



The Fantastic World Of  
**DAN YACCARINO**



# Educator Notes

The National Center For Children's Illustrated Literature, ©2012

## The Fantastic World of Dan Yaccarino

### TEKS Objectives: §§117.8. Art, Grade 2.

#### **(a) Introduction.**

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

#### **(b) Knowledge and skills.**

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

- (A) identify variations in objects and subjects from the environment, using the senses; and
- (B) identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

- (A) express ideas and feelings in artworks, using a variety of colors, forms, and lines;
- (B) create effective compositions, using design elements and principles; and
- (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and modeled forms, using a variety of art materials.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) identify stories and constructions in a variety of artworks;
- (B) compare ways individuals and families are depicted in different artworks; and
- (C) identify different kinds of jobs in art.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) define reasons for preferences in personal artworks; and
- (B) identify ideas in original artworks, portfolios, and exhibitions by peers and artists.

**Artist's Medium:** Primarily gouache on watercolor paper, some airbrush and alkyds

**Element of Art/Principle of Design:** Line, Shape, and Color

**Vocabulary:**

**Gouache:** These are opaque watercolors

**Line:** A line is an identifiable path of a point moving in space. It can vary in width, direction and length.

**Horizontal** lines run parallel such as ===

**Vertical** lines run up and down such as |||||

**Diagonal** lines are slanting lines such as \\\

**Angled** lines are a combination of diagonal lines such as /\\

**Curved** lines are curly and express movement such as ~~~~~

**Shape:** Shapes can be in the form of squares, circles, triangles, rectangles, and ovals.

**Color:** When light is reflected off an object, color is what the eye sees. The primary colors are red, yellow and blue. The secondary colors are orange, purple and green. **Complementary colors are often seen in Yaccarino's artwork, along with tints, shades and tones of the same colors.**

**Complementary Colors:** Complementary colors are those which appear opposite to one another on a color wheel. The complimentary colors are red and green, blue and orange, and yellow and purple.

**Tint:** Color + White

**Tone:** Color + Grey

**Shade:** Color + Black

**Analogous Colors:** Use of these is seen in the background of several pieces in Dan's books. Analogous colors are shades, tints or tones of colors that lie adjacent to each other on the color wheel.

**Composition:** The arrangement of lines, colors, and forms.

**School Tour Process:**

1. The school tours will begin with a brief introduction to the importance of museum manners and the need to follow them. This will be followed by an introduction of Artist Dan Yaccarino, his work and life, and the exhibition.
2. The tour will start with Yaccarino's All The Way To America. Note the end papers of everybook.
3. This exhibition offers a great window into Yaccarino's world, spanning over 14 years. The students will be introduced to the artist's medium of choice: gouache.

4. The children will then be encouraged to test their knowledge and skills learned during the tour to make their own illustrations/book on returning to the classrooms.

**Evaluations:** Evaluations will be conducted by asking pointed and specific questions during, and at the end of the tour.

**Artist Bio:**

*“The images in a picture book are the driving forces that tell the story. The words tell only what the pictures can’t.” ~ Dan Yaccarino*

Dan Yaccarino is an award-winning artist whose work has been featured in magazines, ad campaigns, and animation worldwide. Having written and/ illustrated over 30 children’s books, Yaccarino’s distinctly retro-style illustrations (primarily in gouache) never fail to touch your heart nor transport you back-in-time. Growing up in Montclair, New Jersey, Yaccarino was influenced by comic books, vintage animation, toys and old films. Reflecting back, he remembers spending a lot of time in the library and often checking out two of his favorite books: *The Thing In Dolores’ Piano*, and *Rhoda’s Restaurant*, both by author/illustrator Robert Tallon.

Yaccarino graduated from Parsons School of Design in 1987. With his first portfolio in hand, Yaccarino started work as an editorial illustrator. A great training for conveying information visually and simply, the job also required Yaccarino to work quickly in order to meet the short magazine deadlines. He fully embraced creating conceptual illustrations for magazines, newspapers, and book covers. Yaccarino soon found his style and approach, and learned to work quickly. A few years later, he met an editor from Hyperion. Although Yaccarino had never written or illustrated a picture book, when asked if he had any picture book story ideas, his confident unwavering reply was a “YES!” The result, his first book, *Big Brother Mike*, was published in 1993.

Children the world over know Yaccarino from his children's books such as his *Unlovable*, *The Fantastic Undersea Life Of Jacques Cousteau*, *Five Little Pumpkins*, and *All The Way To America*. Yaccarino’s bold, stylized and vibrant illustrations also add wit and energy to the work of such prestigious authors as **Margaret Wise Brown**, **Jack Prelutsky**, **Kevin Henkes**, and **Patricia MacLachlan**. Yaccarino's books have been translated into many languages and have inspired e-books, children's musicals and video adaptations. Yaccarino has also enthralled children and parents, alike, through his Parent's Choice Award-winning animated TV series *Oswald* (Nick Jr). People, all over the world, enjoy *Oswald*, Yaccarino’s animated television series about the wonderfully whimsical world of the lovable blue octopus. Time magazine hailed *Oswald* as one of the top 6 shows to watch on cable! Animation Magazine heralds him as “an American original.” His creative influence for the Emmy-winning *Willa’s Wild Life* (NBC and Qubo), and character designs for *The Backyardigans* (Nick Jr) have also been highly acclaimed. Yaccarino’s work has graced the pages of countless publications, including The New York Times, Rolling Stone and Time magazine. He has also created images for a wide variety of advertising campaigns including Cotton, Inc., AT&T, and Gardenburger and has worked extensively in Japan, for clients such as Sony, Nikkei and Partner magazines.

Yaccarino's internationally recognized art style has earned him a large following in Japan, exhibits in New York, Los Angeles, Tokyo, and Rome, and a visit to the White House. His work has been recognized with a host of awards including the prestigious **Bologna Ragazzi**, **The New York Times 10 Best Illustrated**, **ALA Notable** and the **Parents Choice Award**.

Dan Yaccarino lives in New York City with his wife and their two children, and creates his quirky

characters in his studio, filled with vintage toys! When Yaccarino is not in his studio creating illustrations or producing one of his animated series, he travels around the country talking to school children, as well as adults, about his work.

## All The Way To America

©2011

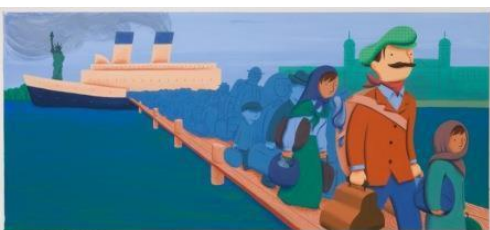
Medium: Gouache on watercolor paper

Book Description: This is a story of four generations of Italian American family. Michele Iaccarino journeyed from his home on a farm in Sorrento, Italy all the way to America, searching for a better life. He brought with him big dreams, a small shovel, few family photographs, his mother's recipe for tomato sauce and his parents' good advice: "Work hard, but remember to enjoy life, and never forget your family."

