

BRIDGET'S BERET

**Written and Illustrated by
Tom Lichtenheld
Grades K-3**

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New York**

Story Summary

This story is about Bridget, who loves to draw, and who also likes to wear a beret for inspiration. So when her beloved hat blows away, Bridget searches all over for it. She even considers other hats, but they do not help with her writer's block. Watch this video and you will see how Bridget is able to draw again.

Objectives

1. To encourage artistic expression.
2. To develop oral expressive skills.
3. To develop library research skills.

Before viewing the video

Tell the children that in this video they will meet Tom Lichtenheld, the author and illustrator of *Bridget's Beret*. Ask the children if they like to draw and explain the concept of "inspiration." Ask the children what might inspire them to draw. In this video they will meet Bridget, a girl who loves to draw. Bridget thinks that the beret she loves to wear is her inspiration for drawing. You will see what happens when Bridget loses her beret and how she overcomes her "artist's block."

Questions to ask after viewing the video

1. Where did Bridget love to draw?
2. What kinds of drawings were only available for “limited viewing?”
3. Describe the special hat that Bridget wore while she painted.

4. What happened to Bridget’s Beret that caused her to be so upset?
5. What did she do to try to get back her artistic inspiration?
6. Why did she tell her friend Madeline that she could not draw?
7. What did Bridget discover about herself when she helped her little sister Jessie?
8. What did the neighbors think when they saw all of Bridget’s lemonade signs?
9. Do you think wearing the beret was important for Bridget to be able to paint? Why?

Activities

1. If a copy of the book *Bridget’s Beret* is available, it is suggested that the following activity be adapted from the last two pages: “How to Start Your Own Art” is a project that looks at the stylistic qualities of various artists and suggests various ways of drawing, painting, or alternative artistic expression. For example, using a particular color, turning discarded objects into art, using paper and scissors to make a collage are some ideas.

2. If a copy of the book is not available, other suggestions for art projects include the following:

Create a colorful poster for the classroom highlighting an ongoing project, a reading corner, or an upcoming holiday celebration.

Look at Bridget’s drawings for the lemonade stand as inspiration for creative ways to interpret a project selected by the teacher.

3. If library time is available, ask the librarian to demonstrate some examples of diverse artistic styles, such as those found in the works of modern and traditional Masters.

4. Lead a discussion about creativity and artistic expression. Ask the children to talk about the ways in which Bridget used diverse thinking to create her lemonade posters.