



I Am A Star

Grade: Adaptive Time: 45-60 minutes

Designed by Barbara Short, Art Specialist

KIT INCLUDES:	MATERIALS:	LESSON DESCRIPTION:
<ul style="list-style-type: none"> • lesson plan • <i>Color Zoo</i> by Lois Ehler • boards: <ul style="list-style-type: none"> --vocabulary --shape/color folding "book" --lesson procedure --"I am a Star" song 	<ul style="list-style-type: none"> • railroad board --22" X 28" cut to 2" X 28" • construction paper --assorted colors (cut according to student needs) • glue sticks • paper punch • assorted markers • yarn or string • scissors (if can cut) 	<p>Students discuss how they can 'be a star' by helping others. They look at books with shapes and colors and name them. They then glue colored shapes on a long strip of railroad board — punching holes in some of them to make <i>peek-a-boo colors</i>. Lastly, they fold, add stars and hang!</p>



VOCABULARY:	ART ELEMENTS:	ART PRINCIPLES:	CONTENT CONNECTIONS:
shape words (geometric, organic) color words (primary, secondary) large, small light, dark	___ Line <u>x</u> Shape/Form <u>x</u> Color ___ Value ___ Texture ___ Space/Perspective	<u>x</u> Pattern ___ Rhythm/movement ___ Proportion/Scale ___ Balance ___ Unity ___ Emphasis	health — self-esteem THEMES: citizenship

PHILOSOPHY:

- Provide every student with exposure to art and the opportunity for success at his or her level.
- Encourage all students to communicate through art.

ADAPTIVE ART KITS:

Adaptive kits were originally designed for use in special education classes but can be used with a wide range of ages and abilities, increasing the complexity of lesson as appropriate. Extensions are suggested for more complex results.

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

1. discuss why they are special (a star), and what they can do to help others.
2. review shape names and differentiate between large and small.
3. review color names and differentiate between light and dark.
4. manipulate materials successfully to complete their art with their star on top.

PREPARE:

Teachers: Make sample before teaching to ensure understanding of lesson.

Collect supplies and prepare materials as follows:

1. Cut a sheet of white 22" X 28" railroad board into 2" X 28" strips— 1 per student.
2. Collect 9" X 12" construction paper in assorted primary and secondary colors—cut into 3" X 4" pieces. *For very young students or students that cannot cut, prepare a collection of shapes in various sizes and colors.*
3. Cut 2 large (4-5") stars for each student; use a die cut machine or cut by hand.

ENGAGE AND EXPLORE:

Note: If time or patience is short, teacher can use only the folding shape/color book and not Color Zoo.

Gather students around you. Quickly look at Color Zoo by Lois Ehnert. Notice the star at the front of the book and go back to it when you finish....the star is important in this lesson.

Ask them if everyone here is the same? Different? We are both—the same and different. Have a conversation about how each student can be 'a star' in our world. *We are a star* by being a good friend and helping others. Have students tell how they are a star—how they help others. As they do so, give them 1 star or 'tap them' with a star. Sing the "I am a Star" song.

Next, show them the shape/color board and have students use their words to describe what they see. Each board shows:

- a large and small SHAPE
- a COLOR
- the color in LIGHT and DARK
- overlapping shapes with 'PEEK-A-BOO" holes made with a paper punch

This is a great review of colors and shapes and differentiation between light and dark.

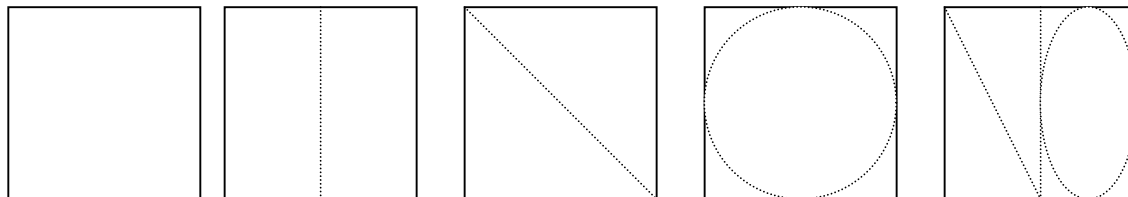
CREATE:

Each student gets:

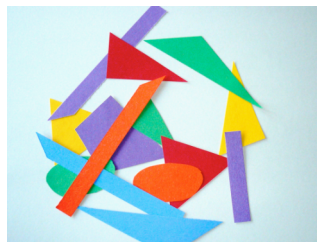
- 1 (2" X 28") white railroad board
- 'a handful of pre-cut shapes' (or—if student has good cutting skills—lots of 3" X 3" colored construction paper pieces to cut own shapes)
- glue stick
- scissors (if needed)

Demonstrate the process for students first.

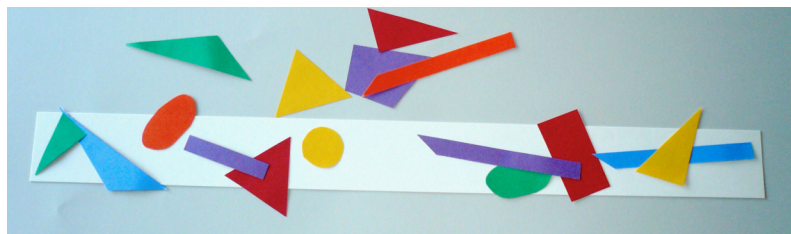
1. If students are older and capable of understanding and cutting, teach them the following easy shape cutting methods and cut together. If not, skip to step 2.



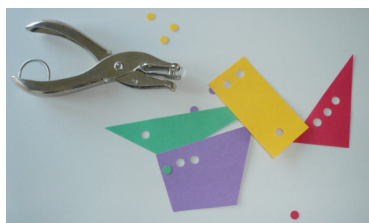
2. Give each student a handful of mixed shapes— 8-10 to start.



3. Lay the long white strip out on your desk. Practice how you will place your many shapes all over the strip—overlapping, letting shapes go off the edges, separating similar colors, etc. Remind them to ‘use the whole board.’



4. Encourage students to put lots of glue on shapes and stick to white board.
5. After almost all shapes are on the board, give students a paper punch to make some “peek-a-boo holes” and glue these shapes onto the board so they have “peek-a-boo colors”.



6. Extension: If students are capable and ready-for-more, have each student select a colored marker. With this marker they should outline shapes in a ‘bubble-line’ as shown below.



7. Fold the stick in half length-wise. Teacher needs to punch a hole in the top near the fold.



8. Give each student a long piece of yarn to feed through the hole. Tie.



9. Write students name on a star. Have them glue 2 stars on the top. Hang.



CLOSE:

FOLLOW-UP:

Students can present their art saying what they can before being prompted by teacher for more. For instance:

"This is my art.... I made it.... My favorite part is this red triangle.... Here is a peek-a-boo blue.."

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Can you name ways that you are a star (help others)? (K)
			2. Can you name 3 shapes? (K)
			3. Can you name 3 colors? (K)
			4. Did you actively listen and follow directions? (A)
			5. Did you do your best during this lesson? (E)
			6. Do you like your art with your name on top? (A)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:
 Art: A1,3; C2a,b, 5; D1, 7.
 English: A, C.
 Math: A

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English: A, C.

Math: A

CREDITS:

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I AM A STAR

(tune of Frere Jacques) Repeat each line.

I am a star

Look at me

Watch me while I'm helpful

Then you'll see!

I am a star

Look at me

Watch me – I am special

Yea for me!