

It's quite likely that you've seen a **CALEF BROWN** illustration, considering his extensive experience with a wide range of clients, and the hearty list of books he's authored and illustrated, including *Polkabats and Octopus Slacks: 14 Stories* (1998); *Dutch Sneakers and Fleakeepers: 14 More Stories* (2000); *Tippintown: A Guided Tour* (2003); *Flamingos on the Roof: Poems and Paintings* (2006); *Hallowilloween: Nefarious Silliness* (2010); *Boy Wonders* (2011); *Pirateria* (2012); *Hypnotize a Tiger* (2015) and most recently *Up Versus Down* (2019). Brown studied illustration at Pratt Institute and the Art Center College of Design, but is a self-taught writer and poet.

Calef has created interior and cover illustrations for numerous publications, such as *Time*, *Newsweek*, *The New York Times*, and *Rolling Stone*, among many others. He has also illustrated CD covers and booklets for clients like Nickelodeon, Warner Bros. Records, Sony Music, etc. Some of his corporate clients include Coca Cola, Adidas, Levi Strauss, and others.

Calef has taught illustration at Otis College of Art and Design, Art Center College of Design, Maine College of Art, and Emily Carr University of Art and Design. He currently teaches at Rhode Island School of Design in Providence.

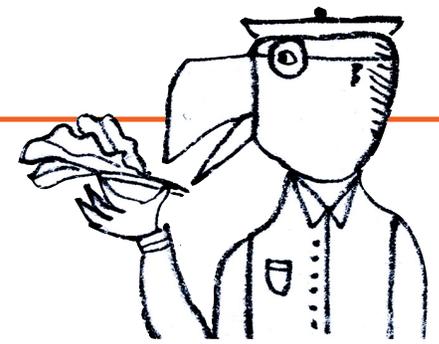
He has long family ties to Maine; he spent almost every summer in Maine when he was growing up, and still has family in the mid-coast area.

According to Calef, two things he likes a lot are musical language and serious nonsense, and both of these are quite prevalent in his ever-growing collection of children's books that creates a Calef Brown world of whimsy and wonderful weirdness!

Visit Calef's website: www.calefbrown.com.



Calef Brown



DISCUSSION QUESTIONS

1. Do you think poems should rhyme? Why or why not?
2. Watch the video “The art of the metaphor” <http://ed.ted.com/lessons/jane-hirshfield-the-art-of-the-metaphor>, then read “Design” by Robert Frost, <https://www.poets.org/poetsorg/poem/design>, and discuss metaphor in the poem - how it works, how it doesn't.
3. In *Boy Wonders*, Calef writes: “*May I ask you something? Are you ever perplexed? Completely vexed? Do you have questions? Queries? Odd Theories?*” So...do you? Discuss as a class your own questions or theories.
4. What are some examples of figurative language?
5. How do Calef's illustrations enhance or complement his poems?
6. Is there a difference between poems and song lyrics?

ACTIVITIES

1. Watch a couple videos on Favorite Poem Project (<http://www.favoritepoem.org>), and create your own Favorite Poem video.
2. Complete this writing/drawing worksheet on “What's behind the door?” <http://www.k5learning.com/sites/all/files/worksheets/kindergarten-draw-write-worksheet-8.pdf>
3. Calef likes to create funky creatures by combining two known creatures, like an Allicatter Gatorpillar (an alligator caterpillar). Make up your own hybrid creatures and draw pictures of them.
4. Use this worksheet to write a memoir poem: <http://www.kidzone.ws/poetry/fiveline3.htm>



Calef Brown

TEXT TO TEXT CONNECTIONS

Reading Poetry in the Middle Grades: 20 Poems and Activities that Meet the Common Core Standards and Cultivate a Passion for Poetry, by Paul B. Janeczko.

Poetry Lessons to Meet the Common Core Standards: Exemplar Poems with Engaging Lessons and Response Activities that Help Students Read, Understand, and Appreciate Poetry, by Georgia Heard.

Runny Babbit, A Billy Sook by Shel Silverstein. Grades 1- 3.

Poem-mobiles: Crazy Car Poems, by J. Patrick Lewis and Douglas Florian and illustrated by Jeremy Holmes. Grades PreK - 3.

Peculiar Zoo, by Barry Louis Polisar and illustrated by David Clark. Grades K - 2.

