

Creative Adventures with Literature

#2: *Matthew's Dream* by Leo Lionni

<p>Introduction</p>	<p>This curriculum plan features the book, <i>Matthew's Dream</i> by Leo Lionni. It introduces children to an art museum, to a mouse who becomes a painter, to different subjects for paintings, and to collage as a method for creating a picture.</p>
<p>Story Preparation</p>	<ul style="list-style-type: none"> • Locate two or three paintings of different subjects: a person (portrait), animals and something that grows such as flowers or trees, for example. • Collect scraps of paper of different sizes, shapes, colors and textures. • Sort paper by color and place in small, clean containers such as butter tubs. • Place the containers in a shallow box labeled Collage Materials. • Prepare a chart sheet or marker board for the first reading. Title the sheet Matthew's Dream. <div style="border: 1px solid black; width: 200px; height: 150px; margin-left: auto; margin-right: auto; text-align: center; padding: 5px;"> <p>Matthew's Dream</p> </div>
<p>Story Presentation</p>	<p>Benchmarks: 5.1 Shows enjoyment of books and stories and discussion of them 2.13 Recognizes and responds to beauty in the environment 5.3 Expands vocabulary</p> <p>Book: <i>Matthew's Dream</i> by Leo Lionni</p> <p>First Reading of <i>Matthew's Dream</i></p> <ul style="list-style-type: none"> • Be familiar with the book, <i>Matthew's Dream</i>. • Take the book and the prepared chart sheet and a marker to story time. • Show the cover, and give title. • Explain that Leo Lionni is both the author and the illustrator of the book; that means he wrote the words and drew the pictures. • Ask children if they ever have dreams and allow a brief discussion of their dreams. • Invite children to look at the cover and predict what they think Matthew is dreaming about. • Record on the chart sheet or marker board children's predictions about Matthew's Dream. • Say, "Let's read the story and see if your predictions about Matthew's dream are correct." • Begin to read the story with the children, allowing them sufficient time to look at the illustrations so that they can see what Matthew sees. • Pause after reading the page about Matthew and his classmates going to the museum and ask if any of them have ever visited a museum. Allow time for responses. • Explain that Matthew and his classmates are visiting an art museum where pictures are displayed on the wall for people to come in and look at. • Turn the page and point to the two pictures on the two pages and say, "These are two of the pictures that Matthew and his classmates saw at the museum".

	<ul style="list-style-type: none"> • Invite children to discuss what they see in each of the pictures. • Read the text on the page, point to the portrait of King Mouse the Fourth and explain to children that a portrait is a picture of a person. • Continue reading the story. • Pause at the end of the reading and allow time for children’s honest reaction to the story. • Follow up the reading by reviewing from the chart children’s predictions about Matthew’s dream. Invite them to discuss what Matthew actually dreamed. Were their predictions correct? <hr/> <p>Second Reading of <i>Matthew’s Dream</i></p> <ul style="list-style-type: none"> • Bring the three paintings to story time, keeping them out of children’s sight until they have heard the story. • Show the cover, give title and author/illustrator. • Invite children to recall Matthew’s dream. • Read the story with the children, pause at appropriate times and involve them in recalling what a museum and a portrait are. • Follow up the reading by showing the children the three pictures you have brought to story time. • Allow children to examine the pictures and to describe what they see in each one. • Ask them if they think the same artist painted each of the three pictures. Accept all comments. If pictures are signed by the artist, show the signature to the children. • Be open to children’s comments about their own drawings and paintings. <hr/> <p>Third Reading of <i>Matthew’s Dream</i></p> <ul style="list-style-type: none"> • Take box labeled Collage Materials to story reading area. Keep it out of sight of children. • Show the cover and ask children to recall the title of the book. • Name the author/illustrator and ask children if they remember what each does. Give them prompts if necessary. • Read the story so all children can see the pictures in the book. • Allow children to make comments that relate to the story. • Follow up by showing the page that begins, “Matthew became a painter…” • Point out to children the picture that is on the easel. • Explain that Matthew is creating a collage. He drew the shapes (show outlines) and tore different colors of paper to add to the shapes. • Show children collage materials that will be placed in the art center. • Explain that these collage materials, plus other items such as glue, sheets of paper, scissors and pencils are also available in the center.
<p align="center">Creative Art Extensions</p>	<p>Benchmarks: 2.10 Explores and manipulates art media 2.11 Creates drawings and paintings that gradually become more detailed and realistic 2.12 Preplans art project and then works with care</p> <p>Activity: Create a Collage</p> <p>Materials: box labeled Collage Materials, paper, glue, pencils</p> <p>Directions:</p> <ul style="list-style-type: none"> • Add the listed items in the art center. • Allow children to use the materials, plus other art materials, as they choose.

	<p>Activity: Create an Art Gallery</p> <p>Materials: display area such as poster board, paper from roll, tri-fold display or bulletin board at child’s eye level</p> <p>Directions:</p> <ul style="list-style-type: none"> • Use one of the display areas listed or your own idea to create a gallery for display of children’s art. Label it: Art Gallery. • Recall with children that, in the book, <i>Matthew’s Dream</i>, pictures by artists were displayed in an art gallery. Show the appropriate pages from the book. • Involve children in deciding where to place the art gallery: in the art center, dramatic play area, or library, for example. • Use the display area for the children’s art creations. <p>Teacher’s Note: <i>You may want to create more than one art gallery because of space. Be creative in your planning and adapt to the space you have available.</i></p>
<p>Creative Drama and Dramatic Play Extensions</p>	<p>Benchmarks: 2.1 Shows creativity and imagination in play with materials and props</p> <p>Activity: Matthew’s Corner Prop Box</p> <p>Contents: label box and include various items such as books, magazines, newspapers, and an old doll</p> <p>Directions:</p> <ul style="list-style-type: none"> • Place the box and its contents in the dramatic play center.
<p>Creative Music Experiences</p>	<p>Benchmarks: 2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music</p> <p>Activity: Dancing with Scarves</p> <p>Materials: scarves of different colors, CD or tape with instrumental music, <i>Matthew’s Dream</i></p> <p>Directions:</p> <ul style="list-style-type: none"> • Locate a CD or tape with a song that invites swaying and moving gently – a waltz, for example. • Invite children to join you in the music area and to select a scarf. • Show the book, <i>Matthew’s Dream</i>. Recall with children that Matthew heard music in his dream as he and Nicoletta were walking in the painting. • Show the picture and read the words on the page that begins, “As they walked, playful patches of color shifted under their feet..” • Suggest to children that they pretend to be suns and moons of different colors as they move gently to the music. • Play the song softly as you and the children move about the room waving your scarves of different colors.

<p>Additional Books</p>	<p><i>Color Dance</i> by Ann Jonas <i>Dreaming with Rousseau</i> (Mini Masters - one in a collection see References and Resources) - Board book by Julie Merberg and Suzanne Bober</p>
<p>Additional “Matthew’s Dream” Ideas</p>	<ul style="list-style-type: none"> • Involve children in selecting art work to hang in the dramatic play area. Make sure that the art piece does not have glass that will shatter. • Consider designating a specific type of art to display in the art gallery at one time. For example, if children create collages, display only collages in the gallery. Add a label to the gallery: Our Collages.