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CREATE *to* Communicate

Art Activities for the English as a Foreign Language Classroom

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Rationale

There are unlimited advantages to using the visual arts for developing English language learning skills. The arts can be a source of inspiration, imagination, and motivation for learners. They can engage students in a variety of themes, subjects, and issues, as well as introduce learners to new ways of seeing the world. Most importantly, the arts can provide students with a voice in a world where they have limited English proficiency.

This activity book is intended for English language teachers who would like to reap the benefits that the visual arts provide, but are unsure of where or how to begin. By providing art ideas and guidelines, matched with language objectives, this book seeks to use the arts as a tool to build and strengthen English reading, writing, listening, and speaking skills and develop the confidence students need to take risks and explore within a new language. Designed to supplement regular coursework, the purpose of this book is not to provide art lessons, but rather to provide ideas of how to incorporate the arts into the language classroom to make English accessible and understandable to students.

Organization

The art and language activities in this book are designed for primary and secondary school students. Each activity lists a language objective and suggested skill level. There are four media explored in this book: drawing, collage, sculpture, and mixed media. The activities are designed to be used independently rather than sequentially, giving the teacher the flexibility to choose an activity that best fits the desired topic, language focus, and available art materials of the language classroom.

In addition to flexibility, an important design feature of this book is adaptability. While art materials, language objectives, and skill levels are listed for each activity, most activities can be adapted and modified in numerous ways. Look for modification suggestions at the beginning and end of each lesson labeled as *Art Options* or *Extension Activities*, or at the *Additional Resources* to supplement and enhance the lesson plans. These features enable the teacher to use, adapt, and modify an activity in various ways to best suit the needs of the students.

The below grid is a model of what will be found at the beginning of each lesson:

Objective: This is the language-learning objective for the lesson plan.

Level: This indicates the student level for the lesson.

Materials: This lists the materials needed for the art project.

Teacher Preparation: This is what the teacher will need to do to prepare for the lesson.

Art Options: This will list variations in case the materials listed above do not work in the teacher's specific setting.

Selecting an Activity

There are three ways to select an activity to fit the needs of the students.

- **Language Focus:** The language focus of each activity is placed at the beginning of each activity. Most activities in this book are organized around an authentic communication goal and discrete language structures. These objectives are designed to be adapted and modified to best suit the needs of the students.
- **Topic:** In each chapter, the activities are organized under topic headings.
- **Art Medium or Materials:** Each chapter of this activity book is organized by art medium. This enables the teacher to easily search for an activity depending on what materials are available. However, most activities also offer suggestions for art material variations. The *Art Options* listed at the beginning of each lesson offers valuable suggestions on alternate materials. Likewise, adaptation and modification are encouraged.

Teaching the Lesson

There are no exact rules or steps for making art. The tips outlined below offer broad guidelines and suggestions to take into consideration when creating art with students.

1. Choose an appropriate activity for the students.

Before beginning an art activity, read through the activity instructions, extensions, and variations to make sure the activity is suitable or adaptable for the age and language ability levels of the students. Most activities can be adapted and modified in numerous ways to fit the needs of students.

2. Collect the necessary materials, or alternate materials, needed to complete the activity.

Read the materials list and the instructions for each lesson before beginning the activity with students. If the resources listed in the beginning of the activity are not available, read the *Art Options* section at the beginning of the activity for ideas on other ways to complete the activity.

3. Help students plan the basic design of the artwork: the composition.

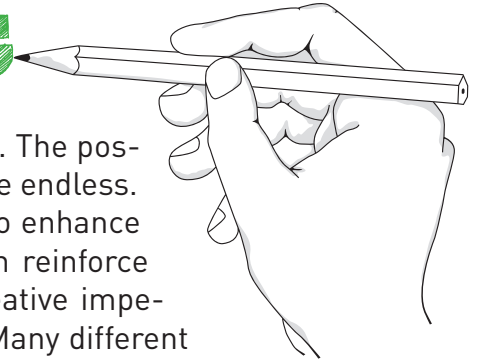
Most art activities require some planning. The amount and type of planning will depend on the age of the students, the specific activity, and the amount of time desired to spend on the activity. With both two-dimensional and three-dimensional artwork, students have a limited amount of space to work with. The teacher can help students plan how they will use the space provided by asking them to think about the organization or arrangement of the subject(s), the size of the subject(s), and the desired colors and color combinations to be used. In many cases, the teacher can also show students how to organize the design of a piece of artwork by doing an example with the class, or by demonstrating with a student example.

Art Tips

Tips specific to each art medium can be found at the beginning of each chapter. Listed below are a few tips and suggestions that are common to all art media and activities included in this book.

- If possible, have students bring in old shirts or other old clothes that can be worn over their clothes to protect them from paint, glue, or any other messy art materials being used.
- If students are working with messy materials, try to cover and protect the surfaces students will be working on (desks, tables, and floor) with old newspapers or scrap (recycled) papers. By covering students' workspace, the furniture in the classroom will not only be protected but clean-up will also be faster and easier.
- Old baking supplies such as muffin tins or metal baking sheets make good paint mixing trays or palettes.
- Recycled materials such as magazines, papers, cardboard, plastic containers, and glass jars are utilized in many art activities throughout this book. If possible, collect these items for use in the classroom or ask students and other teachers to collect such recycled materials to donate for art activities.
- Each chapter includes a materials list. The lists provided are broad suggestions of common materials used in art activities. They are intended to give the teacher an idea of possible materials that can be used with the art medium. Not all of the materials listed are needed to complete an activity. ***Feel free to adapt, modify, or add additional materials to any activity to best suit the resources available and the needs of the students.***
- There is a glossary provided at the end of the book with definitions and images for art processes and materials that may be unfamiliar.

