



<p><b>Arts Integration Strategy:</b>          In three lessons and a culminating puppet show, children will create geometric shaped sea animal finger puppets by using a ruler, tracing, folding and cutting paper and fabric. These lessons will reinforce lessons recently taught in preparation for transition to 2<sup>nd</sup> grade.</p>	<p><b>Lesson Theme:</b> Creating Sea Creatures with geometric shapes  <b>Key Learning:</b> Geometric Shapes  <b>Unit Essential Question:</b>  <b>Lesson Essential Question:</b></p>
<p><b>Grade/Age:</b> 1  <b>Teacher/Director:</b> Theresa Young  <b>Teaching Artist:</b> Dolores Lowery</p>	<p><b>Site:</b> Plew Elementary, Niceville, Florida  <b>Timeframe:</b> May 30 – 1 hour 40 min., May 31 – 2 hours 10 min.</p>
<p><b>Lesson Descriptions:</b>          Teach geometric shapes and show how simple shapes are the basis of art.          Teach kindness to others.          Use music and original art to set the mood for the ‘Geometrical Undersea Journey.’          Use the observation of original artwork to generate a question and answer discussion period.          Learn story telling skills in their own finger puppet show.</p>	<p><b>Vocabulary:</b>          Arts: Shapes          Geometry: Octagon, triangle, rectangle, right triangle, circle, half circle, hexagon, perfect square          Language – Octopus, octopi          Social Studies: Individual, evacuate</p>
<p><b>Next Generation Sunshine State Standards:</b>          Arts:          VA.1.S.2.1: Practice correct use of tools with various art media, techniques, and processes.          VA.1.S.2.2: Describe the steps used in art production.          VA.1.S.3.1: Practice skills and techniques to create with two- and/or three-dimensional media.          VA.1.S.3.3: Demonstrate safety procedures for using art tools and materials.          TH.1.C.1.1: Create a story and act it out, using a picture of people, animals, or objects as the inspiration.          TH.1.F.1.1: Pretend to be an animal or person living in an imagined place.          TH.1.O.1.1: Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.          Social Studies: Subject Area:          SS.1.C.2.4: Show respect and kindness to people and animals.          SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.</p>	<p><b>Materials:</b>          Books: Short Story “The Octagon Octopus” by Dolores Lowery          Fine Art: “Fun Down Under” and “Mama’s Grace” by Dolores Lowery          Music: Octopus Garden by The Beatles          Supplies:</p> <ul style="list-style-type: none"> <li>• Construction Paper</li> <li>• Glue</li> <li>• Tape</li> <li>• Scissors</li> <li>• 9” Round plastic plates for tracing</li> <li>• Fabric</li> <li>• Empty Paper towel or toilet rolls</li> <li>• Colored Markers             <ul style="list-style-type: none"> <li>○ Optional Items - Ribbon, sequins, googly eyes for decoration.</li> </ul> </li> </ul>



**Common Core Standards:**

Geometry 1.G

**Reason with shapes and their attributes.**

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<sup>4</sup>
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**Lesson Strategy:**

**Getting Started:**

To begin our geometric sea life journey we will listen to “Octopus’s Garden” by The Beatles. I have provided the lyrics for all to sing along. Encourage the children to dance and move to the motion of the ocean.

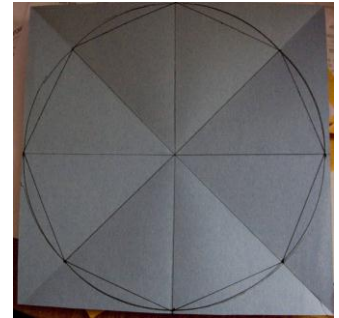
To further enhance the mood I displayed two of my paintings “Fun Down Under” a mixed media dimensional undersea scene and “Mamma’s Grace” a large painting of a wave.

Questions and discussion. Define Octagon, Hexagon and Octopus. Discuss the grammatical difference between Octopus and Octopi. Asked children what we would have if we had an Octo Pie? This generated discussion about possibly an eight sided pie or a pie made with octopus.

