

LEPRECHAUN ART

Age Level: Kindergarten

Subject(s) Area: Math and Visual Art

Materials Needed: Orange paint

Fork

Brown and pink crayon

Green, yellow, and black paper

Googly eyes (optional)

Glue

Black marker (optional)

Black, green, yellow, tan construction paper.

Standards:

Code and description:

Math: K.G.2 Correctly name shapes and solids (squares, circles, triangles, rectangles, cubes, and spheres) regardless of their orientations or overall size.

E.SB.120 Listen attentively. Participate constructively in activities. Follow Directions. Carries out tasks with appropriate level of supervision.

Objectives:

What will the students know or be able to do?

Student will **name** shapes associated with art activity (rectangle, square, oval) regardless of size and be able to follow direction and participate constructively in the art activity.

Learning Activities:

Technology: *variety of technology used in the lesson*

Document Camera

Required Vocabulary *(list of age appropriate definitions):*

Square, rectangle, oval, semi-circle, long strokes, short strokes, leprechaun,

Opening Element: *(Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)*

- What day is it?
- Why do we celebrate today? (St. Patrick died on this day in Ireland, March 17, 461)
- What color do we associate with St. Patrick's Day with?
- What is a leprechaun? (is a type of fairy in Irish folklore. They are usually depicted as little bearded men, wearing a coat and hat, who partake in mischief.)

Instructional Methods:

Each step is done on the document viewer. I will show them step by step, they will go do the task, come back to the rug, give a little direction, and send them off again. Full-group lesson.

1. Start by cutting out the hat from green construction paper, model how to draw or provide a template for them to trace. "We will begin our art activity by cutting out our hat from the green construction paper, the brim will be in the shape of a rectangle, and the top of the hat is in the shape of a square."
Hat – draw a long line, now 2 short lines, 2 medium lines across, 2 lines up, and 1 line to connect. What kind of shapes do we see in our hat? Put your crayon down and pick up your scissors to cut out the hat. Throw away scraps and return to the carpet.
2. Cut out the black strip and yellow buckle. Ask them about the different shapes in the hat, (hat is made of rectangle and square, buckle is square, black belt is rectangle) "Using out black construction paper we are going to cut out the belt that will go on our green hat. This belt is going to be a long rectangle. After we are done with our black belt, let's cut out our yellow buckle, this is going to be a small square." "Is the yellow square bigger or smaller than the square of our hat? How do you know?" **Black belt, draw a rectangle, 1 long line, 2 short lines, 1 long line. Put you crayon down and pick up your scissors to cut out your belt. Throw away scraps and return to carpet. Buckle – square – four line all the same size. Put your crayon down and pick up your scissors to cut out your buckle. Throw away your scraps and return to the carpet.**
****Put the hat together. The black belt goes right above our long rectangle of our hat. The golden buckle is put in the middle of our black belt.**
3. Next move onto the face, model how to draw the face (semi-circle). Use black crayon and pink crayon they can finish drawing the face. Have the student write his/her name on the paper during this step. "Using the black and pink crayon you may draw the face of your leprechaun. And I want all of you to put your name in the bottom right corner of your paper, please."
4. "Now, we are going to move on to the hair and mustache. Using our fork, we are going to use long strokes to create the beard. Once the beard is complete, we are going to use small strokes to complete the hair." Do the beard and hair in two separate steps. **Use our fork, dip the fork in the paint and use long strokes for the bear. Boys and girls, is a beard on top of our heads? Hair is going to be made of short strokes.**
5. Once the hair and beard are complete, model how to glue the hat to the top of the Leprechaun's head. "Now that we are done with our beard and hair we can glue on the hat we made earlier." "Do any of you remember the shapes we used to make our hat?"
Using our glue stick, put glue on the boarder of our hat and put it on top of our hair. Our paint might still be a little wet so we will need to be careful.
6. "I love how all of your leprechauns are so unique and beautiful." I can tell that each of you worked really hard to make your leprechaun beautiful."

Transition in between each step. Sing a song "Touch your scissors to your knee, you shoulder, etc. OR Bring back to rug and read a short story. OR bring back to rug and talk about your trip to Ireland.

Guided Practice Strategies: *Levels of scaffolding, various elements broken into parts, etc.*

I do – I model how to create the leprechaun, breaking it down into separate steps.

We do – I offer assistance to the child if they still need help after my initial modeling.

You do – Child independently creates his/her leprechaun.

Independent Concrete Practice/Application: *practice of skills in practical ways*

- Fine-motor skills are being used when the student cuts, colors with crayon, and uses fork to paint.
- Identify the shapes found in the hat and on the face of the leprechaun
- Be proud of his/her own work and recognize the uniqueness in each of their leprechauns.

Differentiation:

- Pre-cut pieces for specific students. High-flier students, be prepared to use techniques found in the transition part.

Reflective Questions: *(Questions asked to help students process or reflect upon content)*

- what kind of shapes do we see in our leprechaun?
- Do you remember which culture is associated with leprechauns?

Wrap-Up:

Thank you so much for making leprechauns with me today, I had so much fun!" Transition to next activity.

Assessment:

Formative- *How does your assessment show individual measurability?*

Independent during the activity or need extra assistance? Ability to identify shapes within the hat and face. Remember what culture the leprechaun comes from. Thumbs up thumbs down for understanding the art activity.

Summative: *Include examples of what you would assess at the end of learning.*

Final product: children are able to identify the shapes on their leprechaun.

Reflection:

Summary of strengths, weaknesses, changes made during implementation, changes to be made in the future, review of what the children learned, etc.

I had to change this lesson when I got there. I originally had the students coming to the carpet, me showing the steps, then they went back to the table, and copied my step. Instead, Mrs. Satnan made me realize that the students needed to follow a long step by step as I drew the rectangle and square of the hat, and other pieces of the hat. During implementation, most of the students finished around the same time. Instead of them keeping the scissors out I had them put them in their boxes so it wasn't a distraction for them while they worked on the next step and listened to me. Some of the students were really loud which prevented them from hearing my directions, once I started doing some, 'thumbs up if you can hear me, hands on your ears if you can hear me...' the lesson went much more smoothly. There were too many steps for full group and it took way too long. I would choose a simpler project next time or have some of the pieces ready to go. They did a nice job listening to the directions and making the shapes. There was a lot of individuality with each leprechaun, which I enjoyed seeing and the kids liked to compare their leprechaun with others. Mrs. Satnan was a huge help, she went around and helped some of the slower students, or helped a student if I was helping another student.