UNIT I: DRAWING



Drawing is the process of creating shapes or forms on a surface. The possibilities for drawing activities with English language learners are endless. Drawing can be done with very few materials and can be used to enhance a range of classroom topics, themes, or subjects. Drawing can reinforce vocabulary, practice grammatical structures, and provide a creative impetus for meaningful language use in oral conversation practice. Many different subjects can be exploited for use in the classroom in drawing from observation, such as food, plants, flowers, animals, people, household objects, insects, and local landscapes, or students can use their creativity and memories to draw from their imaginations.

Tips for drawing:

- **Use the basic shapes of the subject(s) to create an outline of the drawing.**
Any subject can be broken down into shapes that construct it. Help students draw a basic outline of their subject by first identifying and drawing the basic shapes that make it up. Once students have drawn the basic shapes in outline, the form, detail, and features of the subject can be added.
- **Drawing from imagination — there is no “right” or “wrong” way.**
Drawing from imagination allows students to use and expand upon the vital resources most young people possess: imagination and creativity. Drawing from imagination differs from drawing from observation in that learners are not directly observing the subject or object; rather, they are using their memories and creativity. Make sure to stress to students that there is no “right” or “wrong” way to draw from imagination.
- **Adding color**
For tips on adding color to drawings, including information about paints, primary, secondary, and tertiary colors, and color mixing, please refer to *Appendix A*.



Drawing Materials

These are some materials that can be used for the drawing activities in this book. Each lesson plan in this chapter will have a list of the specific materials needed to complete that particular project, with suggestions for variations in case different resources are on hand.

Required

- Drawing tool: pencil, pen, chalk
- Drawing surface: paper, chalkboard, whiteboard

Optional

- Chalkboard
- Colored pencils
- Crayons
- Paper
- Pens
- Pencils
- Markers
- Natural materials
- Sidewalk
- Whiteboard

DRAWING ACTIVITIES

UNIT I

Title	Language Focus	Art Activity	Page
Lesson 1: About Me Who am I?	Autobiographical poem with present tense <i>to be</i>	Self-portrait	13
Lesson 2: Transportation Planes, Trains, and Automobiles	Collaborative story writing with transportation vocabulary and past tense verbs	Comic strip	19
Lesson 3: Travel Treasure Map	Giving and following directions using ordinal numbers and transition words	Treasure map	23
Lesson 4: Outer Space To the Moon and Beyond!	Postcard writing using simple present and past tense verbs	Outer space landscape	28
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LESSON 1

ABOUT ME

Who am I?

Autobiographical poem with present tense *to be*



Objective: Students will write an autobiographical poem and create a self-portrait using the present tense of *to be*.

Level: Beginner

Materials: Mirrors, paper, and pencils. Optional: sticky notes, crayons, markers, or colored pencils.

Teacher Preparation: 1. Ask students to bring in small mirrors before beginning this activity. Students can use the mirrors to help them draw their self-portraits. 2. Duplicate the appropriate pages in the *Reproducible Worksheets* section.

Art Options: This portrait activity can be completed with several different media. If you have tempera or watercolor paints available, students can paint their self-portraits. If you have collage materials available, students can make a collage portrait, or they can create a mixed media portrait that involves drawing and collage. If you have access to a camera, you can use photography to have students create portraits.

INSTRUCTIONS

Part One: “I am, He/She is” Adjective Memorization Game Warm-Up Activity

1. To have students practice using the present tense conjugation of the verb *to be* with adjectives, play the “I am, He/She is” memorization game.
2. Have students sit in a big circle so that each student can see one another.
3. Tell students to think of an adjective to describe themselves.
4. One student in the circle should start by saying his or her name and one adjective to describe himself or herself. For example: “My name is Josie. I am happy.” The person next in the circle repeats what the first student says and then adds his or her own introduction. For example: “This is Josie. She is happy. My name is Raul. I am funny.”
5. The game keeps going around the circle with each student repeating what has been said by changing the verb tense of *to be* and then contributing his or her own introduction.
6. Tell students they cannot repeat an adjective already used.

Part Two: Portraits

1. A portrait is a work of art that shows a person (usually the person’s face). Show students examples of portraits. Examples are provided on page 17.

2. Tell students they will be drawing their own self-portraits. Ask students to think about how a self-portrait can reflect different moods or attitudes. To provide examples, show students the images at the end of this lesson. Ask students how each of these images differ and what each one conveys.

Optional Extension:

- a. If available, bring mirrors to the classroom, or ask students to bring small mirrors from home, and place them around the classroom for students to look at and study their features before they begin drawing.
- b. Elicit from students vocabulary for facial features, such as eyes, nose, ears, lips, cheeks, and teeth.
- c. Have students draw their portrait on a piece of paper.
- d. If resources are available, have students add color to their portraits with crayons, markers, or colored pencils.

Part Three: The Portraits Speak! (Speech Bubbles)

1. When students are finished with their portraits, divide the students into small groups.
2. Tape the drawings on the board or classroom wall.
3. Assign each group three or four drawings to look at. Students should consider the mood of the person displayed in the portrait and then write speech bubbles for their assigned portraits.
4. Have students write their speech bubble on a piece of paper, cut it out, and tape it to the portrait. Refer to the speech bubble example to the right. If available, use sticky notes for this activity.
5. Have students walk around the room reading the speech bubbles the other groups have added to the portraits.
6. Take down the speech bubbles and assign each group new portraits to create speech bubbles for.



Part Four: "I Am" Bio-Poem

1. Tell students they will create an "I Am" bio-poem to accompany their portrait. They should not write their names on this poem.
2. Write questions on the board to help students brainstorm ideas for their bio-poem. Prompts might include:

What are three adjectives that describe you?
What are the names of your family members?
What are three things you like?
What are three things you dislike?

3. Have students answer the prompts orally.
4. If desired, ask students to share or compare their answers to the questions.
5. Next, show students the pattern for a bio-poem. Reproduce the pattern on the next page on the board for students to copy, or duplicate the blank pattern at the end of this activity in the *Reproducible Worksheets* section.

