



artsNOW

Creativity

TASK CARDS

Grades: K-1

I Believe I Can
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REimagining and Accelerating
Literacy through Arts Integration

2023-2024



ABOUT

The **RE**imagining and **A**ccelerating **L**iteracy through **A**rts **I**ntegration (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, *I Believe I Can*, are made possible through the **United States Department of Education** and **ArtsNOW Learning**.



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K-1 *I BELIEVE I CAN* THEATRE

In the book, *I Believe I Can*, children of every background show limitless potential when they believe in themselves.

Let's pantomime your favorite parts of the book.

Supplies Needed

I Believe I Can book

**I CAN
pantomime to
depict a scene from
my favorite part of
the book.**

Vocabulary

Pantomime - show or represent without using sound

Scene - where something happens or happened

Facial Expression - using your face to show emotion

Theatre - a dramatic literature or its performance; drama

Perform - to present to an audience

Audience - the group of people together in one place to watch or listen to a performance

Instructions

- 1 Identify and discuss different settings, events, and characters in the story.
- 2 Choose your favorite event from the story.
- 3 Discuss how an actor uses their voice, body, and face to tell a story.
- 4 Discuss how you could **pantomime** the event. Remember to use your **facial expressions** and body to act out the scene with no sound.
- 5 Practice and **perform** your scene in front of an **audience**. Don't forget to take a bow when you are finished.

Extensions

- Choose 3 events (first, second, third) from the story and act them out in order.
- Perform a pantomime to represent the beginning, middle, and end of the book.

In the book, *I Believe I Can*, children of every background show limitless potential when they believe in themselves.

Let's create a piece of artwork inspired by the story to show something that your child believes they can do.

K-1
I BELIEVE I CAN

**VISUAL
ARTS**

Supplies Needed

- *I Believe I Can* book
- Pencil, crayons, markers, colored pencils, or watercolor paint
- 1 piece of paper

**I CAN
illustrate
text-to-self
connections.**

Vocabulary

Space - the distance or area between, around, above, or within things (the area the artist uses)

Color - an element of art

Hue - the name of the color

Value - how dark or light the color

Line - a continuous mark made on some surface by a moving point

Shape - an enclosed space, may be two or three dimensional

*Example of using all of the
space in your picture*



Instructions

- 1 Read aloud, *I Believe I Can*.
- 2 Discuss the different things the children believed they could do in the story. Examples: ballet, using their imagination, acting, planting a garden, overcoming a fear, etc.
- 3 Talk about the illustrations in the book.
 - What **colors** did the illustrator use?
 - What kinds of **lines** do you see? Ex. Straight, curvy, thick, thin, zig-zag
 - What kinds of **shapes** do you see?
 - Did the illustrator use the entire space on the page for the picture?
- 4 Draw or paint a picture of what you believe you can do using all of the space on your page. Use different lines, shapes, and colors to create your masterpiece.

Extensions

- Describe your picture to someone. Tell them all the details in your picture.
- Write a sentence or story about your picture.

K-1 I BELIEVE I CAN DANCE

In the book, *I Believe I Can*, children of every background show limitless potential when they believe in themselves.

Let's create movements to represent the different feelings (ex: happy, sad, brave) of the characters in the story.

Supplies Needed

I Believe I Can book

I CAN
move to show
how the
characters are
feeling.

Vocabulary

Space - the area through which the dancer's body moves

Time - speed or pace of movement

Movement - an action or motion

Sequence - a series of movements

Pattern - repeated movements

Level - height of a dancer in relation to the floor



Instructions

- 1 After reading the book, discuss the different feelings or emotions the characters experience in the book.
Examples: fear, brave, sad, powerful, happy, worthy
- 2 Choose a feeling or emotion from the book.
- 3 Create a **movement** that represents the feeling or emotion.
- 4 Choose a **level** for your movement. Example: My movement for fear may be at a low level.
- 5 Perform your movements for an audience! Share why you selected the movement and the level of the movement.
- 6 Create a few more movements for the different feelings or emotions the characters felt in the book.

Extensions

- Combine 3 of your movements and **sequence** them to create a dance.
- Put your movements to music.

In the book, *I Believe I Can*, children of every background show limitless potential when they believe in themselves.

Let's create sounds to represent the words in the story.

K-1 *I BELIEVE I CAN* MUSIC

Supplies Needed

I Believe I Can book

**I CAN
create sounds
to help tell a
story.**

Vocabulary

Dynamics - loudness or softness of sounds

Soundscape - using a variety of sounds to represent words and assist in telling a story

Tempo - the speed of the beat

Volume - how loud or quiet the sound is

Pitch - the highness or lowness of sound

Instructions

- 1 After you read the book, go back and find words that make you think of sounds.
Example: Ocean "Woosh, woosh"
- 2 Create a sound or sounds to represent the action or feeling on each page of the book.
 - Use your voice or any materials that you can find around you.
 - Are the sounds at a high or low **pitch**?
 - How loud would the sounds be based on the setting, characters, and action on the page?
 - What **tempo** would the sounds be?
- 3 Now re-read your story and add in your sounds! Try using different **volumes**, **tempos**, and **pitches**. How can you change the dynamics of your **soundscape**?

Extensions

- Use recycled materials that are around the house to make musical instruments.
Examples: paper plates, empty cans, paper towel rolls, dried beans, rice
- Compare/contrast two sounds in the story and tell how they are alike or different.
Examples: long and short, high and low, fast and slow



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