

The Noisy Paint Box

A RIF GUIDE FOR EDUCATORS

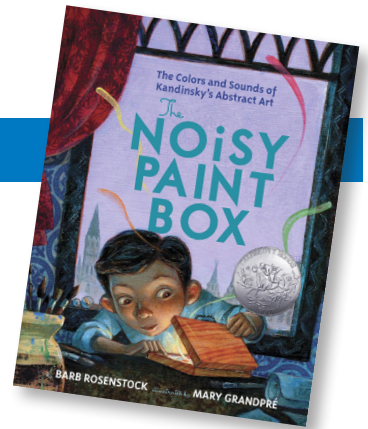
Themes: Art, Music, Creativity

Book Brief: When a young boy receives a new box of paints, other people question his unique painting style. Read to find out how he learned to follow his heart and introduced a new kind of painting to the world of art!

Author: Barb Rosenstock

Illustrator: Mary Grandpré

Content Connections:
Social Studies



TIME TO READ!



BEFORE WE READ, LET'S LOOK AT...

The Cover: What do you think the author means by the term “a noisy paint box”? How could a paint box be noisy?

The Pictures: Flip briefly through the pages. How does the illustrator show the difference in the boy's mood when he is painting compared to when he is doing other activities?

Prior Knowledge: Ask students if they can think of another name for the color red. Are all reds the same shade? Tell them that in this story the author introduces many different names for colors that may be unfamiliar. Do any of your students like to draw? Do any of them have a favorite painting or painter?

Vocabulary: paint box, palette, trilled, abstract

Purpose for Reading: Think about how the author's use of *descriptive language* helps you create sensory images in your mind of the things mentioned in the text. What senses are you drawing on?

WHILE WE READ

MONITORING COMPREHENSION

- ◆ How would you describe Vasya's childhood?
- ◆ Why do you think the colors in the paint box made Vasya hear music?
- ◆ Why does the illustrator draw a wilted flower when talking about Vasya learning to paint houses and flowers?

- ◆ What was the turning point for Vasya in deciding to become a painter?
- ◆ How did the world react to Kandinsky's art?



LET'S THINK ABOUT

Our Purpose: What types of sensory images did you experience while reading this story? Which two senses did you use the most? Give examples. Why do you think the author used so much descriptive language? How did it help you better understand the story?

Extending Our Thinking: What does it mean to “follow your heart”? With a partner, talk about whether it is more important to be happy or to be do what other people expect you to do. Pick one and make an argument for why it is most important. Be prepared to share your answer with the class.

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



Reading Is
Fundamental