Dan typically has a number of ideas swirling in his head at one time. Sometimes it takes a few minutes to years for them to take shape. This is a very personal book for Dan. It was an idea that he had toyed for a very long time, but could not find a common link to connect the dots. One day, his wife was looking for something to scoop soil in their pots on their terrace garden, and asked if she could use his shovel. He remembered taking it from his father's house, who used it to spread rock salt on the sidewalks, when he had a barber's shop, and also remembered his father saying it belonged to his grandfather. There was the connective tissue he needed to bring the book to life! He dedicated this book to his grandmother who never saw the book published, but did see the ink drawings. The shovel ties the generations together.

Look for:

- Shovel
- Look for the page in the book (not in the exhibit) where Dan's great grandfather is leaving, saying good bye to his parents, in the background you can see on one side old world, and on the opposite page the promise of new land and opportunities.
- Fast forward, look at the spread in the book (again not in the exhibit) where Dan is saying good bye to his parents. This is a replication of the emotions, and promises of new land and the old world of the image before.
- The above 2 images show how it all comes to a full circle, with the central characters occupying the same positions.
- Important: in all the images the background is monotone giving it an appearance of being in a distance...



It was a long journey.

- Ellis Island, Statue of Liberty, walking off the boat.
- Hues of blue
- Perspective, people and objects in the background fade, just outlines of faces and bodies





Friends from home helped each other in this new country.

Back home with the shovel his father gave him, he would tend to zucchini, tomatoes and strawberries that the family sold in the village. Michael found work in a bakery owned by a man who also came from Sorrento. He used his shovel to measure flour and sugar.

- Check the background
- Split Complementary color (red-orange, blue and green)



When Dan grew up, he married Helen.

Dan and Helen opened a market. They sold all sorts of wonderful Italian food. Dan used the shovel to measure out beans, macaroni, and olives.

- Depth in the image



Dan's love of cooking led him to open a restaurant.

Dan made pizza, eggplant parmigiana, and spaghetti, all with his grandmother's tomato sauce.

- Dan's son Mike in the picture helping out.



By now the family was so large that celebrations were held at the restaurant.



When Mike was a young man, he married Elaine.

These are Dan's parents. Mike opened a barbershop, and he used the little shovel to pour rock salt over the sidewalk whenever it snowed.



Every year my parents would take my brother, my sister, and me to the Feast of San Gennaro in Little Italy.

Dan and his family would watch the parade (note the float in the faded background), listened to Italian folk songs, and ate hot zeppoli.

- Different hues of blue and dark NY skyline suggest evening hours



So when I grew up, I moved back to the city where my great-grandfather Michele had lived.

Dan moved to NYC, with the shovel and same advice from his parents that his great-grandfather was given.

- Complementary blue and orange are prominent in this image



I did work hard, and after a few years, I became an author and illustrator, creating books for children.

With wife Sue, and his son Michael, named after his father and great-grandfather.

- NY skyline seen through the window, Dan is seen sitting at his table with his toys. Use of light / faded blues and outlines of NY skyline suggest distance.



#### Back end papers

- Note the family members in the picture frames, the body language and positioning, composition, all very much in line with what you would find in those eras.
- The color of the photos fades as year's progress, suggests timeline.



Dan in his studio, and his collection of toys!

# Every Friday

©2006

Medium: Gouache on watercolor paper

Book Description: ***“No day is better than Friday! Friday is my favorite day.”*** All week long, a boy and his father look forward to their Friday ritual—breakfast at their favorite diner. The leisurely walk through the neighborhood is just as good as the pancakes at the end.

This book to Dan is about a special moment in time, the time he spent every Friday morning with his son having breakfast. It’s about a ritual, and there is no special storyline, except how the time spent together meant so much to both of them.



Friday is my favorite day.

- Note the background, depth is bought by use of complementary colors, shades of orange and blue.
- Father’s leaving, son waiting to leave, ready by the door, dog hoping for a missed bite?
- Used a lot of color scheme and wall paper designs from his childhood.



And the building on the corner going up bit by bit.

- Shapes, muted background, construction activity in the building, concrete mixers, crane and dump truck.
- Overlapping of buildings and positioning of the objects shows depth



Everyone is rushing, but we're taking our time.

- Clearly observe foreground, middle ground and background.
- This image contains the message for the entire book. They would meet same people doing almost the same things every Friday, the building going up, everyone rushing but the father-son duo savoring their time together.
- Note the little boy’s posture, clothing and the way he is carrying a book...obviously adores his father who is carrying his satchet.



At last --- breakfast at the diner!

- Focus on the muted background, no details, gray scale for the activity behind the window in the dinner
- Boy has no eye!! Shows the back of the child, not to be seen as side... that’s why it appears when you first look, there is no eye.
  - Analogous colors (colors found next to each other on the color wheel), blue and blue-green used in the diners shade.
- Prominent shape in this image – rectangle
- Overlapping building seen again signifying depth





While we eat, Dad and I talk about all sorts of things.

- Father and son are prominent or the focus due to their size and placement
- Simple patterns on clothing's and wall.
- No color used in the background to bring the focus of the subjects to the viewer

## Birthday Fish

©2009

Medium: Gouache on watercolor paper

Book Description: Cynthia loved ponies. All she could think about was ponies. Every birthday Cynthia wished for a pony and every birthday she got something else. She has always wanted a pony of her very own and is sure her parents will give her one for her birthday. But to her dismay, they give her a goldfish instead. Determined to get rid of it, she puts the fish in her doll stroller and sets off toward the lake. But during the walk, Cynthia discovers that this is a little fish with a big personality- could it be even better than having a pony?

Inspiration for this story was his daughter Lucy, who wanted an elephant as a pet when she was little. Dan lives in apartment in NY, “then can’t we have a small elephant daddy?” Every little girl has at some point wanted a horse as a pet. So Dan decided to write his daughter’s story in to a storyline that most parents and children can identify with.



All she could think about was ponies.

- Ponies everywhere! – Cynthia love for ponies is obvious and evident!
- Composition of this image is from left to right
- Cynthia’s expressions in all of the artwork from this book are worthy of notation. She goes from happiness, excitement to displeasure
- Tilted horse, Cynthia’s posture and hand indicate motion, same for the cat trying to walk away?
- Wall is established with the wall paper having thick and thin lines, again

using analogous colors (orange and pink).



After eating some cake, Cynthia ran to open her presents.

When she saw the gift from her parents, she thought it must be a very small pony.

- Note the variety of expressions and the change in Cynthia’s expressions
- Swirls in the dog’s fur show curly texture
- Cynthia is in the foreground (she is larger as compared to other objects

in the image)

- The present stands out by color and scale making it a focal point.
- Lots of simple shapes – squares, triangles, circles and rectangles.



But it wasn't. It was a goldfish.

