of our sentence.

Teacher: Erase the period at the end of "The kids sleep."

STEP 3

We have three words to add to our sentence: at a zoo. Let's start with the word "at."

Discuss with your class: Sound out the word "at." What letters go with those sounds?

STEP 4

Teacher: call on one writer to stand up and write the word "at" on the board at the end of the sentence.

STEP 5

Now our sentence says, "The kids sleep at." The next word we need to write is "a."

Discuss with your class: Sound out the word. What letter goes with that sound?

STEP 6

Teacher: Call on one writer to stand up and write the word "a" at the end of our sentence.

STEP 7

Now our sentence says, "The kids sleep at a." The last word we need to add is "zoo."

Discuss with your class: Sound out the word "zoo." What letters go with that sound?

STEP 8

Teacher: Call on one writer to stand up and write the word "zoo."

STEP 9

Teacher: Add a period at the end of our sentence to show it's over.

Ta da! We've created a new, improved sentence. It says, "The kids sleep at a zoo." Now that I know where the kids are, I'm going to draw the background of the picture like this. See? So much more exciting than an empty white page!

There are so many other places the story could be. Let's try adding to the same sentence again. This time, you'll work on your own and add a completely different "where."

When you're ready, go to the next step.

STEP 10

Get your supplies.

STEP 11

Write your name at the top of your worksheet.

STEP 12

First, you need to pick where the kids are sleeping in your sentence. Look at this word bank. The word bank has four ideas of where your kids could sleep. You get to choose. Your kids could sleep on a beach, in a cave, on a ship, or on a cloud.

Put your finger on the words you want to use.

When you've decided, give a silent thumbs-up.

STEP 13

Now, we'll cut out where you want your sleepover to be.

I'm going to cut out "on a ship," but it's okay if you chose something else.

Cut on the dotted lines, like this. You only need to cut out the words you've chosen. Then cut off the pictures.

You'll use those pictures later to give you some ideas for what you can draw.

STEP 14

Find the sentence on this worksheet. It says, "The kids sleep."

At the end of the sentence, there's a gray box that says, "Where?" Using your glue stick, put some glue in this box like this. Then press the extra words you cut out down in that space, like this.

Now your sentence says where the kids sleep. My sentence says, "The kids sleep on a ship," but your sentence might say something else.

STEP 15

Now that you know where the sleepover is, it's time to be the illustrator. Draw and color in the background of the picture to show where the kids are sleeping.

If you need some ideas of what to draw, look at the pictures you cut out.

Because my sentence says, "The kids sleep on a ship," I'll draw this. If your sentence says a different place, draw that place instead.

I'll set a timer for three minutes to draw if that's helpful.

Okay. It's been three minutes. If you want, you can move on to the next step. If you aren't done with your picture, that's okay. You can always draw more later.

STEP 16

Now go ahead and trace your sentence. When you're done tracing, copy your sentence on this line below.

If you don't have time to do that, it's okay. You can focus on tracing.

WRAP UP

Great job! You made new, improved sentences in totally different places.

Change where a story takes place and you change the story. A story that happens underground is super different from a story that happens in a city and super different from a story that happens on top of a cliff.

In stories, the "where" is so important that it has its own name: setting. The setting is a great part of what makes a story fun to read.

Thanks for all your help. See you next time, writers.