

Lesson 3: Crazy Penguins

Opening

Standards Addressed:

- VA.A.1.1.1.** The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.
- VA.A.1.1.2.** The student uses art materials and tools to develop basic processes and motor skills in a safe and responsible manner.
- VA.A.1.1.2.b.** The student explores techniques that involve folding, coiling, rolling, bending, taping, and cutting a variety of materials and uses safe procedures.
- VA.A.1.1.3.** The student distinguishes the differences within and among art materials, techniques, processes, and organizational structures, such as elements and principles of design.
- VA.A.1.1.3.a.** The student demonstrates effective placement of objects and cropping in a work of art and begins to develop an awareness of the whole page.

Cross Curriculum Connections:

Math, Science, English Language Skills

Vocabulary:

Shape, Circle, Square, Triangle, Oval, Pattern, Design, Details, Colors (All)

Guiding Questions:

Begin by posting the guiding question and the standard. Explain to the students that they should be able to answer the question at the end of this project. The question for today is: *Why is it important when creating art to place objects in the right area?*

Connections / Purpose:

Teacher: Today we are going to learn about all the different types of penguins. First I will show you a book that has all the different kinds of penguins in it. We will talk about their differences. Then, we will create our own penguins using all the colors of the rainbow. We will also draw on our penguins using patterns to make them very colorful.

Show example of a completed penguin.

Teach / Model (I do.):

Read to the students an age appropriate book that shows many different examples of penguins. Discuss the differences between the penguins and what shapes we see in the penguins.

Teacher: Today, we are going to learn about penguins and how they are different. First, I will read to you about all the different penguins.

Read the book to the students.

Teacher: Today, we are going to create our own penguin. We are going to make ours a little different though. We are going to make our penguins using all the colors of the rainbow. We will make our penguins out of construction paper and cut out all the shapes that will make up the body parts of our penguins.

Discuss the all the different colors. Discuss the shapes that we can use to create all the penguin's body parts. As they are listed, draw them on a whiteboard / chalkboard and slowly build the penguin so that the children see where the shapes are placed and how it will become a penguin.

Guided Practice (We do.):

Teacher: Before we begin our penguin, we are going to practice cutting our shapes. Draw each shape on a piece of construction paper. Then, cut them out and see if they look correct. Walk around the room to monitor their shapes and cutting skills. Help those who need it.

Procedures for Penguins:

Pass out one sheet of construction paper to every student. They may pick any color they wish.

Discuss the differences between an oval and a circle. Tell the students that we will use an oval for the body of the penguin. Pass out an oval template for the students to trace and cut.

Once the oval is cut, pass out the circle for the students to trace and cut. Pass out another sheet of construction paper in a different color to every student. They may again pick any color they wish.

Explain that the circle is the head of the penguin. Ask them where they should glue the circle to the oval. Which area looks right?

Pass out scraps of construction paper. Explain that the scraps are for them to cut out the rest of their shapes with.

Ask the students what shape they think they should cut out for their eyes. Ask how many circles should they cut. Have them cut out two circles on their own. Explain that they need to draw on the construction paper before they begin to cut. Make sure that all the students are gluing the circle (eyes) on the head of the penguin.

Ask the student which shape they think they should use for the beak of the penguin. Once they have decided on a triangle, have them glue in to the head of the penguin.

The next step is the wings. Once again, ask them which shape would work? You can go through the shapes on a whiteboard / chalkboard to see which one looks right. Have them cut and glue two triangles to the body of the penguin for the wings. Walk around the room to make sure all the students are working correctly.

The last step for cutting is the feet of the penguins. Ask the students how many feet the penguins have. Have the students decide which shapes would work for the feet and

have them cut and glue them on their own.
Once all of their shapes are complete, the next step is to draw patterns on the belly of the penguins. Discuss what a pattern is. On a whiteboard / chalkboard draw different patterns while asking the students which shape or color comes next.
Have the student draw as many patterns as they can on the belly of the penguin.
Once the students are done with their patterns, explain that they can now add details to their penguin. Explain what details are and where they can add them.
If there is time, the student can add hair to their penguin and make it a Macaroni Penguin.

Teacher: As the students are working, correct misbehaviors and misunderstands about how to draw and cut their shapes. Make sure the student understand what a pattern is and which objects / colors come next. Make sure everyone is participating. Move around the room to see who needs help and who is working too quickly.

Work Time

Application in Independent Work (You do.):

Teacher: As you are working, think about all the different kind of penguins we looked at. All of the penguins we looked at had lots of shapes. Look at your shapes. Does your triangle look like a triangle, or can you cut a better one? Take your time and make sure your shapes look like all the shapes we talked about. Don't be afraid to peel a shaped that didn't turn out so good and create another one.

Closing

Closing / Share:

Ask the students the guiding question...*Why is it important when creating art to place objects in the right area?* Students will use the four steps of art criticism to evaluate his or her own work:

Describe your penguin.

How did you design your penguin using different shapes?

What patterns did you use to decorate your penguin?

Were your successful in creating a penguin?

Additional support and information for the teacher:

Materials needed for this lesson:

Age appropriate book about penguins that illustrate the different kinds of penguins.

Assorted colors of construction paper

Scraps of assorted colors of construction paper

Oval template

Circle template (smaller than oval)

Crayons

Glue

Safety scissors

Glitter (if there is time)

This lesson plan can take either two to three hours depending on how far you want to take it.

Modifications

Enrichment: Students can assist others who need help. If there is time, student may add glitter to their penguins.

Remediation: Go over the model with individuals one on one until the student understands. To help the student better understand shapes, you can pass out additional templates to help them draw the shapes and understand the differences. For patterns, go over easy patterns with the students and build up to more difficult patterns.

ESE: Accommodations are the same as remediation. It is important to sit with students and go over and over the different kinds of shape and patterns until mastery is achieved.

Artifacts that show evidence of this lesson being taught:

Students' work displayed in a large cluster in one area of the school.