- Cynthia is definitely not happy, the fish seems to be smiling away at her!
- Note the transparency of the bowl



"I am a magical fish," said the little fish

“and I will give you what you wish for if you will take me to a lake and set me free.” Cynthia wished for two ponies, put the fishbowl in her toy stroller, and set off.

- Note the shapes of the landscape
- The road winding in.
- Handled the entire book in motif using shapes.



At last, they arrived at the lake.

Cynthia and the fish sat and watched the sunset together.

- The goldfish later told Cynthia it was late... look the fish's expression, is she wanting and waiting to be set free?
- The turtle is sure looking longingly at the fish! Food for dinner?
- Note the shapes of the landscape, reflections on the lakewater

and the setting orange sun.

- Complementary colors, predominant use of blue and green gives a calm feel to the page.
- What do you think happened in the end of the book: did Cynthia set the fish free, or take her back home?

## Unlovable

©2010

Medium: Gouache on watercolor paper

Book Description: Alfred the pug dog thinks he's unlovable. Other dogs make fun of his tiny legs and funny face. The cat and the parrot and even the goldfish tease him. Then a new dog, Rex, moves in next door. Because Alfred wants a friend so badly, he tells Rex a little fib about himself. Alfred and Rex talked for hours. Alfred said he liked sleeping in the sun, dog food, and scratching. Rex did too. Rex said he hated baths and going to the vet. Alfred did too.

Sometimes the idea for a storyline for a book comes to Dan from a story or drawing he has done in the past; sometimes he likes or enjoys. He loves Pug, finds them ugly but cute, and had done a drawing of it in his art school days, which became an inspiration for this book. He often likes writing stories about the underdogs and how they succeed in spite of all odds!



### Jacket Art

This is Alfred. He thought he was unlovable.

- Lack of use of color in the negative space in this and following 2 images helps bring the central characters of the page into focus.

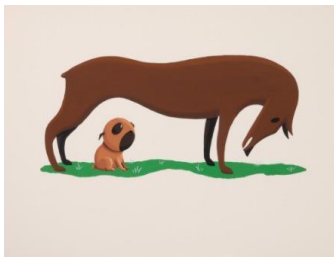


At least that's what the cat told him every chance he got.

Cat: "You've got the ugliest mug I've ever seen. No one could love you!"

Alfred tried his best to ignore his remarks, but it was difficult since the cat had taught the parrot to say "Unlovable! Squawk! Unlovable!" whenever Alfred walked by and the goldfish would gurgle in agreement.

- Expressions



"Beat it, shrimp," growled a Doberman.

All the other neighbourhood dogs would make fun of him... until...

- The color green is used as a shadow to help show the pug is under the large dog (Doberman)
- Difference in size helps emphasize the fact that the pug is tiny and not lean or pretty.
- Alfred's expression really brings out his inner feelings in this image.

**One day a new family moved in next door.**



Alfred and Rex talked for hours.

That night Alfred thought about how much he liked Rex, and about the many things they had in common. He is thinking here about the fib he told Rex, that he is golden retriever. He is sure that Rex and he would become friends as long as Rex did not see how unlovable he was.

- Note the pug in the background with his big fancy bed, and the cat in the foreground on his bed. Content is placed to show significance, example; size, overlapping.



Last page

- Frown turns into a smug as Alfred and Rex look at the cat!
- Alfred and Rex gang up to give the cat its comeuppance.
- Cat's posture may indicate surprise.
- Art very heavy on left due to dark and heavy curtains and the black cat, versus the light /no color on the right.

# Cooking With Henry And Elliebelly

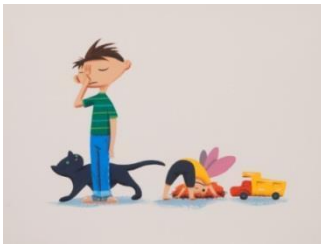
©2010

Medium: Gouache on watercolor paper

Book Description: Hello! Do you like to cook? We do, too. We even have our own cooking show, even though one of us really isn't old enough to be on the show. But Mom said we had to share. Anyway, we hope you like our show!

Cute tale of typical 4-6 year old child's play, and sibling love and rivalry! This book is based on Dan's 2 children, Michael and Lucy, and typifies their relationship and play that takes place in the house.

- Dry brushing has been used in all images for dark areas and shading, which gives the images depth
- Lack of use of color in the negative space in every picture, helps to pop-out or bring into focus the central characters or theme of the page.



Title page



Hello! I'm Henry and this is my little sister, Eleanor.

But Henry likes to call her Elliebelly. They are hosting their own cooking show, *Cooking with Henry and Elliebelly*. They are making raspberry-marshmallow-peanut butter waffles with barbecued banana bacon.

Here's the cast giving the show intro!

- Objects seen as some of the stuff children identify with and often use for play.
- Warm colours seem to dominate
- Spilled drink showing direction to the dog



Then mix everything together with a whisk made of the finest metal possible.

At the same time Elliebelly exclaims, "Baby Anne go swimming!" Note the expressions of Henry's face!

- Lots of movement happening; dog trying to eat the pizza, Elliebelly throwing the doll in, Henry whisking and trying to stop

Elliebelly from putting Baby Anne in at the same time... chaos!





### Baby Anne take a bath.

Henry takes Baby Anne for a bath in the washing machine, and gets back to waffle making. Elliebelly is not happy....

- Swirly lines give texture to the girl's hair making them appear curly.
- Expressions on Henry and Elliebelly's face...what do you think is happening here?
- Since Henry is trying really hard to make Elliebelly happy, you can see all the objects scattered in front and behind them, while the dog is looking on patiently.
- Balanced composition



### Real waffles! I help eat!

Mom calls to eat real waffles! Elliebelly has a new doll... Baby Theresa! Bon appetite!

- Expressions
- Positioning of dolls hair suggests movement
- Note how the dog cuts off the bowl suggesting the placement of the dog's face in it.

**In the case is a storyboard for this book. All of Dan's books start with a story board of pictures/doodles of the plot.**

## Dan Yaccarino's Mother Goose

©2003

Medium: Gouache on watercolor paper

Book Description: Collection of Mother Goose rhymes

**Mother Goose:** Mother Goose is an imaginary author of a collection of fairy tales and nursery rhymes which are often published as *Mother Goose Rhymes*. Mother Goose is generally depicted in literature and book illustration as an elderly country woman in a tall hat and shawl, a costume identical to the peasant costume worn in Wales in the early 20th century or sometimes is depicted as a goose (usually wearing a bonnet). Dan loves Golden Books, grew up on them, and considered it an honor to be a part of the new wave of Golden book artist, who were given a choice to re-illustrate some golden book classics. He put his own spin to the beloved Mother Goose. Dan Yaccarino's Mother Goose is an all-city gal, driving a car (title page) and riding a goose (horse rider?). Dan wanted to do Mother Goose imagery in a contemporary setting.



Old Mother Goose, When she wanted to wander, Would ride through the air on a very fine gander.