To be

I am
you **are**
he/she/it **is**
we **are**
you **are**
they **are**

- If needed, review or teach the present tense conjugation of the verb *to be*.
- With students, brainstorm a list of adjectives that describe people and that can be used with the verb *to be*. Tell students to think about adjectives that were used in the first activity, the “I am, He/she is” memorization game. The brainstormed adjectives can be used in “I Am” bio-poems.

Examples of Personality Adjectives						
clean	messy	happy	sad	grumpy	rude	smart
hungry	young	old	funny	friendly	polite	selfish

***NOTE:** The adjectives above may not fit the level and needs of your students. Modify as needed.

- Have students write their bio-poems.

Bio-Poem Pattern

Line 1: I am _____, _____, _____, and _____.
(Write four traits that describe you. For example: kind, honest, playful, or serious.)

Line 2: I like _____, _____, and _____.
(Write three things, people, ideas, or places that you like.)

Line 3: I feel _____, _____, and _____.
(Write three emotions.)

Line 4: I am afraid of _____, _____, and _____.
(Write three things you are afraid of.)

Line 5: I want to see _____, _____, and _____.
(Write three things or places you would like to see.)

Line 6: I live in _____.
(Write the place you live.)

Line 7: I am _____, _____, _____, and _____.
(Repeat the four traits that describe you. For example: kind, honest, playful, or serious.)

Line 8: I am _____.
(Repeat Line 1).

* Adapted from “Biopoem,” p. 51, *Writing Simple Poems*, by Vicki L. Holmes and Margaret R. Moulton

- If needed, add or delete lines of the poem to make the poem suitable for the level of your students.
- Collect the bio-poems and then re-distribute them to each student, making sure that students do not receive their own poems.

11. Have students read the poems.
12. If necessary, review “Do you?” and “Are you?” question prompts. Write these two phrases on the board. Have students practice these prompts with the person sitting next to them for two minutes.
13. Have students go around the room to look for the person the poem describes by using the prompts above.
14. Once students find their partners, have students make mini-presentations about their partner, practicing *to be*. (For example: “This is Jane. She is kind, honest, and playful.”)
15. To complete this activity, have students take turns telling the teacher one thing they learned about someone else today.

Extension Activities:

Me — Then and Now

Write the bio-poem at the beginning of the school term or year. Save the poems students wrote and have them review or rewrite the poem again at the end of the term or school year. Students can compare their new and old poems to see if they have changed through the course of the term or year.

Portrait Gallery

Display students’ portraits and completed poems next to each other in the classroom or school. Students can have a “gallery opening” by bringing snacks to class, inviting other teachers, parents, or students, and talking to the invited guests about their portrait and poem.

Additional Resources:

The National Gallery of Art has a student and teacher resource: Who Am I? Self-Portraits and Writing.

http://www.nga.gov/education/classroom/self_portraits/index.shtm

The National Portrait Gallery

<http://www.npg.si.edu/>

SKETCHES & PORTRAITS



ALL ABOUT YOU! BIO-POEM

Directions: Fill in the blanks using adjectives that describe you.

My Bio-Poem

I am _____, _____, _____, and
_____.

I like _____, _____, and _____.

I feel _____, _____, and _____.

I am afraid of _____, _____, and _____.

I want to see _____, _____, and _____.

I live in _____.

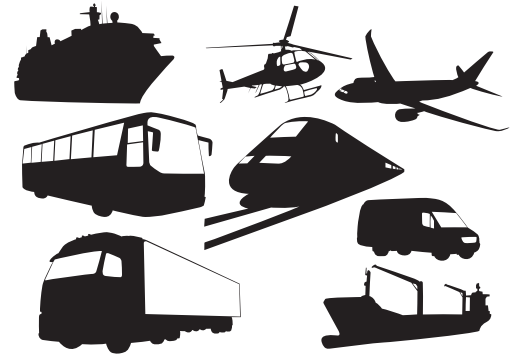
I am _____, _____, _____, and
_____.

LESSON 2

TRANSPORTATION

Planes, Trains, and Automobiles

Collaborative story writing using transportation vocabulary and past tense verbs



Objective: Students will write about an imaginary trip and draw pictures in a comic strip format using transportation vocabulary and past tense.

Level: High Beginner to Low Intermediate

Materials: Required: paper and pencils. Optional: crayons, colored pencils, or markers.

Teacher Preparation: 1. If possible, duplicate the template in the *Reproducible Worksheet* section of this activity. (Groups may need more than one sheet to draw their story.) 2. Cut out strips of paper for Part One.

INSTRUCTIONS

Part One: Collaborative Comic Strip Story

1. Divide students into groups of three or four.
2. Tell students to imagine they are taking a trip, and elicit from them various types of transportation that could be used. Write their responses on the board. Common modes of transportation, such as cars, trains, boats, and bicycles can be included, but encourage students to be creative and think past the traditional modes of transportation to include other forms, such as hot air balloons, hang gliders, parachutes, roller blades, submarines, or rocket ships.
3. As a list is generated, have one student serve as class recorder and write each mode of transportation on a small strip of paper. Fold the strips of paper in half and place them in a basket or other small container.
4. Have students brainstorm various destinations. Create a list on the board.

Possible Modes of Transportation

car	kayak
airplane	on foot
train	boat
donkey	bicycle
helicopter	motorcycle
horse	bus

Possible Destinations

The Moon	The Swiss Alps
The Sahara Desert	An island in the South Pacific
The White House	The Amazon
Antarctica	The Great Wall of China
The Pyramids of Egypt	The Earth's core

5. As the list of destinations is generated, have another student recorder write each destination on a small strip of paper. Fold the strips of paper in half and place them in a different basket or into a small container.
6. Have one member from each group choose two strips of paper, one from the destination basket and one from the mode of transportation basket.
7. Once each group has chosen two strips, the group must create a character for their story. The group will create a story about how their character uses the mode of transportation they chose, to get to the destination they chose.
8. Pass out the comic strip template found at the end of this lesson (one per group). Groups may need more than one sheet to draw their story.
9. Each group member should contribute to the story in some manner. Group members can help develop the story and decide on the steps of the journey, help draw the pictures in the comic boxes, or help complete both tasks.
10. Below is a basic outline students can follow if they need help structuring or drawing their story. Adapt or modify the outline as needed to suit the level of the students.
 - a. The first box should contain a drawing of the character at the beginning of the journey.
 - b. In the next box, students should show some aspect of the trip.
 - c. In the following box(es), students could show any problems, people, or places the character may encounter along the trip.
 - d. In the last box, students should show their character arriving at the destination. Ask students questions to help them imagine their destination, such as “What would you find when you arrive? What does the landscape look like? Are there lots of people? Or are there no people? Are there any animals or plants? Is anybody there to meet you?”
11. If possible, have students add color to the drawings with crayons, markers, or colored pencils.