Mirror Mirror: A Book of Reverso Poems, by Marilyn Singer and illustrated by Josee Masse. Grades 1 - 4.

Jabberwocky, by Lewis Carroll and illustrated by Stephane Jorisch. Grades 5 & up.



ONLINE CONNECTIONS

Steps in Illustrating A Children's Book by Jim Harris:

<http://www.jimharrisillustrator.com/ChildrensBooks/illustratingstarttofinish.html>

VIDEO - How To: Introduction to Illustration:

<https://www.youtube.com/watch?v=m3oUFXq6Msc>

Song of Myself: Spoken Word Poetry in the Classroom:

<http://www.visualthesaurus.com/cm/teachersatwork/song-of-myself-spoken-word-poetry-in-the-classroom/>

Visual Thesaurus: <http://www.visualthesaurus.com/howitworks/>

VIDEO - First Grade Students inspired by Spoken Word Poetry:

<https://www.youtube.com/watch?v=MbrmTDdeDPo&list=PLvzOwEslWqhTLRWc8EGg4sXVtkQE8z4BH&index=7>

VIDEO - "Eliza's Jacket" - a poem by Calef Brown, read by Daniel Pinkwater:

<https://www.youtube.com/watch?v=wD336CdRDSc>

VIDEO - "Ickle Me, Pickle Me, Tickle Me Too" - written and performed by

Shel Silverstein: https://www.youtube.com/watch?v=CNiaYHZme_U

VIDEO - Acrostic and Concrete Poems:

https://www.youtube.com/watch?v=JCotO_vko8

24 Must-Share Poems for Middle School & High School: <http://bit.ly/1RmWOL6>

Rhyming Dictionary: <http://www.rhymezone.com>

Info for Teachers on how to use Word Maps:

http://www.readingrockets.org/strategies/word_maps



Calef Brown



Calef wrote this poem titled “BISCUITS IN THE WIND:”

*The latest song from long ago
is “Biscuits in the Wind.”
First made famous yesterday
by Andy Mandolin:*

*My oh my, the years go by,
I wonder where they’ve been?
Gone astray, or so they say,
like Biscuits in the Wind.*

Watch Calef play the song on his guitar!

VIDEO - https://www.youtube.com/watch?v=V2KJY_uKqAY



Calef Brown

WRITING CONCEPTS

1. Model a poem after Calef's "Rooster Says," where the character wants something and would also prefer something to be different (a pencil that would like a new eraser and would like to write with ink instead of lead, or a poem that wants to be longer and would rather be sung than just read, for example).

Word Crashes

*Also known as portmanteaus.
Every heard of those?
A bit weird, I suppose -
words that combine and intertwine,
but this is where they shine!
Observe the MELLOWOODCHUCK
and the NERVOUSMELLYAK.
Guess which one
will soon become
a TYRANNOSAURUSNACK.*

2. What two words are in
MELLOWOODCHUCK?
What three words are in
NERVOUSMELLYAK?
And what two words are in
TYRANNOSAURUSNACK?

Combine words to create three
of your own portmanteaus!

Write your own "Combo
Tango," from Calef's book
Flamingos on the Roof, using
a list of metaphors.



