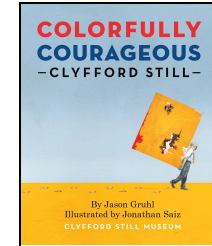


Colorfully Courageous: Clyfford Still

By Jason Gruhl

Illustrated by Jonathan Saiz



Standards:

CCSS ELA	Visual Arts
RL/I.1 Ask and answer questions about a text. RL/I.4 /L.4 Use strategies to find the meaning of unknown words in a text. RL/I.7 Understand relationships between words and illustrations (or other text features) and how they build on one another.	1. Observe and Learn to Comprehend Prepared Graduates: 2. Visually and/or verbally articulate how visual art and design are a means for communication.

Directions for Interactive Read Aloud:

1. Read the text on your own while clicking through the presentation. *(Note: Pages are not numbered in the text, count from the first page where the story begins.)*
2. Choose stopping points that make sense for your class. *(Remember, fewer prompts with more time for sharing is most effective.)*
3. Consider which, if any, extensions are appropriate for your class.
4. Alter the presentation to best fit your needs by adding, deleting and changing the slides.
5. Enjoy reading with your class!

	Prompt	Frames	Extensions
Before Reading	Think about the word <i>courage</i> . What does the word make you think about?	I think.. ___ means ___ to me because...	noun vs. adjective courage affix -ous= full of
<i>frontmatter</i>	What do you notice about the tools?	I notice...	
	What do you predict it might mean to be “colorfully courageous”? What makes you think that?	I predict ___ means ____ because...	
<i>Purpose for Reading:</i>	As we read, I invite you to pay attention to the character’s thoughts and actions. Think about how they show <i>courage</i> . (Throughout reading or at the end, ask students to share their ideas, using evidence from the text, if possible.)	I saw.... I heard... The text said... Based on ____, I think....	
During Reading	Pg.4 Clyfford’s favorite activity is painting. Think about your favorite activity.		Sketch yourself doing that activity.
	Pg.6 What do you think the author meant by, “...he wanted to say it “with paint”? How do you “say” something without words?	I think.... The author said...., so I think...	
	Pg. 8 What do you think Clyfford wanted from the art? How can art communicate and share?	I think...	

	Pg.9 Reread the sentence: <i>Fear, poverty and sadness made it hard for people to hold their heads up and stand tall...</i> Think about the words you know in that sentence, <i>fear</i> and <i>sadness</i>. Look at the illustrations. Think about the word <i>poverty</i>. Based on what you already know and what you see, what do you think <i>poverty</i> means?	I think ____ because... Based on ____ I think...	
	Pg 9-12 Authors and illustrators work together to tell a story. Think about the colors on these pages. How do the words and the colors of the illustrations connect?	I notice... I think... ____, butr ____	
	Pg 13-14 What does it mean to be <i>bound</i> or <i>unbound</i>? Which paintings do you connect to Clyfford being <i>bound</i> or <i>unbound</i>? Why?	I think... ____ is ____ because...	affix <i>un-</i> =not
	Pg 15-18 Let's go back and reread the beginning (pgs 1-2). Clyfford wondered who he really was. What did he discover? How did he discover it?	He discovered ____. He found out ____ by....	
	Pg. 17-20 Why do you think the illustrator chose to use ladders on these pages? What might stairs or steps mean to Clyfford Still?	I think...	

	Pg 23-24 On these pages Clyfford realizes he has many different feelings and some of them are opposites. Have you ever felt this way? Can you relate to this?	I feel ____ and ____ when/if... Sometimes I ____, but other times I _____.	Discuss antonyms
	Pg 27-28 Ask a neighbor. How do these paintings make you feel? Why?	I feel... How do you feel?	
After Reading	What does it mean to trust yourself? What does that look like or sound like?	____ looks like/sounds like ____.	
	Why do you think the illustrator left blank canvases at the end? How does this match the author's message?	I think...	
	Think about your favorite activity from the beginning. How could it help you find out who you are?	I think... My favorite is ____, so I can...	
	Review the Purpose: As we read, you paid attention to the character's thoughts and actions to think about how they showed courage. What did you find?	I saw.... I heard... The text said... Based on ____, I think....	