

# Teaching Guide to *Shortcuts* by Jeff Harris

## Introduction

*Shortcuts* by Jeff Harris is a beautifully illustrated, fact-packed page that makes learning fun. Each week, *Shortcuts'* multicultural cast (Juanita, K., Roland, Junior and James) offers facts, riddles, jokes and puzzles to help kids learn about science, geography, animals, food, history and holidays.

Each teaching guide provides ideas for expanding the lesson and creating discussion and learning activities for your students. The grade level for the guides is usually 3<sup>rd</sup> to 4<sup>th</sup>, but they can be adapted for use at other levels. The guides are broken down into four areas :

### **1. Questions for Discussion and Further Study**

Designed to help students think and research, not just give one-word answers

### **2. Activity Ideas**

Designed to allow students to be creative and teach themselves

### **3. Use the News**

Designed to have students use the news in studying each topic

### **4. Quick Quiz**

Designed to be adaptable to several grade levels, evaluate students' comprehension and build vocabulary and math skills

You might use the teaching guides in the following ways:

**Questions for Discussion and Further Study:** Engage the entire class by asking each question aloud and listing the students' answers on the board. Or have them use reference resources to give their own answers to the questions. Allow them to discuss other students' answers after they've researched the topics. Key words or phrases that can help students search for more information are italicized.

**Activity Ideas:** Give the students a time limit to research their projects, using library or study time. By having the students cite their resources you can check their work; or, alternatively, tell them which resource(s) you prefer them to use.

**Use the News:** These can be worked on individually but we suggest they work in groups to learn teamwork skills.

- **Quick Quiz:** We suggest you review the quizzes ahead of time and change the phrasing or difficulty level based on the students' abilities.

# Shortcuts: CHIPPING AWAY AT SCULPTURE

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**Objective:** After completing the exercises, students should have a better understanding of sculpture.

**Subject Areas:** The following information about sculpture will be discussed:

- Kinetic art
- Famous sculptors
- Local art

**Evaluation:** Students may be evaluated using the following point scale:

*Four points:* Information is accurate, organized, shows creative thought/use of materials

*Three points:* Information is accurate and organized

*Two points:* Information is mostly accurate; organization needs some work

*One point:* Significant inaccuracies; lacks organization

## Topics for Discussion and Further Study

1. What artwork is in your school? Your home? Describe what you find with the class.
2. What are some examples of kinetic art -- art that moves?

## Activity Ideas

- Here's a fun way to practice making sculptures. Play the game Pictionary, but use modeling clay instead of drawing the idea. If you don't have access to the real game, just divide the class in half and have each team secretly choose words, things, ideas, school subjects, etc. for the other team to sculpt and guess.
- Research and report on famous sculptors of the past and present. Who are they? When did they live? What works are they famous for creating? Where are some of the sculptures today?

### Use the News

- Is art reported in your newspaper? What forms are mentioned? Painting, sculpture, drawing? Read the newspaper and look for articles about museums, artists, artwork, etc. Write a summary of what you find.

## Answers to the Quiz

1.) b, 2.) d, 3.) a, 4.) a, 5.) a, 6.) c , 7.) kinetic, 8.) heroic 9.) 30 ft., 10.) 5 ft.

## Quick Quiz — Sculpture

1. Sculptors have always learned their craft from schools or universities.  
a. True b. False

2. A sculpture that is cut into a wall is called \_\_\_\_\_ sculpture.  
a. Italian b. 2-D c. kinetic d. intaglio
3. Some sculptures can fit on the head of a pin.  
a. True b. False
4. Sculpture that is attached to a wall is called a \_\_\_\_\_ sculpture.  
a. relief b. free c. belief d. heroic
5. A sculpture that is meant to be viewed from all sides is called a “free-standing” sculpture.  
a. True b. False
6. \_\_\_\_\_ involves adding material to produce the final artwork.  
a. Carving b. Dissolving c. Modeling d. Transforming

## Vocabulary Comprehension

7. Sculpture that is designed to move is called \_\_\_\_\_ sculpture.
8. Sculpture that is only slightly larger than life-size is said to be rendered in \_\_\_\_\_ scale.

## Math Comprehension (subtraction, division, addition, fractions)

9. How tall would a statue be if it was  $\frac{1}{3}$  the size of a 90-foot statue?
10. How many feet high is a 60-inch statue?