Our culminating event was followed by a lengthy discussion and question and answer period about the process of making my paintings and the material used in the paintings that were displayed. There was particular interest in the materials used in the dimensional parts of the works (puffer fish scales, gauze, clay, recycled paint). Questions included: “Are the waves made of shaving cream?” “What tools did you use to make the waves?” “Where did you get the puffer fish scales?” “What are the fish and coral made of?”

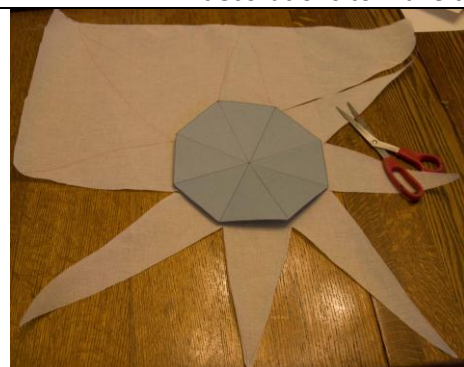

**Procedures:**
**Lesson One: Octagon Octopus finger puppet**
**PART I – Creating an octagon**

1. Fold construction paper on diagonal so top edge is aligned with side edge to create a perfect square, cut of excess from bottom so all that is left is the square. Each half is now folded into a “right triangle”
2. Center plastic circular plate and trace the circle
3. Fold the paper in half to form a rectangle, repeat for opposite direction. Have them mark the folds using a ruler. There will be 6 sections to the circle. Ask them to figure out what is missing. They should see if they fold the paper on the remaining diagonal they will create 8 equal sections to the circle. Discuss the fractions of this circle.
4. Have them put a dot at the point of the circle where each line meets the outside of the circle. Using a ruler have them connect the dots. They will now see an octagon in the middle of their drawing
5. Have them cut out the octagon. Discuss how 8 triangles make up an octagon.


**PART II**

Pre-cut approx. 24” square fabric for each student.

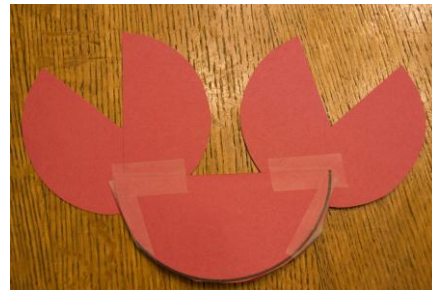
1. Have children place their paper octagon in the center of their fabric. Have them use this for a guide to draw 8 triangular tentacles that start at the edge of the octagon and ends close to the end of the fabric. This does not have to be perfect.
2. Have them cut out their octopus shape.
3. From empty paper towel or toilet paper rolls cut 2 slices (approximately  $\frac{1}{2}$  to  $\frac{3}{4}$  inch wide).
4. Have children decorate tentacles of the octopus with markers. Decorating the head will be the last step.
5. Push the center of the cut fabric into one slice. This will become the head of the octopus. Use the fabric pieces that were left over from cutting to stuff the head.
6. Put a small fold in the 2<sup>nd</sup> paper roll slice and place it in the underside of the octopus. Unfold it to hold the two pieces together.
7. Place a drop or two of white glue on the inside between the fabric and the ring.
8. Have children decorate the head now. They can use markers or glue on items to make eyes and other decorations to make their octopus unique.