Part Two: Re-Telling the Stories with Words

1. Collect the comic strip stories when all groups are finished.
2. Randomly pass out different comic strips to each group, making sure the groups do not receive their own comic strip.
3. Instruct the groups to look at the pictures in the comic strip boxes and write a story to accompany the pictures on the lines provided beneath the pictures.
4. Have students write the stories in past tense.
5. Remind students that what they write should correspond to the picture.
6. When every group is finished, have each group present the comic strip pictures and read the story they wrote to the entire class.

Part Three: 3-2-1 Closing Exercise

1. To review what was learned and check students’ comprehension, have students do a 3-2-1 closing exercise.
2. Tell students to write
 - Three key terms they learned;
 - Two interesting things they found out;
 - One question they still have.
3. Address any common questions or concerns students expressed in the 3-2-1 exercise.

Extension Activity:

Transportation Charades

First, make a list of the different types of transportation students included in their stories and drawings. Add any additional types of transportation students brainstormed as well. Write each type or form of transportation on a card or small piece of paper. If needed, review these modes of transportation with students to make sure they know and understand the vocabulary. The completed story drawings can be referred to for examples. Next, play charades by breaking students up into pairs. Each pair takes a turn picking a card or piece of paper. The group then has to act out that mode of transportation to the class. The group cannot use words, only movements, gestures, and sounds. The first group that correctly guesses the transportation vocabulary word gets a point. The group with the most points at the end of the game wins.

Additional Resources:

Here are two Internet-powered comic book creators that work in computer lab settings:

Read, Write, Think Comic Creator

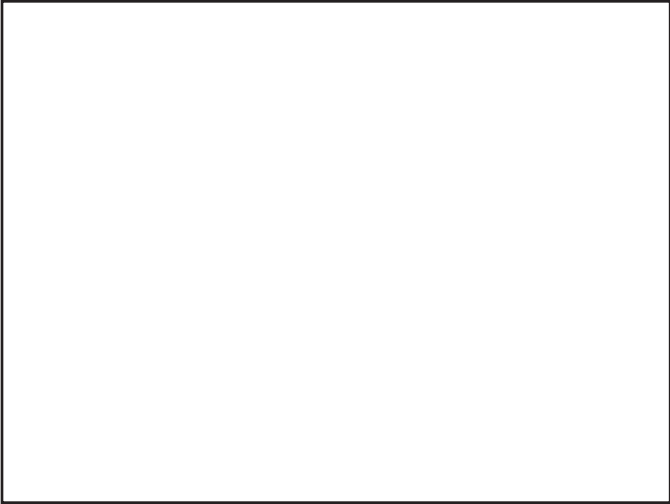
<http://www.readwritethink.org/files/resources/interactives/comic/index.html>

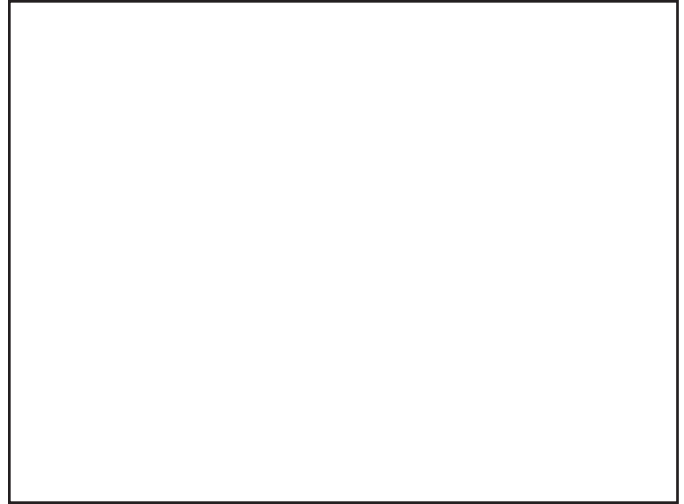
Make Beliefs Comix

<http://www.makebeliefscomix.com/Comix/>

COMIC STRIP STORY

Directions: Draw the pictures for your story in the boxes. Then, write sentences for each drawing on the lines below the boxes.









LESSON 3

TRAVEL

Treasure Map



Giving and following directions using ordinal numbers and transition words

Objective: Students will write, give, and follow directions that correspond to a treasure map, using ordinal numbers, sequence words, and transition words to illustrate a treasure map.

Level: Beginner to Intermediate

Materials: Chalk and sidewalks or some other concrete surface. Variation: Chalk and a blackboard, markers and a whiteboard, or pencils and paper.

Teacher Preparation: Decide where students will construct their treasure map and prepare the materials needed.

Art Options: Several art variations are mentioned throughout this activity. If chalk, sidewalks, or concrete are not available, students can draw their treasure maps on paper or on the blackboard or whiteboard in the classroom.

INSTRUCTIONS

***NOTE:** This activity is ideal for large surfaces, such as long stretches of sidewalks or other large concrete areas. By creating a treasure map on such materials, the treasure map becomes interactive. Students can not only draw the parts of the map and write the directions, but likewise walk through the treasure maps. This helps students connect the words to real movements. If these materials or spaces are not available, students can draw their treasure maps on a piece of paper or on the *Treasure Map Worksheet* provided at the end of this lesson. Another option is to turn the classroom into the treasure map, using classroom furniture as landmarks for the map.