Rooster Says

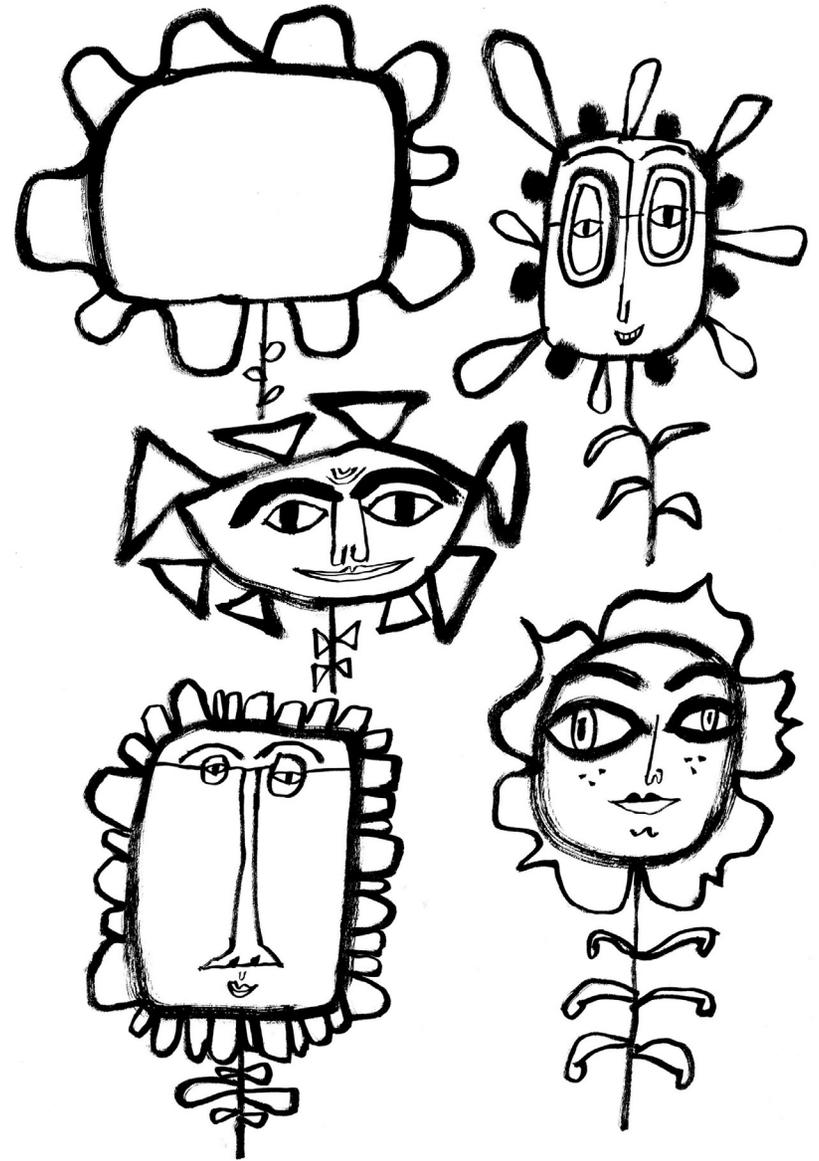
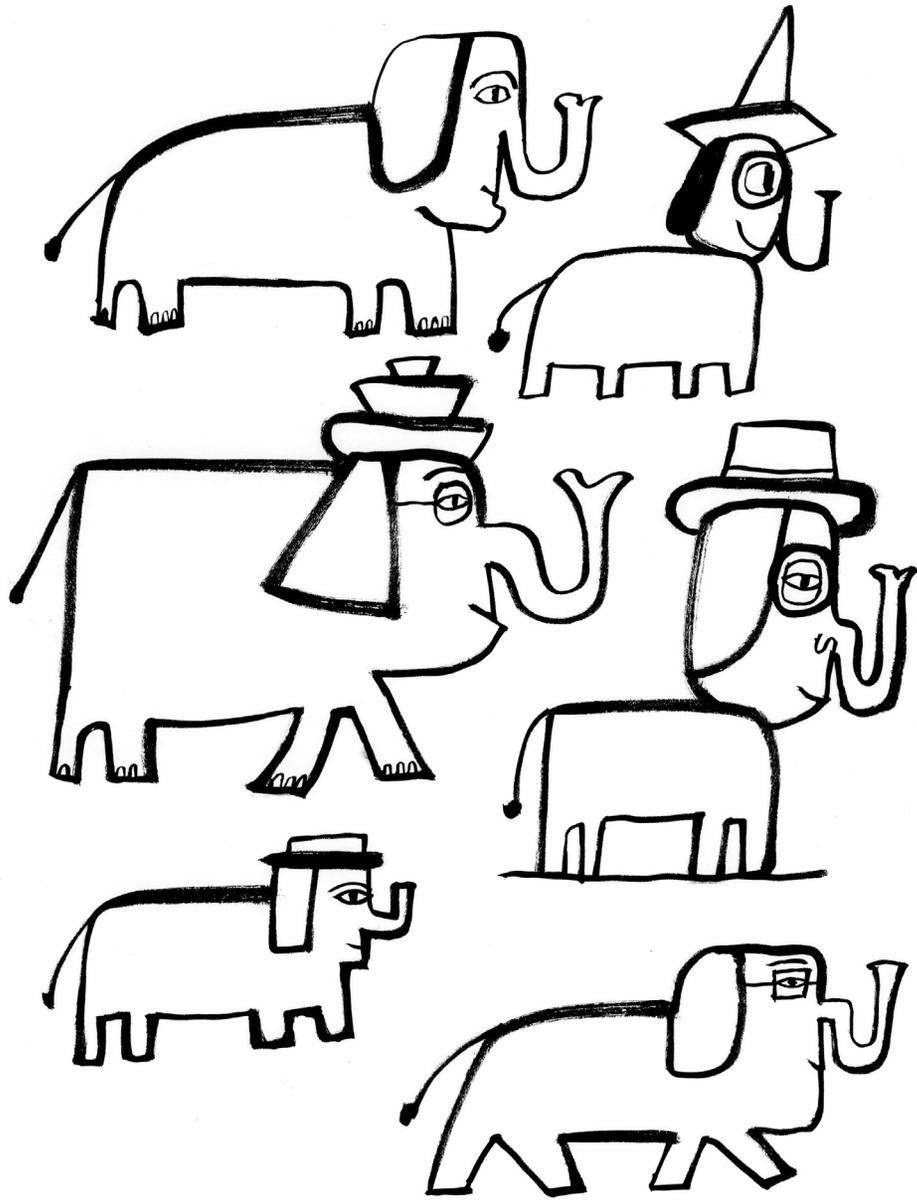
*A warm place to roost
and the occasional feast
in a nice restaurant.
What else does a rooster want?
Well, since you asked,
I would love a reprieve
from my least favorite task-
the daily wake-up call.
To wake up and squall
in a barnyard stall
is no fun at all.
Such a caterwaul!
Just once,
I'd like to start the day my way -
with a nice calypso song.
Is that so wrong?*

