

# A Curriculum Guide to **DRAW!** and **IMAGINE!** By Raúl Colón



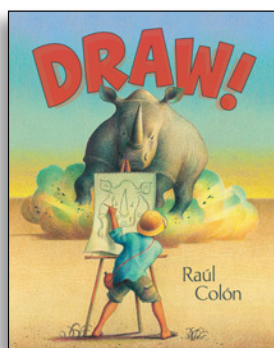
## BACKGROUND/SUMMARY

*Draw!* and *Imagine!*, two wordless picture books by Raúl Colón, invite readers of all ages to explore the power of art and imagination. In these two books, we see the joyous effects of art on the life of a young boy. Readers take an active part in bringing each story to life by combining the visual storytelling techniques and clues provided by the artist with their own words.

In *Draw!* we see a young boy, sick in bed, entertaining himself by reading a book about Africa. We first see him referring back to the book while drawing animals. He then begins to imagine himself in Africa, and as his imagination takes over, he encounters and draws a series of animals. He even shares his drawings with some of them. Ultimately, the boy bids farewell to the elephant that first welcomed him and returns to the reality of his room. A final page-turn shows the boy back at school, sharing his artwork with his classmates.

*Imagine!* tells the story of a young boy who rides his skateboard on a trip across the Brooklyn Bridge to visit the Museum of Modern Art in Manhattan. As he looks at famous pictures—*The Sleeping Gypsy* by Henri Rousseau, *Three Musicians* by Pablo Picasso, and *Icarus* by Henri Matisse—the characters leap off their canvases and then join the boy on a joyous romp around New York. They take a train to Coney Island and ride the Cyclone (a famous wooden roller coaster), visit the Statue of Liberty, eat hot dogs, and enjoy singing while sitting on the lawn in Central Park. Then they all return by cab to the museum, and the boy returns home to paint a mural featuring the characters in the paintings on a building in his Brooklyn neighborhood. When the boy goes to sleep that night, he dreams of these characters. In effect, he is holding on to this wondrous experience.

Both *Draw!* and *Imagine!* allow readers to find clues, make discoveries, fill in gaps in information, and revise ideas. These books are inspiring, playful, and engaging. This guide provides questions and activities for both books, beginning with *Draw!*



**DRAW!**  
HC: 9781442494923  
EB: 9781442494930  
Ages 4–8; Grades P–3  
Paula Wiseman Books



## DISCUSSION QUESTIONS/ACTIVITIES

### Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading literature (RL) that ask children to retell stories and demonstrate their understanding of the central message (RL.1.2–RL.5.2), and describe characters, settings, and major events in a story (RL.1.3–RL.5.3).

1. **Predict What the Book Is About.** Examine the paper cover (front and back), the cover flaps, and the title page. Take off the cover and look at the illustrations underneath. What information can you find? Jot down what you see.

Based on this information, what do you think the book is about? Make a prediction. When you finish reading the book, see if you were correct.

2. Examine the pictures on each page. Then, with your classmates or a partner, tell the story in your own words. Here are some things you might want to discuss or consider as you craft your story:

- Where does the story begin? How do you know?
- How does the setting change once the boy imagines himself in Africa? Describe this setting.
- What happens when the boy begins to draw the following animals:
  - An elephant
  - A zebra
  - Giraffe
  - Lion
  - A gorilla
  - A hippo
  - A rhinoceros
  - A baboon
- What actions show the boy's enthusiasm for drawing?
- How does the story end? Examine the last three pages of the book. First describe the double-page illustration of the boy in bed. Then turn the page. What is happening?

3. What do you think the boy told his classmates as he shared his drawings with them?

4. What do you think the author wants you to know about using your imagination?

### **CRAFT AND STRUCTURE**

To learn about craft and structure, the CCSS asks us to challenge students to describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action (RL.2.5-RL.5.5), think about the structure of a book (RL.K.5-RL.5), and assess the author's point of view (RL.1.6-RL.5.6). The questions and activities below emphasize these understandings.