- Predominantly warm color scheme
- Placement of complementary colors next to each for visual impact
- Placement of Mother Goose in the colorless negative space makes her a focal point; follow the eyes and body positions of the people below her that also helps to lead your eye to Mother Goose.
- Abundance of horizontal lines, insinuate or helps us perceive direction
- Silhouettes of passengers and driver in bus indicating they are the furthest away.



Mary, Mary quite contrary, How does your garden grow?

with silver bells and cockleshells, and pretty maids in a row.

- Note the silver bells, cockleshells (kind of mollusks with rounded or heart-shaped shells with radiating ribs) and pretty maids



Simple Simon met a pieman

Going to the fair; Said Simple Simon to the pieman, "Let me taste your ware."

Said the pieman to Simple Simon, "Show me first your penny." Said Simple Simon to the pieman, "Indeed, I have not any."



Little Bo-peep has lost her sheep,

And can't tell where to find them. Leave them alone, and they'll come home, Wagging their tails behind them.

Note the sheep hiding and peeping from behind.

- You will find this similar Barber's pole in the image from All The Way To America.



There was an old woman who lived in a shoe.

She had so many children she didn't know what to do. She gave them some broth without any bread, Scolded them soundly and sent them to bed.

- Note the number of children and the expressions on the faces
- You can see the pumpkin (Peter, Peter, pumpkin eater) in the

background

- Of course a barn with a doorman makes this even more whimsical

## Trashy Town

©1999

Medium: Gouache on Arches watercolor paper

Book Description: *I dump it in*

*I smash it down*

*I drive around the trashy town.*

Meet Mr. Gilly. He has a job to do. He cleans up Trashy Town. His job is to pick up trash all over Trashy Town. There's trash at the pizza parlor, trash at the school, the park and at every house! It's a big job and he does it with a big smile and a big truck.

- Note the color of the background in the book and the original art.
- Use of simple shapes.
- You know where Mr. Gilly is by looking at the scene
- A pair of mice is in every page, just as every scene on the pages seems aligned at an angle, use of angled line showing a distinction between the actions indicating movement.



Mr. Gilly is a trash man.



Stop! There are trashcans by the school!



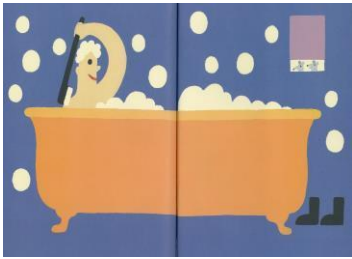
Stop! There are trash cans in the park.



Stop! There are trash cans behind the pizza parlor.



Stop! There are trashcans by the fire station..



### Time for a bath Mr. Gilly!

Time to clean himself after a hard day of cleaning up Trashy town!

- Complementary colors

## Circle Dogs

©1998

Medium: Gouache on watercolor paper

Book Description: The circle dogs live in a big, square house with a big, square yard. See the dogs? See the circles? Mama calls them pooches. Papa calls them hounds. "I'm a dog!" says Big Sister. Baby is, too. And even the youngest reader will want to wiggle and bounce and dig through the day with the circle dogs....until it is time for bed. **A new take on simple shapes.**



### Circle dogs snap at the air.

... Maybe there's invisible food in the sky.

The book begins with, "In the big, square house live the two dogs." It retells their daily activities.

- Note the color of the background in the original artwork and the printed

illustration.



### They run. They jump.

... They bounce like balls.

- See the correlation between the ball, the curved lines of the bouncing balls and the dogs.

## Lawn To Lawn

©2010

Medium: Gouache on watercolor paper

Book Description: Pearl is their very best friend. So when Pearl's family moves and leaves their lawn ornaments behind, Jack, Betty, Flo, and Norm know what they must do. They must follow their girl!

Dan grew in the suburbs of NJ and loved watching the lawn ornaments on everyone's front yards. Over the years his doddles seem to get out 4 central lawn ornaments, a deer



with a broken ear, a gnome, a lawn jockey and a flamingo seemed to emerge all the time, and so he decided to tackle this project.

- Note the placement of characters and objects on the first spread and the last, or beginning of the story and the end.
- In the case are some ink drawings /dummy pages of this book. Note all the differences and changes that have taken place from that in these dummies to the final art that was published in the book.



"I can't wait to move to our new home!" said Pearl.

- Don't miss the moving signs; sale, things on the lawn (front yard)
- Pearl having a tea party with her lawn ornament friends: Norm (garden gnome), Flo (flamingo), Betty (deer) and Jack (lawn jockey)



"Why don't y'all stay here with us, honey?" asked a friendly pink flamingo.

The ornaments decide to follow and find Pearl. They traveled through swamps and fields, climbed buildings and mountains along the way!

- Orange Texas skies?
- Forward movement from left to right



The ornaments slumped to the curb in despair.

After miles and trails, they finally made it to Ritzy Estates, but upfront were two snooty lions, who snarled at them, questioning where they were going! Betty was sighing that they had come so far only to be turned away, and Flo was thinking that Pearl had probably forgotten all about them by now.

- Complementary blue and orange colors give a platform for the background and bring the characters into focus.



And before they knew it, they were tossed into the back of a trash truck!

They were so sad, they didn't hear the familiar rumble and wheeze of the ... trash truck!

- Movement
- Size of the lawn ornaments with respect to humans.



They were rumbling and grumbling when they noticed...

They were driving right through the gates of Ritzy Estates, and there was nothing those lions could do about it!

- The muted / grey scale of the lion gates brings the ornaments into focus especially since they are placed in front of black, which seems to suggest the deep dark compartment/belly of the trash pickup truck.
- Body posturing of the lawn ornament suggests inquisitive wanting to know where they are going posture



And then- there she was!

## Five Little Pumpkins

©1998

Medium: Alkyds on Bristol paper

Book Description: Popular rhyme brought back to life by Dan Yaccarino.

- The use of alkyds (its thickness and consistency and application quality) brings out textural quality in the images as compared to gouache.
- Placement of complementary colors makes it an arresting visual.



Five little pumpkins sitting on a gate.

The first one said, "Oh my, it's getting late."

- Note the expressions of all the pumpkins, gives you a peek into their characters, the house at the back, and the ghost coming out of the chimney against the blue background gives a frosty feel to the piece.



The second one said, "There are witches in the air."

The third one said, "But we don't care!"

The fourth one said, "Let's run and run and run!"

The fifth one said, "I'm ready for some fun."

OOOoooooo went the wind and out went the light.

And the five little pumpkins rolled out of sight.

## Good Night, Mr. Night

©1997

Medium: Gouache on watercolor paper

Book Description: Each evening as gentle Mr. Night walks the earth closing the flowers, soothing the animals, and calming the sea, he brings a special magic to the world. When he arrives at your window, you'll know it's time for bed at last. . .



This piece is not in the book and was done as a submission in a contest, when on his way Dan made a stop at this Editor's office. When asked if he was working on anything, and Dan's tendency to show a positive attitude and always having an affirmative, "YES", led him to show this piece, and spin a story about a Mr. Night who puts everyone to sleep. Dan literally typed the entire story sitting in Starbucks in 15 minutes and faxed it to the editor.

