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Creativity
TASK CARDS

The Big Umbrella
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REimagining and Accelerating Literacy through Arts Integration
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ABOUT

The **REimagining and Accelerating Literacy through Arts Integration** (REALAI) grant supports the literacy achievement of 3,200 students and 170 teachers, media specialists, and literacy coaches across six schools in Georgia and South Carolina.

In addition to professional learning for educators, this project contributes significantly to school library collections through the purchase of developmentally appropriate and culturally relevant books.

This grant also includes parent events to provide families with access to books and other content about how to support their child's reading development.

These materials and the accompanying book, *The Big Umbrella*, are made possible through the **United States Department of Education** and **ArtsNOW.**

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THE BIG UMBRELLA

THEATRE

In the story, The Big Umbrella is illustrated with eyes, a nose, and a smile – it has become a character!

Let's imagine what it would sound like and what it would say if it could talk!

Supplies Needed

- *The Big Umbrella* book
- Something to use to become the umbrella, such as red construction paper (or other paper)
- Marker(s)

I CAN act out a character using my body and voice.

Vocabulary

Illustrator - The person who creates pictures for a book
Character - A person in a story or play, or an animal or object that has human qualities
Act - To portray a character; to pretend to be or do something
Costume - Something an actor wears to become a character
Facial Expressions - How actors use their faces to show emotions

Instructions

1. Read *The Big Umbrella.* After reading, go back through the book and notice how the illustrator adds facial expressions to the umbrella to turn it into a character. How do the expressions change at different points in the story?

2. Discuss what the Big Umbrella might be thinking as more characters come under it's cover.

3. Decide what you think the Big Umbrella's voice would sound like if it could talk. Would it be loud? Soft? Low? High? Would it speak quickly? Slowly?

4. Make a simple costume for the Big Umbrella using construction paper, plain paper, or other material safe to use. Shape it however you want to make the umbrella costume piece. Give it the facial expression that you want it to have by drawing the eyes, nose, and mouth of the Big Umbrella.

5. Put on your costume and act the part of the Big Umbrella, talking about what happened in the story, and how you (as the Big Umbrella) felt about it.

Extensions

- Create a different costume and voice for the sun, and act out what the sun thinks looking down on the town and the Big Umbrella.
- Find objects around the house to use as costume pieces for other characters in the story (for example, a heavy coat for the hairy creature with the briefcase).

The Big Umbrella explores the themes of inclusion, diversity, and kindness.

Let's explore these ideas by creating a "big umbrella" artwork!

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THE BIG UMBRELLA

VISUAL ARTS

Supplies Needed

- *The Big Umbrella* book
- Crayons, markers, colored pencils
- A piece of large paper or poster board

I CAN use line, space and shape to create my own Big Umbrella.

Vocabulary

Space - The distance or area between, around, above, or within things (the area the artist uses)
Color - Light reflected by an object
Line - A continuous mark made on a surface by a moving point
Shape - An enclosed space that can be two or three dimensional
Characters - A person in a story or play, or an animal or object that has human qualities.

Instructions

1. Before reading the book, look closely at the illustrations on the front cover. What do you see? Describe the colors, lines and shapes that you see.

2. Next, read the book, *The Big Umbrella,* aloud, and discuss the following questions:
   - Who are the characters in the story? Are they all the same or different?
   - How did the umbrella make people feel when they were under it?
   - Who was welcome under the umbrella? Why do you think that is?
   - What are some ways that we can be like the Big Umbrella in the story?

3. Create your own "big umbrella" that can welcome everyone, just like the one in the story. Draw a large umbrella in the center of your paper using a curved line for the top and a connect it with a straight line on the bottom. Color it in and draw a handle using a "J" shaped line.

4. Look at the final page of the story. Who do you see under the umbrella? Discuss whether the characters are all the same or different.

5. Fill the space under and around your umbrella with a variety of colors, lines, shapes and figures that you want to include under your "big umbrella"!

Extensions

- Give your umbrella a voice using the Chatterpix app. (available on Google and iTunes)
- Describe what it feels like to welcome everyone to play a game together, eat a meal together, etc.

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THE BIG UMBRELLA

DANCE

In the story, all different types of characters take shelter under The Big Umbrella!

Let's become choreographers, using body shapes and movements to describe people, places, and things.

Supplies Needed

The Big Umbrella book

I CAN create movements to describe people, places, and things.

Vocabulary

Body Shape - A frozen statue created by the body
Level - How high or low you are dancing (high--fully standing up, middle, low--low to the ground)
Movement - Change of place, position, or posture
Sequence - Order of events in a story; order of shapes or movements in a dance
Adjective - A word that describes a person, place, or thing

Instructions

1. After reading the book, *The Big Umbrella*, discuss the different words that are used to describe objects or people in the book. Examples: big, friendly, tall, hairy, plaid
2. Choose one of the description words from the book, and create a body shape that represents the word. Repeat this for two more words.
3. Put your three body shapes in order to create a sequence.
4. Perform your sequence for an audience. (Don't forget to not use your voice!) See if the audience can guess the words that your body shapes represent.

Extensions

- Take the three words you used in your sequence and figure out the opposite word (for example, if your word is "big", your new word is "small"). Create a body shape for each of these words and add it to your sequence.
- Transform your body shapes into movements.

In the story, characters share the space under the Big Umbrella.

Let's create a soundscape to accompany the book's message of welcoming and sharing with others!

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THE BIG UMBRELLA
MUSIC

Supplies Needed

- *The Big Umbrella* book
- Various sound makers (pots, pans, pencils, box, spoons, etc.)

I CAN create sounds to help tell a story.

Vocabulary

Soundscape - Using sounds to represent actions, ideas, feelings, or objects in a story; telling a story through sound
Rhythm - Short and long sounds
Tempo - The speed of the beat
Pitch - The highness or lowness of sound
Steady beat - Consistent pulse; "heartbeat" of music
Dynamics - Loudness or softness of sounds

Instructions

1. After you read the book, *The Big Umbrella*, look for phrases or pictures on each page that make you think of sounds (for example, rain falling, door opening, leaves blowing).

2. Use your voice, body, and/or materials around you to create each sound (for example, pat legs quickly to illustrate rain falling). Ask yourself:
   - Will the sounds be high or low? (Pitch--for example, climbing a ladder might have pitches going from low to high)
   - Will the sounds be loud or soft? (Dynamics)
   - Will the sounds be fast or slow? (Tempo)
   - Will the sounds be long or short? (Rhythm)
   - Will any sounds have a steady beat? Which ones?

3. Read the story again and add your sounds as you come across the phrases and illustrations. Experiment with different sounds. How does changing the tempo, dynamics, and pitch change your sounds?

Extensions

- Find materials around you to use as instruments. (paper plates, empty paper towel rolls, pencils, empty cans filled with rice or beans, etc.)
- Compare and contrast two sounds in the story. How are they alike? How are they different?



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