Combo Tango

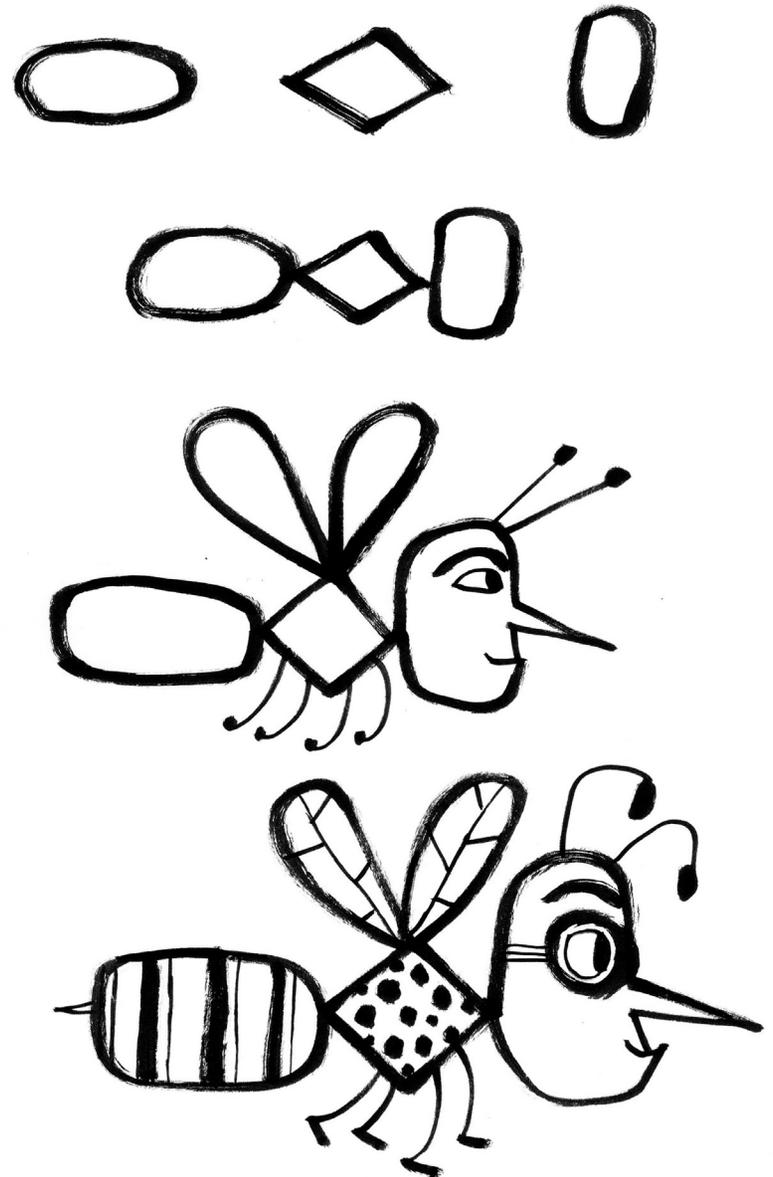
*Dance lesson number one:
The Combination Tango -
Listen to the lingo.
This is how the steps go:*