- Note the color of Mr. Night and the background in the original artwork and the published illustration in the book.

## Little Boy With A Big Horn

©2008

Medium: Gouache on watercolor paper

Book Description: POOR OLLIE! ALL he wants is to practice playing his big bass horn, but his family can't take the noise. So off Ollie goes in a rowboat to practice offshore. That's when he realizes that the bell buoy has drifted away—and the fog is getting thick. So he stays and plays his horn as a warning to an incoming ship—and saves it from running aground! Suddenly, the mayor is giving Ollie a medal for bravery and best of all, the town pays for him to go to music school—where he can practice without bothering anyone!

This original golden book first published in 1950 and illustrated then by Aurelius Battaglia, one of the golden book artist who Dan admires. Dan was later asked to re-illustrate this classic. His very personal favorite is J. Miller (famous for his golden book Little Red Hen. He was sent an envelope of photocopies of original artwork. So as to not feel intimidated, Dan put it away and began illustrating his own story. He knew since Dan had a great love for details, he would definitely give a lots of details in the boy's universe and his love for playing his big horn.



Ollie was learning to play the bass horn.

Ollie was a small boy. And the horn was a big horn.

- The sound from the horn is rattling all, people, cats, birds, light fixtures, artifacts, the clock, and even the fish in the fish bowl. The only one attentive and looking up adoringly at the boy is his dog.
- Look for application of dry brush technique in the horn to give the horn curvature and depth.



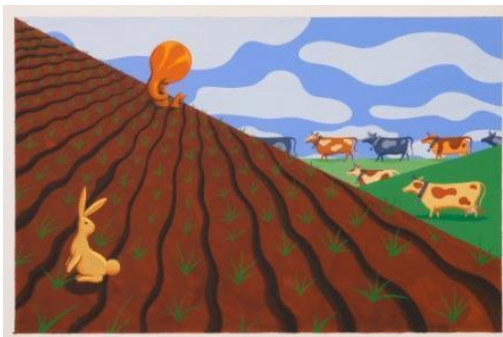
Ollie set out for the distant pastures.

Nobody in town wanted Ollie to play the horn. They started complaining to his mother. So Ollie set out for distant pastures. The sun was hot. He grew tired, but we kept on. Far from home, he stopped at last and spread out his music, removed his horn and played.

Below is the original illustration for this page from the original Golden Book classic. Also, note the difference in illustration styles and drawings in the original book and Dan's version.



Different takes of the same page, but you can still see some similarity in style and differences in the piece.



"Beeeee-WARE!" boomed the big horn.

The cattle raised their heads. They had never heard the like of it. They began to gather from near and far. They began to move toward the strange noise.

- Lines, perspective
- Boy hidden behind the tuba
- Shapes of the clouds suggesting movement.





He picked up his horn and turned homeward.

After the farmer asked him to go away, Ollie picked up his horn and turned homeward. The sun shone hot on his back. He was thirsty, and tired. He felt there was no place in the world where he could learn to play his horn. And then he had another bright idea. Far off he saw the ocean, and thought he would go there. Since there was nobody there but the fish and seagulls, he was sure they would not mind.

- Shadow
- Movement is from left to right



The ship might strike on the reef.

Ollie went and got his row boat and began to row far out from the shore. Some dangerous rocks marked the entrance to the harbor. The rocks were guarded by a bell buoy that tolled a warning to incoming vessels. When Ollie reached there, he saw that the buoy had shifted and there was nothing to warn the vessels. A thick fog was spreading over the ocean, and it was hard to see. He knew that everyday a steam ship bought passengers

and freight to town, and that he had to warn the captain. So, Ollie stayed there and played. All the gulls protested by gawking loudly, but he continued to play and in the process several lives were saved.

- Use of airbrush to denote fog



Last page

This is Ollie at his special school.

A public meeting was held in the town hall, and the Mayor gave Ollie a handsome medal. The town decided to send Ollie to music school where he was able to play his horn as loud and as much he wanted.

This was not there in the original book and was added by Dan, perhaps suggesting a number of children like this boy, who could not make a

sound now practicing and playing to their hearts content!

Airbrush has been used to put in white clouds here. In Jacques Cousteau, the clouds are left empty as a negative space, while the blue skies have been painted in.

## Who Will Sing A Lullaby?

©2007

Medium: Gouache and Airbrush on watercolor paper

Book Description: Baby is crying and Crow and Goose and Owl and Swan all think they have the perfect antidote - "I'll take baby flying, that will stop the crying." And as baby floats on wings of love above fields and oceans, he is soothed . . . until each bird in turn crows just a bit too loudly and proudly at his own success and

wakes that baby up again. Finally, little Nightingale, who has been struggling to be heard, gets her chance to try a lullaby. Our tearful baby is now dreaming sweet dreams.

One of Dan's friends was getting rid of his air brush and compressor and asked Dan if we wanted it. Always wanting to try and experiment Dan said ..."YES!" You can see some of its use in this book, and Dan later used it abundantly in Jacques Cousteau in underwater scenes.



But Crow swoops down and cocks his head.

Baby in the corn fields, baby in the rye. Baby's eyes begin to close as the sun sinks down the sky.

- Contrasting colors of orange corn and green rye fields makes for a striking backdrop, giving it a quilt look and feel. The baby on the blue bird becomes the focal point.

- Note the crow's shadow. Though the crow's plumage appears black at a casual look, it contains various other colors such as violet blue and a really dark shade of blue, among others.



But Goose swoops down and nods her head.

Baby on the blue lake where the geese and ganders fly.

- Note the shadow again
- Use of airbrush in the foliage below.



But Owl swoops down and bows his head.

Baby in the treetops, high up in the nest.



Swan comes sweeping from her nest.

Swan holds the baby close.



"Listen to that baby cry!" the birds around the cradle sigh.

All the birds are worried the baby is still crying, the nightingale chirps in if she could try.



brings it into focus.

Nightingale fluffs up her wings and sings ...

Hush-a-bye, my baby, hush, don't cry...

- Blue and orange complements predominant.
- Baby's face creates an imbalance making it right heavy, but also

## The Fantastic Undersea Life Of Jacques Cousteau

©2009

Medium: Gouache and Airbrush on watercolor paper

Book Description: Jacques Cousteau was the world's ambassador of the oceans. His popular TV series brought whales, otters, and dolphins right into people's living rooms. Now, in this exciting picture book biography, Dan Yaccarino introduces young readers to the man behind the snorkel.

From the first moment he got a glimpse of what lived under the ocean's waves, Cousteau was hooked. And so he set sail aboard the Calypso to see the sea. He and his team of scientists invented diving equipment and waterproof cameras. They made films and television shows and wrote books so they could share what they learned. The oceans were a vast unexplored world, and Cousteau became our guide. And when he saw that pollution was taking its toll on the seas, Cousteau became our guide in how to protect the oceans as well.