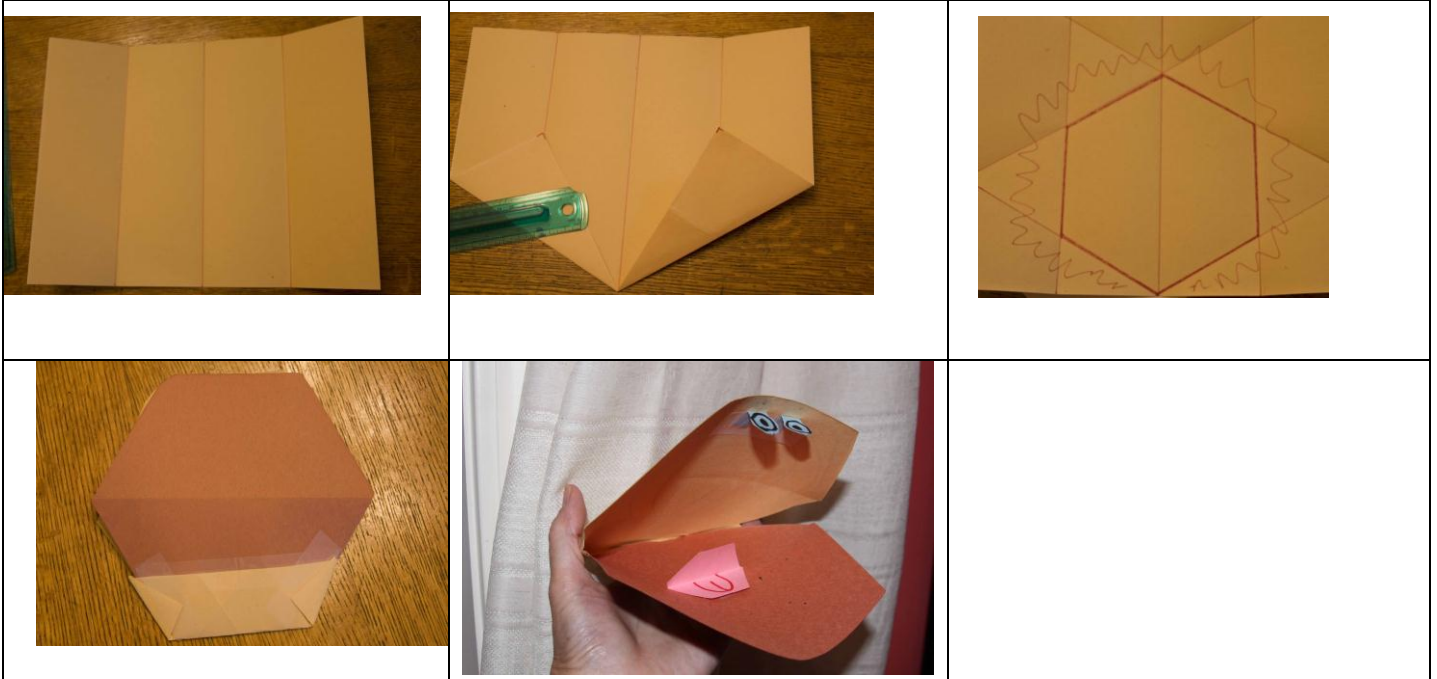
### Lesson Two – Half Circle Crab

1. Trace or draw 2 circles of equal size (approx. 3 inches in diameter). Trace or draw one larger circle (approx. 5 inches in diameter).
2. Cut out all three circles
3. Cut the 2 smaller circles in half
4. Fold the larger circle in half
5. Tape as shown in photo leaving about a 2 inch gap at the bottom of the crab to insert fingers.
6. Have children decorate; add eyes and legs if desired.



### Lesson Three – Hexagon Clam

1. Fold paper as shown in photos to create a hexagon.
2. Cut out hexagon
3. Repeat to create another hexagon
4. Cut rectangle strip
5. Tape as shown, decorate