5. **Beginning and Ending: Leaping Into and Out of the Imagination.** (See reproducible activity sheet at the end of this guide.)

6. **Imaginary Encounters with Animals.** (See reproducible activity sheet at the end of this guide.)

7. **Looking at the Author's Note.** In the author's note at the end of the book, the author gives you information about his experiences as a boy and later on as an adult. Discuss what he tells you about:

- How he spent his time when he was a boy
- What books and illustrations he learned from
- The "aha" moment that inspired him to create *Draw!*

Why do you think the author included this information at the end of the book?

### **WRITING**

CCSS emphasizes writing informative and explanatory text in the elementary school grades. The writing activities below provide experience writing to give an opinion (W.K.1-W.5.1), to inform (W.K.2-W.5.2), and to explain a sequence of events (W.K.3-W.5.3).

8. Draw about your own imaginary trip. First, prepare your drawings:

- Begin in a real place. This could be at home, in school, on the playground, in a store, or somewhere else. Add details so that it is clear where you are.
- Then leap into your imaginary place and have an adventure. Draw several pictures showing this adventure.
- Finally, return to the place you started.



Write a story to go along with your pictures. Describe your original setting. Where did the story begin? Then describe where you went in your imagination and what happened during this trip. End your story by describing your return to where you began.

9. Continue the book by writing what the boy might have said to his classmates as he shared his drawings. How might they have replied to him?

10. In the author's note, Raúl Colón encourages you to have your own dreams. What is your dream? What would you like to do in the future? Draw a picture of yourself achieving your dream. Then write about it, explaining your dream and the steps you are taking or plan to take in the future to make your dream come true.

11. Describe your experience reading this wordless picture book. Comment on your experiences doing the following:

- Telling the story in your own words
- Looking at the pictures in the book
- Finding clues in pictures that helped you tell the story
- Adding your own thoughts to the story
- Asking questions about the story

12. At the very end of the author's note, Raúl Colón invites readers to "draw away." Select something you would like to draw, and then draw away. Afterward, write about your drawings, describing what you decided to draw and why. When you are done, share your drawings and writing with your classmates. Here are suggestions for things to draw and write about:

- A person who interests you
- Something you want to look at more closely
- A favorite character in a book
- An interesting place
- A drawing or painting you admire





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1. Get ready for another imaginary adventure. Carefully examine the cover, flaps, endpapers, and title page to predict where the boy is going. Write down your prediction. After telling this story to a partner or your classmates, see if you are correct.
2. After telling the story, discuss the following story elements:
  - **Character:** What did you learn about the boy? Describe his actions and his appearance.
  - **Setting:** Where does the story take place? What clues helped you discover this? When does the story take place? How do you know?
  - **Plot:** What happened in the book? Explain what happened when the boy and the characters in the paintings went to the following places in New York City:
    - Subway ride to the Coney Island Cyclone
    - Statue of Liberty
    - Hot dog stand
    - Central Park
  - **Fantasy:** In his author's note, Raúl Colón tells us that this is a "fantasy tour" and that he is imagining what might have happened if he had gone to the Metropolitan Museum of Art as a young boy. What happens in the story that could happen in his imagination, but not in the real world?
  - **Big Idea:** What do you think the author wants you to know about art and imagination?
3. Why do you think the picture the boy drew on the building in Brooklyn is not exactly the same as the paintings he saw in the museum?
4. How do you think the boy was changed by his imaginary experience in the museum? Have you ever visited a museum or some other place that sparked your imagination? How did your experience change you?

### Craft and Structure

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5. **Looking at Sequence.** (See reproducible activity sheet at the end of this guide.)
6. **Examining the Front and Back Covers.** After reading the story, look again at the front and back covers to see how they contain clues for understanding the story. Discuss the following questions about the front cover:
  - Look closely at the Brooklyn Bridge. What do you notice?
  - What do you notice about the skyline?
  - What do you notice about the title?
  - How does the front cover provide a good introduction to the story?