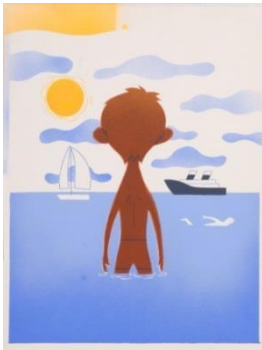
Dan loved watching Jacques Cousteau's television series growing up. They had a 125 foot fish aquarium in the house, and it was his job to take care of the fishes. He realized not many kids these days know about him and decide to tackle this book with hopes that someone might get inspired to be like him. Note the airbrush effects, the waves and undersea feel in the illustrations.



Jacques Cousteau loved the sea.

He spent his whole life exploring it. The ocean was the most incredible place he'd ever seen, and he wanted to share its beauty with the world.

- Opening page
- Light rays coming through in water
- Elongated body under water



Growing up in France, little Jacques was a weak and sickly boy.

Doctors encouraged him to swim to build up his strength. He discovered that he loved the water.

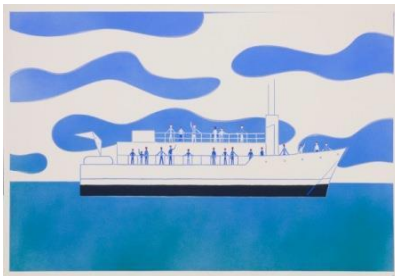
- JC as a boy, a weakling, in the foreground and a focal point, the ships and a swimmer in the background suggesting distance.



When he was a young man, Jacques was badly hurt in a car accident.

Doctors told him he would have to wear arm braces for the rest of his life, and he refused to accept it. He refused to accept it and swam every day in the Mediterranean. A friend gave him a pair of goggles so that he could see underwater. Those goggles changed his life forever.

- Note the underwater and above water imagery. Negative space helps to focus attention on JC's actions, trying to look at a fish underwater!



Cousteau bought a boat and turned it into his very own floating research lab and film studio.

He called it Calypso and sailed all over the world.



Cousteau explored the frigid waters of Antarctica and found them teeming with penguins, humpback whales, and squid.

- Blues accentuate the feel of the frigid Antarctic waters.
- Placement of JC next to the whale brings forth the difference in their sizes.



Jacques Cousteau was the world's ambassador of the oceans.

He produced fifty books, two encyclopedias, and dozens of documentary films.



His popular TV series, The Undersea World of Jacques Cousteau ...

Brought whales, octopuses, otters, and dolphins right into people's living rooms.



The fish off the coast of Africa were friendly and curious and did not swim away.

Cousteau was the first human being they had ever seen.



# Supplemental

# Activities

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There are activities and suggestions on the following pages to reinforce concepts from the exhibition. These activities also bring in other subject areas to further the learning opportunities, while having fun in the process!

The activities are in categories based on subject area. All applicable TEKS are also listed beside each activity.

Following the activity ideas are corresponding worksheets referenced in the activity section. Each worksheet will mention the book from which the information is based.

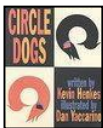
Happy Learning!

# Reading Activities



## Every Friday

The text is sparse in this story, but there is a lot of great vocabulary to be explored! As text is read, help students identify people and places in the illustrations and predict what characters will do or say at each location. LA110.13.b.3.b LA110.13.b.4 LA110.13.b.9



## The Birthday Fish – Unlovable – Circle Dogs

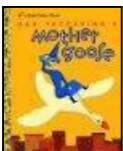
Read these three texts and then compare how the animals are portrayed in each. You may want to develop a Venn diagram.

LA110.13.b.4 LA110.13.b.9.a



## The Fantastic Undersea Life of Jacques Cousteau

This story is about a real person and gives many facts about his life and the ocean and its inhabitants. Even though it would not be classified as non-fiction, it does give students the opportunity to distinguish between a text written to convey a story and one written to present facts about a topic. Ask students to use the activity page included with this guide to find and record facts about Jacques Cousteau and some facts about the ocean. LA110.13.b.4 LA110.13.b.10 LA110.13.b.14.b



## Mother Goose

Find another version of these famous rhymes. Read the same rhyme from each source. Discuss with students how Yaccarino's illustrations are the same or different from a more traditional version. Have volunteers act-out some of the rhymes.

LA10.13.b.4 LA110.13.b.7 LA117.10.b.2.d

# Writing Activities



## Every Friday

After reading the story, have students select a scene and make a photocopy of that page (for classroom use only of course!). Have students use speech bubbles or thought bubbles to show what they think some of the people in the scene may say or think. **LA110.13.b.4 LA110.13.b.18**



## The Birthday Fish

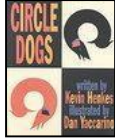
Read the story up to the two-page spread that shows Cynthia holding the fish bowl. Stop and ask students if they can tell how Cynthia feels about her present. Ask students to write a letter to Cynthia explaining why a fish is a great pet – even if it isn't a pony!  
**LA110.13.b.4 LA110.13.b.19.b**



## Little Boy with the Big Horn

At first, Ollie was a nuisance when he was trying to practice his tuba. Later in the story, he became a hero! Think about the people in your life that you admire. Who is someone that is a hero to you? It doesn't have to be anyone who does something spectacular – it is the person who helps you and others the most everyday. Write a paragraph to tell your classmates about your hero and why they are special. **LA110.13.b.19.a**

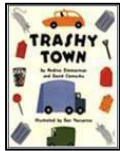
# Mathematics



## Circle Dogs

After reading this story, help students list all of the different shapes that are found in the illustrations. Use the activity page included in this section of the guide to have students create a dog face with shapes.

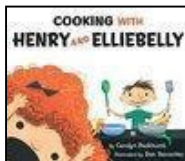
**MAth111.14.b.7 LA110.13.b.4 and Art 117.8.b.1.a 117.8.b.2.b**



## Trashy Town

Have students interview 12 classmates to find out what kinds of recycling they do – or would like to do at their house. Use the graphing page included in this section of the guide to graph the results and complete the sentence starters at the bottom of the page.

**MAth111.14.b.11.a 111.14.b.11.b LA110.13.b.4 SS113.13.b. 8.c Sci112.13.b.2.e**



## Cooking with Henry and Elliebelly

There is a lot of math involved in cooking. Sometimes the recipe is written to make something for 2 people, but you need to make the food for 4 people! You will have to have more ingredients to serve that many people. Use the activity page included in this guide to increase a recipe and then write the directions that you would follow to create the food.

**Math111.14.b.12.a; 111.14.b.12.b and LA110.13.b.19.b**

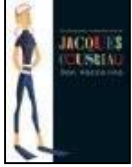


## Five Little Pumpkins

This is a new way of looking at an old nursery school rhyme! This is a silly book for second graders, but not if you use it to entertain younger kids! Form a group with five friends. Each person should make a different jack-o-lantern puppet out of construction paper and a paper lunch bag. As a group memorize the rhyme and use your puppets to perform it for your favorite kindergarteners!