Part One: “Simon Says” Warm-Up Activity

1. Play “Simon Says” with students.
 - a. Have all students stand up.
 - b. Move classroom desks or furniture out of the way if necessary.
 - c. Tell students that when you say “Simon says...,” followed by directions, they have to do what the directions say. For example, if you say, “Simon says take two steps to the right,” students should take two steps to the right. If any students do an incorrect action, they are out and have to sit down. Also tell students that if you don’t say “Simon says” first, before the directions, they should not follow the directions. If they do, they are out as well. For example, if you say, “Take two steps to the right,” and someone takes two steps, he or she is out.

- d. Try to use directions in the game that students might incorporate into their treasure maps later to reinforce vocabulary. Example directions may include:
 - Simon says take three steps backwards.*
 - Simon says turn around in a circle.*
 - Simon says walk two steps to the north.*
 - Simon says hop once to the left.*
 - Simon says take a giant step to the right.*
 - Simon says skip forward twice.*

Part Two: Treasure Map Designs

1. Show students the example of the treasure map to the right (a larger version is located at the end of this chapter).



2. If needed, explain what a treasure map is: a map that is used to find buried treasure (usually stolen money, jewelry, or other valuables). ***NOTE:** The topic of pirates may come up. You could elicit from students the names of popular pirate movies and/or ask students to tell pirate stories. However, this may be culturally inappropriate in some locations due to the real risk factor of pirates along coasts. For more advanced classes, you could begin a discussion with students on the mythical, comic version of a pirate in comparison to modern-day pirates.
3. Review any unfamiliar vocabulary with students. Vocabulary might include “X marks the spot,” *treasure, ship, gold, legend, or loot.*
4. Break students up into pairs or small groups of three.
5. Tell each group they will be creating a treasure map that leads to a treasure, similar to the example above.
6. Tell students they will first need to decide what the treasure is and what landmarks they will be drawing in their treasure map. Elicit from students the landmarks on the map and write these responses on the board.
7. Have students draw a rough sketch of their treasure maps on a piece of paper first, so they can plan the layout and landmarks of the treasure map. Notice the example above has arrows going through the map to show the viewer how to get to the treasure. Students can also use arrows or dotted lines in their treasure map to try to trick the viewer to lead them the wrong way.
8. Now it’s time to draw! Assign students a section of sidewalk or piece of concrete to draw their treasure maps. Make sure students draw the landmarks of the treasure map, the treasure at the end, and lines or arrows to follow through the treasure map, if desired. Ideally, have students draw these maps as large as possible. Make sure they include a legend on their maps.
9. Once each group has drawn their treasure map, they need to write directions for it.

10. If needed, review or teach ordinal numbers and sequence and transition words to students.
11. Make sure to tell students that their directions must match the drawings on the sidewalk or paper. They can try to trick other students by drawing arrows or lines that go the wrong way, but if other students follow the directions correctly, they should find the treasure.

Ordinal Numbers and Sequence Words		
first(ly)	second(ly)	third
after	afterwards	as soon as
in the first place	at first	at last
before	before long	finally
in the meantime	later	meanwhile
next	soon	then

12. Once groups have completed drawing their treasure maps and writing directions, it is time to follow the directions to the buried treasure!
13. Groups can exchange directions several ways:
 - One group can read their directions aloud, while another group listens to the directions and follows what they hear on the treasure map. (Another possibility would be to walk through the treasure map if the map was drawn on a concrete surface outside.)
 - Alternatively, groups can exchange the written directions of their treasure maps, reading the other group's directions and following them through the treasure map.

Choose an option for students to follow based on what you want students to practice: listening to directions and reacting, or reading and comprehending written directions.
14. Each group should give their directions once and try to follow another group's direction at least once. If possible, have groups switch treasure maps and directions with every other group.
15. As a closure activity and to reinforce new vocabulary, ask each student to tell you a new word he or she has learned before leaving class. The word can be vocabulary related to treasure maps or an action verb used in their map directions.

Extension Activity:

Character Sketch

Have students create a character sketch about an imaginary person who buried the treasure. Depending on the level of the students, students can give their character a name and describe his or her physical characteristics and personality. Students can then draw a picture of their imaginary character and, if level appropriate, write a small story about him or her, where he or she has been, what he or she has done, and so on.