Now look at the back cover. What do you notice?

- What is happening at the museum?
- What do you notice about Icarus and the boy?
- How does the back cover provide a good ending to the story?

## WRITING

CCSS emphasizes writing informative and explanatory text in the elementary school grades. The writing activities below provide experience writing to give an opinion (W.K.1-W.5.1), to inform (W.K.2-W.5.2), and to explain a sequence of events (W.K.3-W.5.3).

7. In the book, the author imagines how a trip to a museum changes his life. Now it's your turn to imagine something wonderful happening to you that changes your life. Write and draw your own imaginary story. This could be about reaching a goal, meeting a new friend, traveling to a new place, succeeding in a sport, or something else. Imagine!

8. Using a book from your school library or the Internet, find out more about one of the paintings mentioned in the book: Pablo Picasso's *Three Musicians*, Henri Rousseau's *The Sleeping Gypsy*, or Henri Matisse's *Icarus*. Then imagine that you had an adventure with one or more of the characters. Draw and write about your adventures. Consider these questions as you write your story:

- How did your adventure begin?
- Where did you go?
- What did you do?
- How did the adventure end?
- What most surprised or interested you about the adventure?

9. Continue the story in *Imagine!*. What do you think happened when the boy woke up? Write and illustrate your story. Try using a large illustration with smaller illustrations showing a sequence of events the way that Raúl Colón did.

10. Compare and contrast *Draw!* and *Imagine!* How are they similar? How are they different? Explain what you notice.

## EXTENDING THE EXPERIENCE

**Read other books illustrated by Raúl Colón:**

*Solving the Puzzle Under the Sea* by Robert Burleigh

*Look Up!: Henrietta Leavitt, Pioneering Woman Astronomer* by Robert Burleigh

*Baseball Is...* by Louise Borden

*Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter

*Miguel's Brave Knight: Young Cervantes and His Dream of Don Quixote* by Margarita Engle

*Tomás and the Library Lady* by Pat Mora

*Fearless Flyer: Ruth Law and Her Flying Machine* by Heather Lang

*Listen: How Pete Seeger Got America Singing* by Leda Schubert

*Child of the Civil Rights Movement* by Paula Young Shelton

*José! Born to Dance: The Story of Jose Limon* by Susanna Reich

**Read other wordless picture books:**

*I Got It!* by David Wiesner

*The Lion and the Mouse* by Jerry Pinkney

*Rainstorm* by Barbara Lehman

*A Ball for Daisy* by Chris Raschka

*Pancakes for Breakfast* by Tomie dePaola

*Journey* by Aaron Becker

*Wave* by Suzy Lee

*The Farmer and the Clown* by Marla Frazee

*Chalk* by Bill Thomson

*Fossil* by Bill Thomson

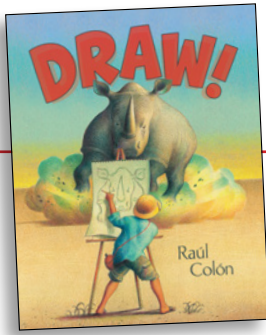


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## PAULA WISEMAN BOOKS

Simon & Schuster Children's Publishing





# DRAW!

## Leaping Into and Out of the Imagination

*Draw!* begins and ends in a boy's real life settings—home and school. In between, the boy uses his imagination to travel to Africa and draw the magnificent animals he sees. Examine each of the illustrations below to discover how the artist moves us in and out of the boy's imagination. Think about the questions written below each illustration, and jot down your thoughts and ideas.



### ENTERING THE IMAGINARY WORLD:

How does the artist show us that the boy's imagination is taking over? How can you tell the setting is changing?

