



Seriously Silly! the art & whimsy of Mo Willems Teacher Resource: Pre-K- 1st Grade

This lesson plan can be used in conjunction with *Seriously Silly! the art and whimsy of Mo Willems* to prepare your students for their visit to the High Museum of Art.

Lesson Overview:

Looking closely at images from the book *Don't Let the Pigeon Drive the Bus!*, students will make inferences about how the pigeon is feeling. After exploring the body language and expressions the pigeon displays, the class will create illustrations that consider what might happen if the pigeon *did* drive the bus.

Curricular Areas:

Language Arts, Visual Arts

Learning Objectives:

Students will be able to:

- utilize visual analysis and pretend play to identify the relationship between illustration and text
- express how drawings convey ideas and feelings
- use writing and drawing to narrate a single event



Lesson Process:

1. **Engage:** Read the book *Don't Let the Pigeon Drive the Bus!* to your students. Pause on various pages of the book to investigate the pigeon's emotions. Ask students the following questions:
 - How do you think the pigeon is feeling? What do you see that makes you say that?
 - What do his body language and facial expressions tell you about his emotions?
 - Check for understanding- Have your students emulate the pigeons' movements, posture, and expressions and verbally identify the emotion they think the pigeon is feeling.
2. **Explore:** Encourage students to discuss what they think would happen if the pigeon drove the bus.
 - Where would he go? What would he do?
 - How would he feel while driving the bus? What expressions or movements would he be making that show his emotions?
3. **Create:** Students create a drawing that shows what would happen if the pigeon drove the bus. Text, written by the student or teacher, can accompany the drawing.
4. **Share:** Students share their artwork with the class. Prompt students to explain how the pigeon is expressing emotion in the illustration.

Extensions/ Differentiation:

- For younger students, supply pre-cut shapes to help form the pigeon's body.
- Demonstrate how to use simple shapes and lines to draw the pigeon- students can identify the names of shapes and types of lines.
- As an extension, lead students in a bookmaking project. Students can create a book of the illustrations. Students determine what order to place the images in and consider how the images and text contribute to the story.



Standard Connections:

Pre-K (GELDS):

- SED2.4a Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.
- SED2.4c Uses pretend play to present emotions of self and others.
- CLL5 The child will acquire meaning from a variety of materials read to him/ her.
- CLL8 The child will demonstrate awareness of print concepts.
- CLL9 The child will use writing for a variety of purposes.
- CD- CD2 The child will create and explore visual art forms to develop artistic expression.

Kindergarten (GPS and GSE):

- ELAGSEKRL1 With prompting and support, ask and answer questions about key details within a text.
- ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story.
- ELAGSEKW1 Use a combination of drawing, dictating, and writing to narrate a single event.
- VAKMC.1 Engages in the creative process to generate and visualize ideas.
- VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

1st Grade (GPS and GSE):

- ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.
- ELAGSE1R16 Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.
- ELAGSE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- VA1MC.1 Engages in the creative process to generate and visualize ideas
- VA1CU.2 Views and discusses selected artworks