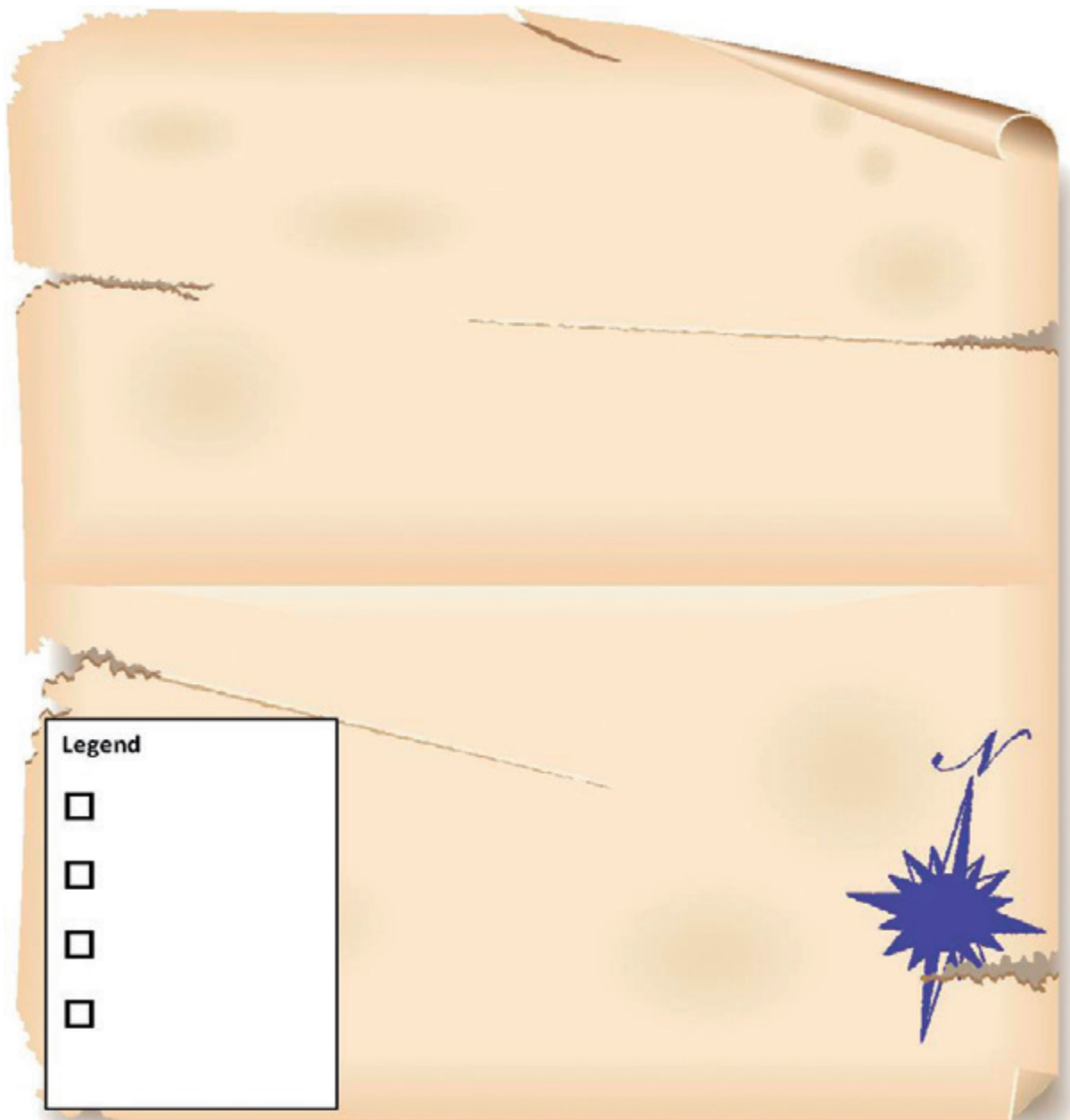
TREASURE MAP



GO FOR THE GOLD! MY TREASURE MAP

Directions: Draw your treasure map in the space provided below. Draw symbols in the boxes of the legend below.

Title: _____



LESSON 4

OUTER SPACE

To the Moon and Beyond!

Postcard writing using
simple present and past tense verbs



Objective: Students will design the front of a postcard and write a letter on the back using present tense *to be* and past tense verbs.

Level: Beginner to Intermediate

Materials: Paper, pencils. Optional: paint, crayons, colored pencils, or markers.

Teacher Preparation: Duplicate the postcard template in the *Reproducible Worksheet* section.

Art Options: If paints are available, students can use paint in their outer space scenes. Have students use crayons to draw the items in their outer space artwork. Then have students use black tempera paint diluted with water or black watercolor paint to paint the background of the picture. The crayon drawings should resist being covered by the paint because of the wax in the crayons, creating a nice effect.

INSTRUCTIONS

Part One: Outer Space Landscape Drawing

1. Discuss with students the various things they might see or encounter in outer space. Ask students questions such as:

What do you see when you look at the sky at night?

What do you imagine is out there?

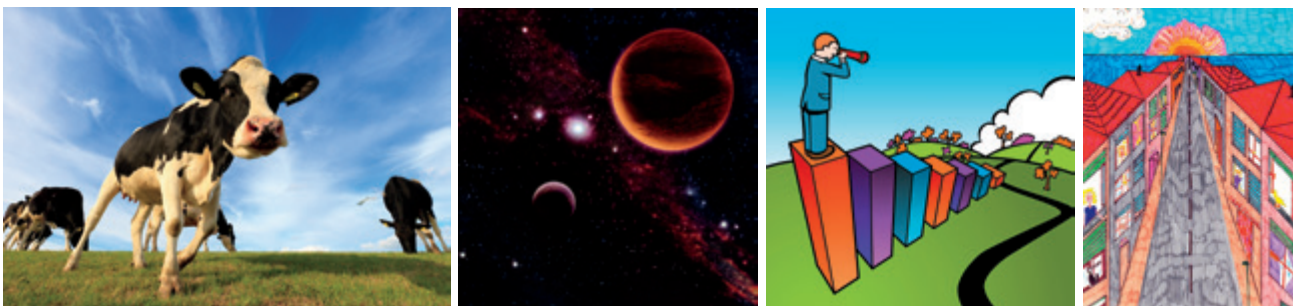
Have you ever seen a movie or read a book about outer space?

2. Brainstorm ideas with students and create a list of outer space items on the board. If needed, introduce or review the outer space vocabulary that is generated. Refer to the vocabulary box on the right if necessary. Use the images at the end of the section to provide examples of the vocabulary words for students.
3. Tell students they are going to draw an outer space scene. They can include whatever outer space items they would like in their drawings, real or imaginary.

Outer Space Vocabulary

outer space	galaxy
meteor	alien
UFO	sun
star	planet
moon	comet
rocket ship	shooting star

4. Pass out paper and pencils to students. If possible, students can use crayons, markers, or colored pencils to add color to their outer space drawings.
5. If appropriate for your students, discuss the idea of perspective. First demonstrate the concept by having a shorter student stand in the doorway of the classroom, and a taller student stand outside or down a long hallway. Who appears bigger? The student standing in the doorway should seem bigger, because he or she is standing closer. Similarly, some elements of a drawing may appear bigger and closer while others may look smaller or farther away.
6. To show perspective, ask students to look at the images below (also provided in reproducible format at the end of this chapter) and decide with partners which aspects of each image appear closer and which appear farther away.