### **PART V – Octopus Finger Puppet Show**

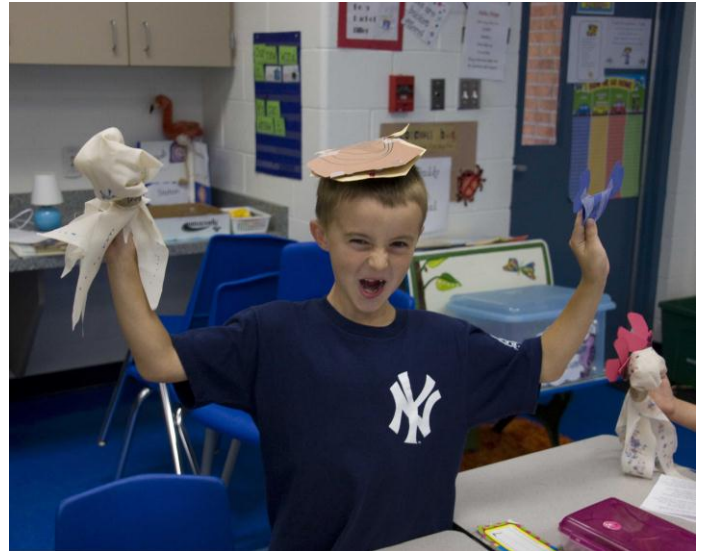
1. Read “The Octagon Octopus” to the children.
2. Have the children create their own puppet show in a ‘round robin’ format. The Octagon Octopus story does not have the Half Circle Crab or the Hexagon Clam as characters in the story. Have children incorporate these characters into their story. The story will have a beginning, middle and end.
3. Encourage them to reflect on the story and the song and incorporate / expand what they learned from the story and the song.

**Assessment of Student Learning:** Visual assessment of these lessons showed all children completed the lessons successfully.

**Summary:** The lesson successfully reinforced the geometric shapes and recent lessons about sea life. The children used cutting, tracing, folding and their own ideas for decoration and color to create their puppets. In the culminating ‘round robin’ puppet show they made up their own story based on the events of each preceding child’s tale. We went around the room twice so different children could begin and end the story.

### **Documentation of Student Learning: Photographs**













**Reflections:** What worked:

- Customizing the theme to incorporate learning about underwater creatures and teaching geometric shapes.
- Creating the puppets from the geometric shapes was fun for the children and strongly reinforced how those shapes are made.
- Allowing the children to make their puppets their own with their choice of colors and decorations made it personal and not just a *follow instructions* task.
- The music and having the children sing set the mood and loosened them up for the puppet show.
- Having my artwork there created a genuine interest in the art and the processes of making the art, especially the mixed media pieces with puffer fish scales, recycled paint and gauze.
- Creating the illustrations for the Octagon Octopus story inspired interest in painting





What could have been better:

- The Hexagon was challenging although all students completed it. They were very pleased when they saw the hexagon in the folds. Some needed a little assistance. An overhead projector would have allowed all the children to visualize the steps at one time. In the future, a numbering system on the folds will be incorporated. This will be especially helpful if a projector is not available.
- It would have been better to have the children read along with the Octagon Octopus story.
- The puppet show could have been tweaked and guided to reflect on the Octagon Octopus story more. For instance; each child could name their sea creatures. In their part in the play, one of their creatures would have an individual trait that they would have to incorporate into the story.

Ideas from teacher Theresa Young:

Give students a role card with setting/task prompt and then let them work with a group to put the play on for the class.

Students could use their bodies to bring in another art form (dance) and demonstrate how they think an octopus would move through the sea, or a crab, or a clam.

Something to try on other days:

- Build a puppet show stage from old cardboard boxes. Have the children decorate the 'stage' with their artwork.
- Have them create a cave and coral and undersea plants.
- If watercolor or watered down acrylic paints were available, they could paint the fabric before cutting to make really bright octopi. They could also paint the ring.
- Have children write their own story and illustrate it.

Positive feedback from kids:

- While walking to class at the beginning of the 2<sup>nd</sup> day one child asked me, "Are we going to have a puppet show today?" When I said yes he said "Good, because my mom was going to check me out of school today and I told her I wanted to come because we are having a puppet show."
- All of the children were attentive and a delight to work with. They all seemed to truly enjoy the lesson and I feel they will always remember these sea creatures and the geometric shapes.
- I asked the whole class if they thought what we had done was work or fun they all shouted "FUN!"
- One child asked where I teach art because he wanted to come to my classes
- Several children ran over and hugged me at the end of the session

Feedback from Teacher:

"I thought that your story was wonderful and I liked how you linked the geometric shapes with the sea animals. I enjoyed the music of the "Octopus's Garden". I know that the children really enjoyed your visit. You made a memory for them that they will not forget. Thank you again."

Theresa Young