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### RETURNING TO REAL LIFE SETTINGS:

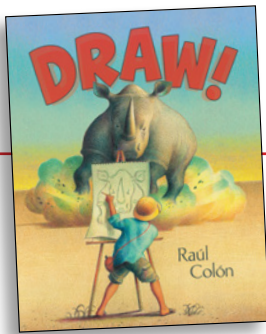
How does the artist show us that the boy is returning to his real life setting?

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# DRAW!

## Imaginary Encounters with Animals

What surprising information does the author show you when the boy tries to draw each of the animals below? Jot down your ideas next to each illustration below. What clues did you find to support your ideas?

### DRAWING A GORILLA



IDEAS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CLUES: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### DRAWING A BABOON



IDEAS: \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

CLUES: \_\_\_\_\_

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### DRAWING A RHINOCEROS



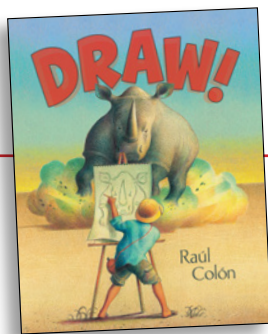
IDEAS: \_\_\_\_\_

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CLUES: \_\_\_\_\_

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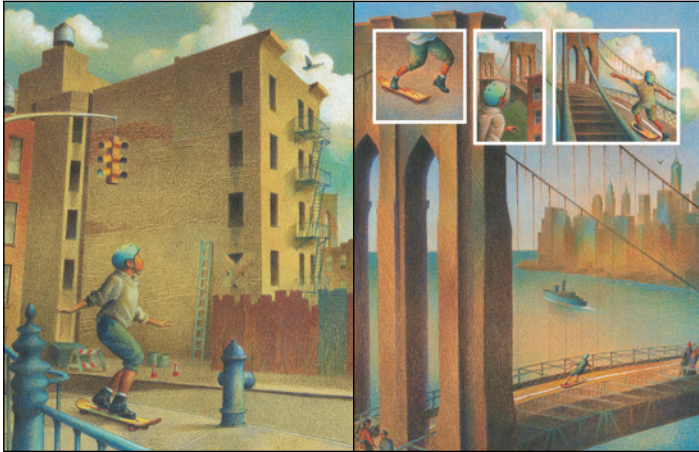
# IMAGINE!

## Looking at Sequence

On several double-page illustrations, the artist includes two, three, or four smaller pictures to show a series of related events or actions. These pictures look like comic book frames. They help the reader understand how the scene changes over time. Look carefully at the below illustrations. Then answer these questions for each illustration in the space provided.

- In the large illustrations, where is the boy? How do you know?
- In the small illustrations, what is happening first, second, third, and so on?
- How do the small and large pictures work together to help you understand the story?

### GOING OVER THE BROOKLYN BRIDGE




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### AT THE MUSEUM OF MODERN ART




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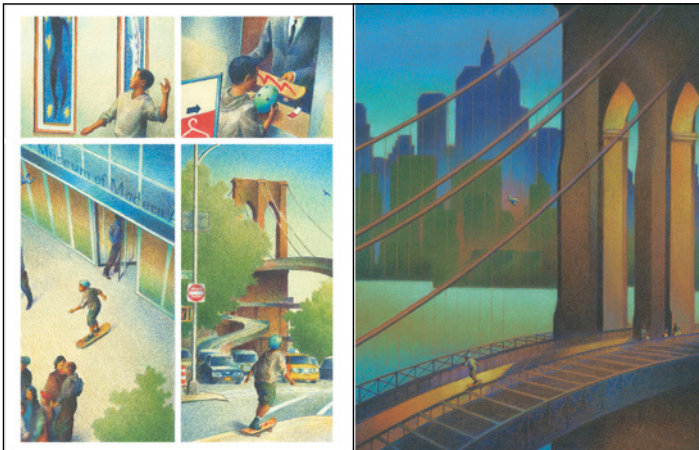
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### RETURNING HOME




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