**LA110.13.b.4 LA110.13.b.16.b Art117.8.b.1.b 117.8.b.2.b 117.10.b.2.c**

# Science



## The Fantastic Undersea Life of Jacques Cousteau

Discuss the ocean environment with students. Make a class list of creatures found in the story. Ask students to choose one of the creatures listed and tell what they know about them using the questions on the activity page found in this section of the guide. Students will use the answers they gave to write a short paragraph about the creature they chose and illustrate using crayons and a water color wash.

Sci112.13.b.2.a Sci112.13.b.10.a LA110.13.b.4 LA110.13.b.17.a-e Art117.8.b.1.b  
Art117.8.b.2.a Art117.8.b.2.b



## Goodnight, Mr. Night

Use this text to help students understand the natural phenomena that happen at night while most of us are sleeping! This text would be a great extension to the concept of how day and night occur. Sci112.13.b.8. LA110.13.b.4d



# Social Studies/History



## All The Way to America

To help students understand the idea of “the past”, make a simple paddle using a craft stick and two circles the same size. On one circle write “PAST” and on the other write “NOW”. Glue the two circles together, sandwiching the craft stick in between. As the story is read, stop at appropriate places and ask the students to use their paddles to show when the events described are happening. **SS113.13.b. 2.b LA110.13.b.4**

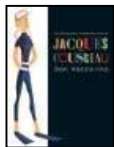


## Every Friday and All the Way to America



Use these books separately or together to create timelines to show the sequence of events in the past or present. An activity page is included in this guide that require students to complete a timeline for one of these stories and another for them to construct one based on their own experiences. **SS113.13.b.2.c LA110.13.b.4**

## All the Way to America Lawn to Lawn and Jacques Cousteau ...



All of these stories have ties to various geographical locations. Using one, or a combination of these texts, create a bulletin board to help students understand different regions of the world. Put up a large map of the world. Locate the Dallas area on the map and mark in a way that makes it readily seen. As you read, find locations mentioned in the text and use colored yarn or string to connect these places to our area. **SS113.13.b.6 LA110.13.b.4**

As an extension of this activity, provide students with reference material and let them write a paragraph about what they learned about one of the new locations. **SS113.13.b.18.a SS113.13.b.18.b LA110.13.b.25.b**

Name \_\_\_\_\_

## Sea Creature (from Jacques Cousteau...)

1. Name of the sea creature you chose \_\_\_\_\_
2. List three things that you know about this creature that you learned from the story or that you already knew:

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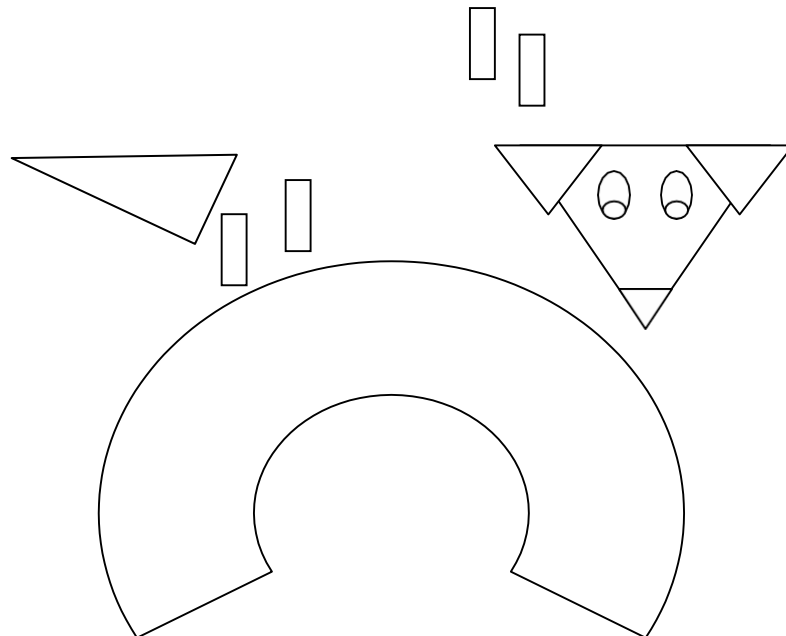
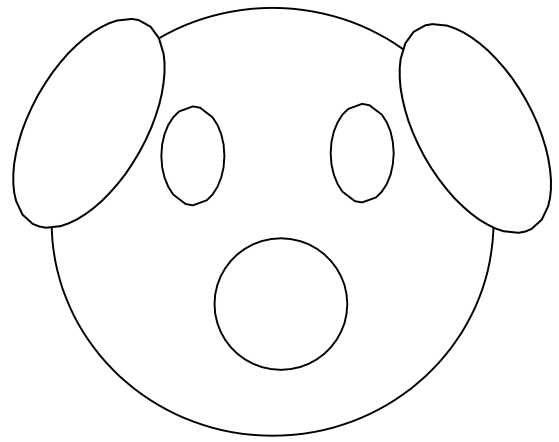
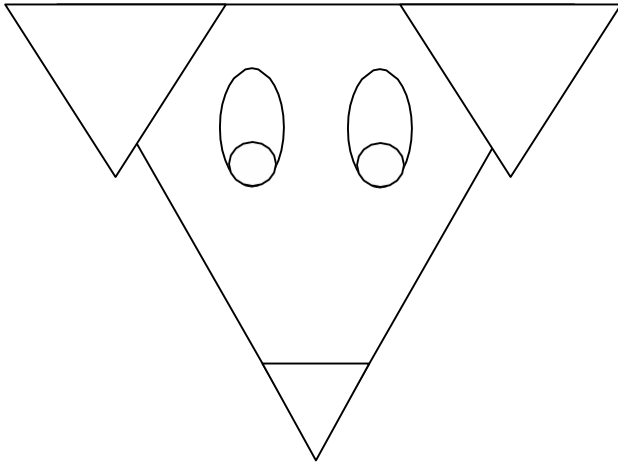
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Use the information above to write a first draft of your paragraph. Read it to a friend. Let your friend help you edit your paragraph by helping you find mistakes. When you have edited your paragraph, show it to your teacher to see if you might have missed any mistakes that need to be corrected.

