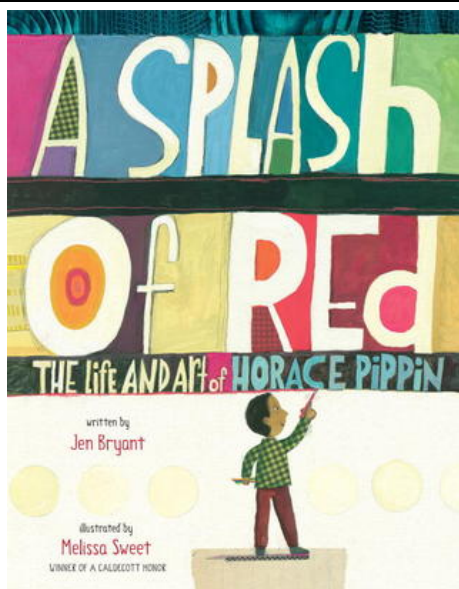


# PICTURE BOOK EXTENDER:

## Read-Alouds Aligned to Common Core

by Michelle Meeks



### Grade 3 Discussion Questions

RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Why did Horace quit painting and drawing pictures? What did Horace do so he could start painting and drawing again?

RI 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Who are the main characters in the book and how did they impact Horace's drawing and art?

### A Splash of Red: The Life and Art of Horace Pippin

By Jen Bryant (Melissa Sweet, Illustrator)

2013

Grades: K - 3

#### SUMMARY OF BOOK:

Horace Pippin loved to draw. He entered an art contest and WON! As a prize, he received art supplies. These art supplies would change his life forever. Horace began drawing pictures of everyone he knew and everything he saw. People were also asking Horace, "Make a picture for us." When Horace went to fight in World War I, he would draw for his fellow soldiers while waiting in the cold trenches. Even the soldiers by his side would ask him to draw a picture. Horace's life changed again when he was wounded. His injury meant that he may never draw again. It was a long time since his injury when Horace picked up a hot poker in the fire and burned a design on a piece of wood. He realized he could use his arm and slowly began drawing and painting. His paintings became famous and Horace became famous. People loved his simple paintings – especially, his signature splash of red.

### Grade 3 Activities

W 3.2A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

The students will work in pairs. The students will examine the book and find a picture, quote, or passage in the story they like and is important to them. If the student chooses a picture, the student will write a paragraph that explains why they chose the picture, quote or passage. The student will share this with their partner. The partner will respond with, "Make a picture for me." The student will then draw a picture that corresponds with their paragraph.