Part Two: Listening and Drawing

1. Display students' drawings around the room. Ask students to look at the outer space drawings their classmates created.
2. Demonstrate the target structure (*there is/there are*) to students by using a student's drawing as an example and giving students a few examples of things that can be seen in the drawing. For example: "There is a large planet in this outer space drawing," or "There are many stars in this drawing."
3. Continue to review with students how *there is/there are* constructions are used with singular and plural nouns by demonstrating the structure with classroom items. For example, you might say:

There are ten desks in the classroom.
There are two bookshelves in the classroom.
There is one door in the classroom.
There is one stapler in the classroom.

Ask students if they notice a pattern. When do you use *there is* and when do you use *there are*?

4. Have students practice using *there is* and *there are* by holding up a student's painting and asking the other students to describe what they see.
5. When students are comfortable with the structures *there is* and *there are*, have students play a listening and drawing game, as demonstrated below:
 - a. Break students up into small groups. Students can play the game with paper and pencil, or chalk and a chalkboard, or markers and a whiteboard.
 - b. Tell the student who will draw to close his or her eyes.
 - c. Once the student closes his or her eyes, choose an outer space drawing to describe.

- d. The other students in the group then take turns describing something that is in the drawing using *there is* or *there are*. For example: “There is a rocket ship shooting through the sky,” or “There are five shooting stars.” The student with closed eyes has to listen to the descriptions and try to draw what he or she hears.
- e. When students have finished describing the picture, students should compare the blind drawings to the original artwork.

Part Three: Outer Space Postcard

1. For writing practice, have students write a postcard from outer space. Beginning level students can continue to practice the structure *there is/there are*, while intermediate level students can write a postcard in the past tense, describing what they saw, the things they encountered, or the places they went in the outer space trip.
2. Students can use their drawings or their classmates’ drawings as motivation for what to write about.
3. If necessary, review the structure of a postcard. A sample postcard is shown below. A blank postcard is also available at the end of this activity in the *Reproducible Worksheets* section.

Example



Part Four: Closing Activity

1. When students are finished writing their postcards, display the outer space drawings on the classroom board or wall.
2. Collect the postcards and mix them up.
3. Hand each student a postcard.

4. Have students take turns reading them. Students should try to guess which drawing the postcard describes.
5. If desired, have students complete this activity in small groups. Hand out a few postcards to each group.

Extension Activities:

Planet/Star Descriptions News Report

Practice speaking or writing with higher level students by having students look at an outer space drawing created by a classmate and imagine that they have landed on one of the planets or stars depicted in the drawing. Ask students to describe to people on Earth what they see. Students can pretend they are giving a news report to people on Earth from outer space and focus on details such as the color of the sky above them, how many moons or suns they see, the air temperature, how the air feels, what they are going to do there, if there are any animals or other creatures, if there is water, and if there are plants.

Outer Space Word Search!

Use one of the online resources below to create a word search to review the outer space vocabulary used in this activity.

Discovery Education Puzzlemaker: <http://www.puzzlemaker.discoveryeducation.com/>

A to Z Teacher Stuff Word Search Worksheets: tools.atozteacherstuff.com

TeAchnology Word Search Maker: http://www.teach-nology.com/web_tools/word_search/

Additional Resources:

Students can learn more about outer space and astronomy on this website while also practicing English. This online resource has word searches, hangman games, outer space jokes, as well as many more outer space-related activities.

<http://www.kidsastronomy.com/>

NASA's kids' website is a great resource for teachers and students. The site has videos, games, and online storybooks about outer space. Likewise, the site has an educator's section with classroom activities, images of Earth and outer space, and downloadable posters and space podcasts.

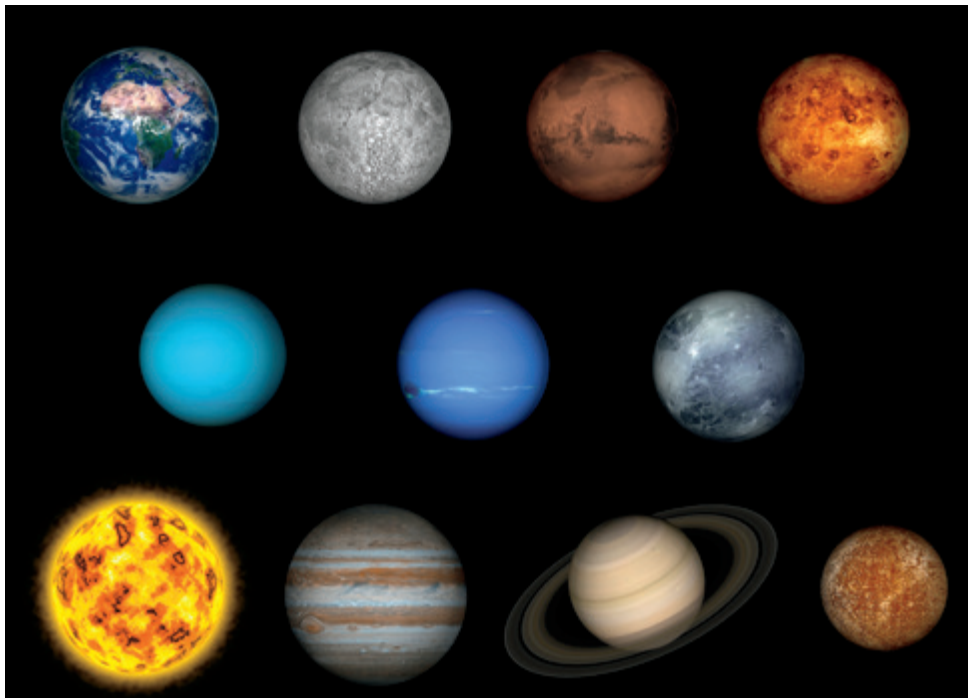
<http://spaceplace.nasa.gov/en/kids/>

PERSPECTIVE IMAGES

Directions: Compare and contrast the four images. Which aspects of the pictures look NEARER to you? Which look FARTHER away from you? Discuss with your partner.

