



# How Do Shapes Make Pictures?

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**Target Grade:** Pre-Kindergarten

**Time required:** 60 minutes + Project Day

## Standards:

PK.PD.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).

PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique. PK.CA.3 Present and respond to visual art created by self and others.

PK.SL.PKI.5 Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.

PK.ETS2.01a. Recognize that tools have specific characteristics that determine their use.

## Materials Required:

- Crayons , Colored pencils, Markers
- Drawing paper
- Modeling Clay
- Play dough
- Construction Paper
- Pattern Blocks, Design Kits
- Scissors
- Glue Sticks
- Non-Hardening Modeling
- Shape Anchor Chart/Song
- Mystery Box of Shapes
- 3D Printer and filament

## Instruction:

### (10 mins) Teacher I Do:

- Explain to students the objective of the lesson is I can utilize shapes to make pictures. By the end of the unit we will utilize pictures to make 3D printings. (Show an example of a sculpture and its picture to give visual support of what 3D looks like.) I will show students a mystery box. I will explain that inside the



mystery box are items that they have seen before in their environment. Today we will explore these items and used them in new ways.

- Prior to playing the Guessing Game I will review the shapes chart. The class will name the shapes and identify its characteristics such as number of points and sides. Now it will be your turn to use the knowledge you know of shapes to identify a shape using the only sense of touch. I will place a shape in their hands behind their back and they will guess the shape. \*Differentiated: If student needs the chart for visual support they can use it, or I will give examples of things that make that shape to give further help.
- At the end of the game students will walk around the room in pairs and find as many shapes in their environment as they can for 3 mins. (As shape song plays)

(10 mins) We Do:

- Together as a class with teacher support we will make a list of objects that have the same shape form as the shapes listed around the room. For example, the classroom table is a rectangle, the clock is a circle, the windows are squares, the doll house roof is a triangle. As students identify these shapes in objects I will write their examples on chart.
- I will display a set of magnetic pattern blocks on the board. I will explain to students when I think about drawing a picture I try to visualize the shapes in my head. On the board I have a circle and 6 rectangles. I can visualize making this into a sun. I demonstrate to students how to use these shapes to make the sun. I will then model how to draw this creation in my journal.
- Each group of students will be paired with a partner and have a set of pattern blocks. Students will take turns constructing a picture with the blocks and explaining to their friend how they created the picture and what blocks were used. Next their partner will try to recreate this picture.

Differentiated: Students will be paired with multi-level learners for additional support. Pattern block cards with images will be available for students that need additional visual support for ideas.

(35 mins) They Do:

- On the table there will be several types of media (pencils, crayons, markers, colored pencils, drawing paper, scissors, glue, clay, play dough, design materials, picture cards of various objects for supportive ideas). This will allow students to choose the material they will like to use to make their drawings and creations.
- Students will use their knowledge of shapes to create their own pictures. Teachers will aid were it is needed and ask questions to prompt discussions.

(5 mins) Closure:

- Throughout the semester students will display their pictures and creations to their peers and discuss. Through modeling students will learn how to engage in conversations, give explanations, and ask questions.

Project Community Day:



- Utilizing the 3D printing materials we will print the students favorite picture to make the sculpture. By utilizing the smart board all students can see the process and students can give insight to how they want their sculptures to look. (changes to color or etc.) Then we will have a prek art exhibit in which parents, the school community, and others can hold a silent auction.

**Assessment:**

Anecdotal notes will be taken during lessons by teacher and teacher assistant of student's abilities to identify shapes, the growth of their drawing skills, and language development during discussions. This is a cumulating activity in which students will be assessed across multiple standards and their growth towards mastery.

**Differentiation:**

- Hands on materials will be available that will support tactile learners.
- Visual charts, pictures, and models will be available to support visual learners.
- Multi-tiered learners will be placed together to support their peers through active modeling.
- Multiple medias will be used to support fine motor needs and student's creativity.
- Small group or one-on-one guidance and modeling with teacher will be provided for students who need support in learning shapes as well in motor movements to make shapes