*Boogie to the banjo.
Bop to the bongo.
Freeze like an igloo.
Stomp like a buffalo.
Drop like a yo-yo.
Swing like a golf pro.
Flip like a hairdo.
Tumble like a domino.
Swivel like a kneecap.
Wobble like a mud flap.
Take a little catnap.
Do it all again!*

Calef Brown Doodles



Calef Brown Doodles



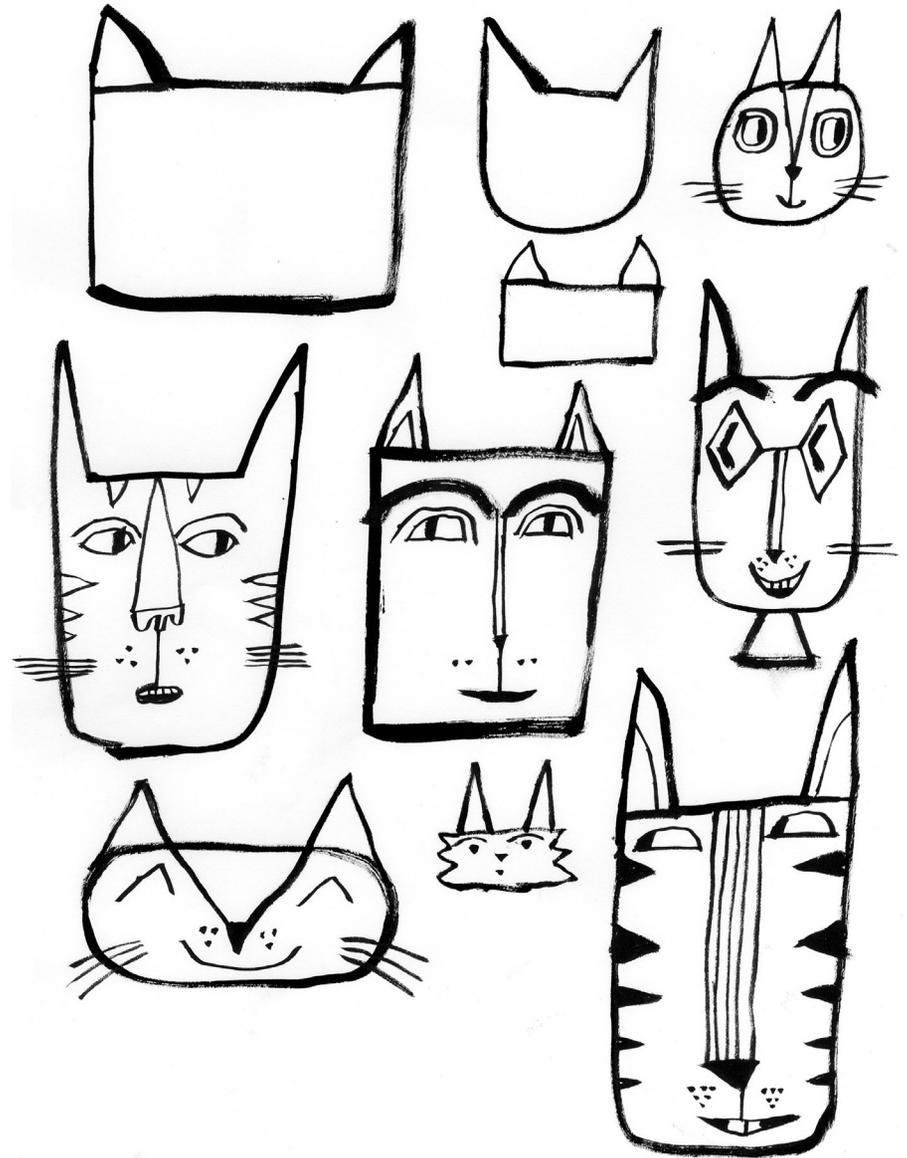
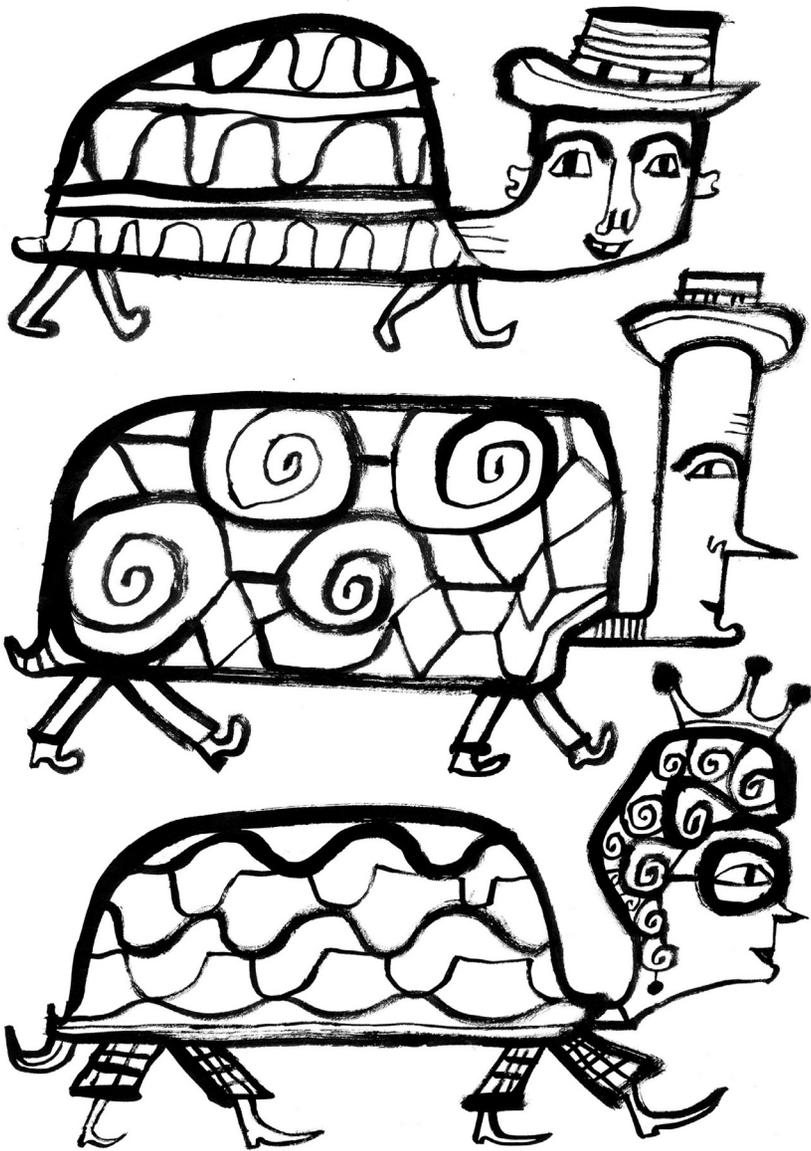
Calef Brown Doodles



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Calef Brown Doodles



Calef Brown

COMMON CORE STANDARDS

GRADES K-2

Craft and Structure: CCSS.ELA-LITERACY.RL.K.5
Recognize common types of texts (e.g., storybooks, poems).

Craft and Structure: CCSS.ELA-LITERACY.RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Speaking and Listening: CCSS.ELA-LITERACY.SL.2.2
Recount or describe key ideas or details from a text read aloud or information presented orally.

GRADES 3-5

Craft and Structure: CCSS.ELA-LITERACY.RL.3.5
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-LITERACY.RL.4.5
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Key Ideas and Details: CCSS.ELA-LITERACY.RL.5.2
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

GRADES 6-8

Key Ideas and Details: CCSS.ELA-LITERACY.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Craft and Structure: CCSS.ELA-LITERACY.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCSS.ELA-LITERACY.RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.