# Using Shapes to Create Dogs!

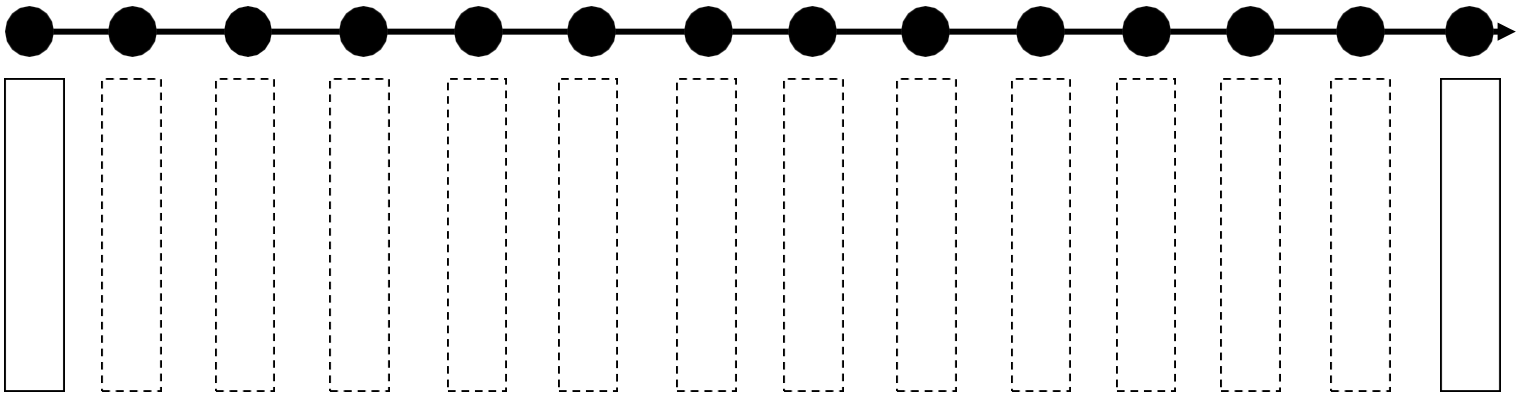
Here are some examples of dogs that the children could create with shapes! (from Circle Dogs)



Name \_\_\_\_\_

## When Did it Happen?

In the story Every Friday, the boy and his dad spend some special time together every Friday. They always do the same things in the same order. Can you cut and paste to put the things that happen in order on the timeline?



...we take our time

... we count the dogs

... we pass the shops

... we mail a letter

... one block to go!

...in every season

...we see lots of things

... dad and I talk

The diner for breakfast

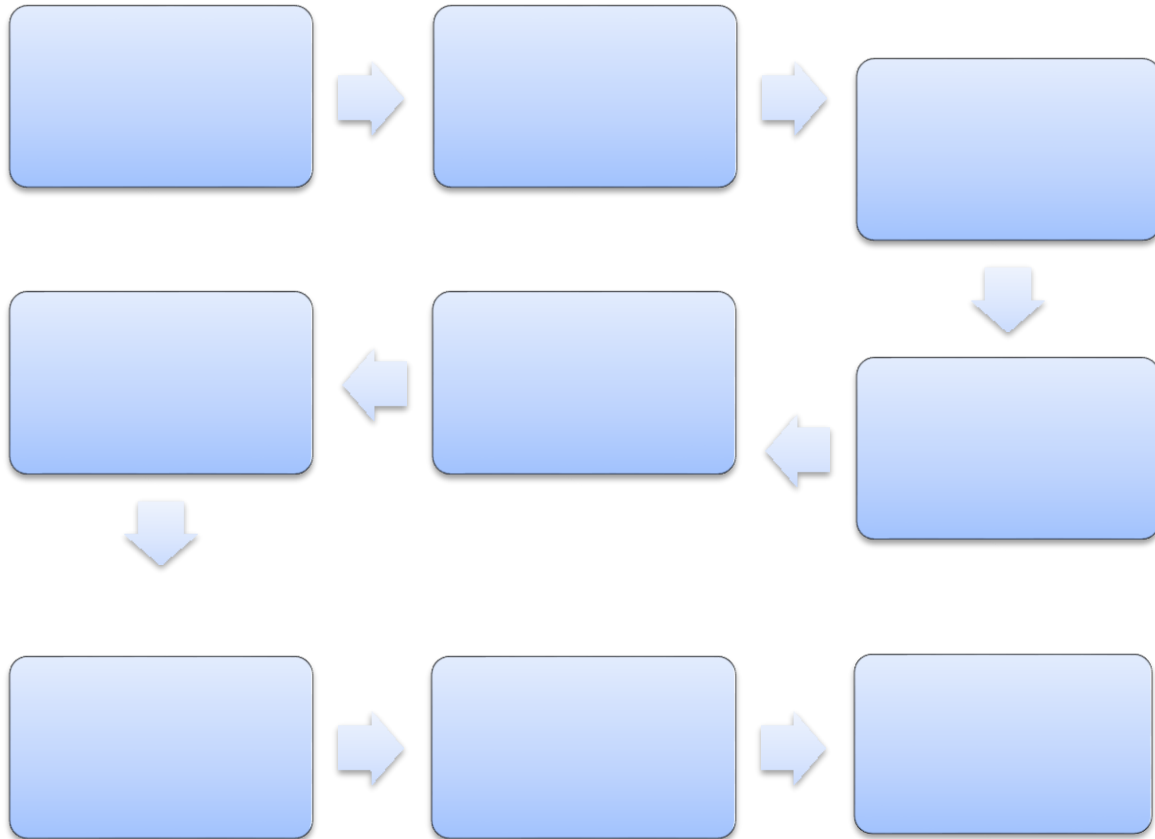
... we greet people

... we watch people

...a new building

## My Timeline

Think about your morning today. What things happened? Can you make your own timeline by putting those event in order? (Referencing Every Friday and All the Way to America)





Name \_\_\_\_\_

**Make Us Some Sandwiches!** (from Cooking with Henry and Elliebelly)

Hi! My name is Henry! I have a problem. My favorite sandwich recipe is written below. It makes enough sandwiches for two people. My problem? FOUR of my friends are coming over! Can you help me write a new recipe so that I will have enough sandwiches for all of my friends?

<b>Peanut Butter and Jelly Sandwiches</b> Makes <b>2</b> servings	<b>Peanut Butter and Jelly Sandwiches</b> Makes <b>4</b> servings
Ingredients:	Ingredients:
4 slices of bread	
2 tablespoons of peanut butter	
2 tablespoons of jelly	

Wow! I am glad that you were able to help with the recipe. Now, I have another problem. I can't find the rest of the recipe! It's the part that tells how to make the dish. You have to give the directions in the right order so that the recipe will come out right. Could you please write out the steps for making these sandwiches? Thanks a lot!

1. Spread
2. Spread
3. Put
4. Cut
5. Eat the sandwich with

Name \_\_\_\_\_

# This Is How We Recycle (from Trashy Town)

**Tally Chart**

P a p e r	C a n s	G l a s s	P l a s t i c	C a r d b o a r d

Interview at least 12 of your friends. Ask them how they recycle at their house. Use this tally chart to record their answers.

Now use your tally marks to complete the graph below. Start at the bottom of each column and color one space for each tally mark.

Paper	Cans	Glass	Plastic	Cardboard

Here are some problems that you can figure out using the information shown in your graph. Use the space to show your number sentence that you used to get the answer.

1. How many people recycle cans and paper?

\_\_\_\_\_

2. How many people recycle glass and cardboard?

\_\_\_\_\_

3. Which kind of recycling do most people do?

\_\_\_\_\_

4. Do more people recycle paper or cans?

\_\_\_\_\_

5. How many people recycle paper, glass and plastic?

\_\_\_\_\_