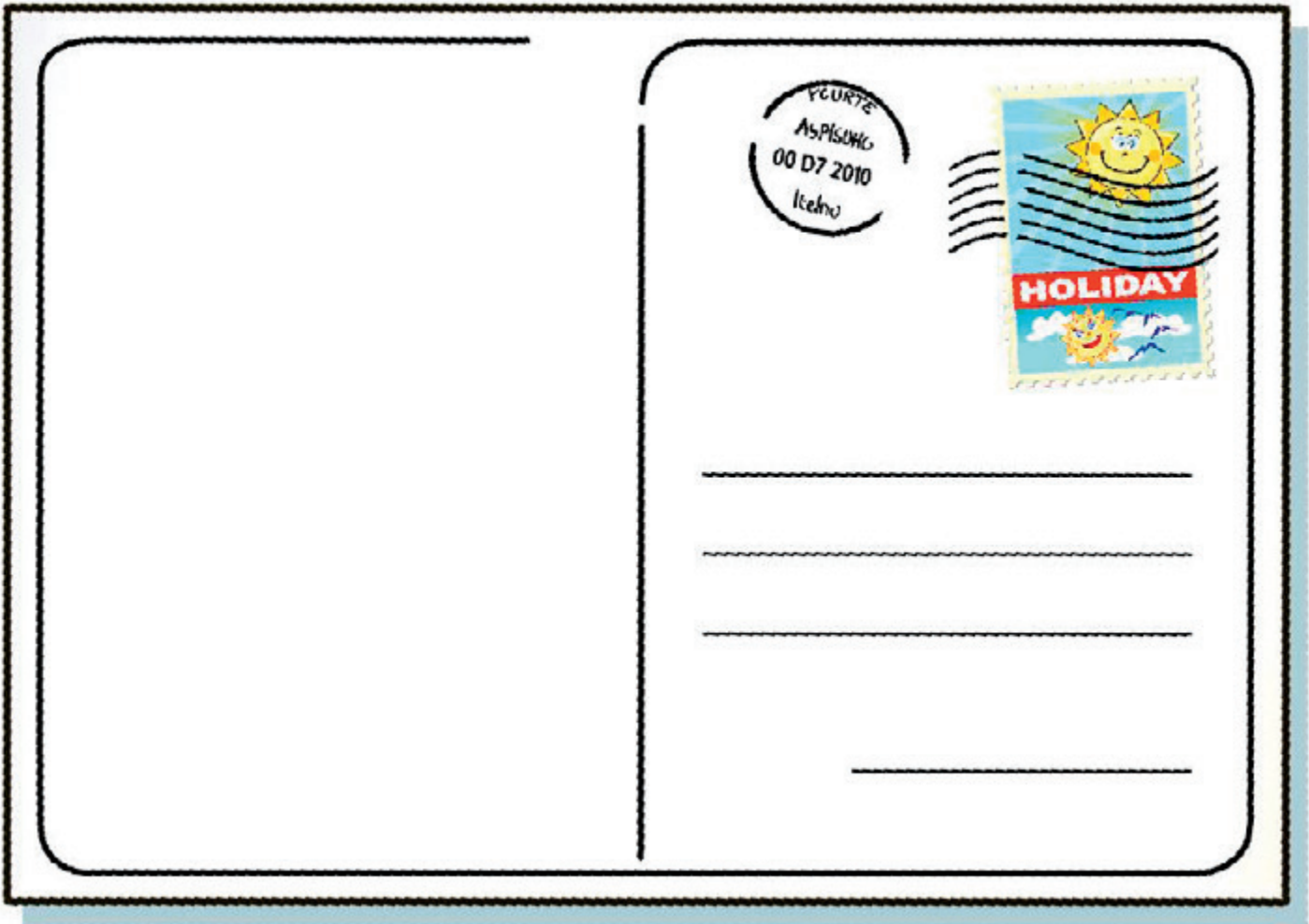


SPACE IMAGES FOR ACTIVE IMAGINATION



WRITING FROM SPACE POSTCARD

Directions: Write a postcard from outer space to one of your classmates.



SHAPES AND SYMBOLS

“I Spy” Inkblot

Fluency development using classroom vocabulary and descriptive adjectives



Objective: Students will describe what they see in an inkblot using descriptive adjectives.

Level: Beginner

Materials: Paper, pencils. Optional: paint, crayons, colored pencils, or markers.

Teacher Preparation: Practice making an inkblot with available materials before doing the activity with students.

Art Options: Paper, pencil, any medium that absorbs into paper and can be used to create an inkblot (e.g., coffee, tea, juice, or paint), newspaper, cloth or paper towels (for cleanup).

INSTRUCTIONS

Part One: “I Spy” Game with Inkblots

1. Play the “I Spy” game with students. “I spy” means “I see.” To play “I Spy” one student finds a person or object to describe. The person or object needs to be something that everybody else playing the game can see as well. The student then describes the person or object without saying the name or what it is. Everybody else has to guess what is being described. For example, if playing this game in a classroom, a student might say, “I spy something red and square.” Other students might guess, “Is it that lunch box?” “Is it Karen’s notebook?” “Is it the stapler?” Students keep guessing until somebody identifies the person or object correctly.
2. Continue playing the “I Spy” game in the classroom until students understand the game and the format.
3. Tell students that they will be creating inkblots to use in the “I Spy” game.
4. Have students cover their workspace with old newspapers or other scrap papers to protect the desks or tables from spills.
5. Pass out a sheet of paper to each student. Have students write their names on the back of the paper in pencil.
6. Demonstrate to students how to make an inkblot:
 - a. Drop a **small** amount of the liquid being used into the **middle** of the paper.
 - b. Carefully fold the paper in half, using your fingers to flatten the paper. This will make the liquid spread out and absorb into the folded paper.
 - c. Carefully open the paper back up to reveal the shape the liquid has created.

7. After demonstrating, have students make their inkblots. Young students may need more assistance. If needed, help students to evenly fold their papers in half, spreading the liquid in between the folded halves, and carefully open the paper up again.
8. Place the inkblots in a safe place to dry.
9. When the inkblots are dry, use them to play the “I Spy” game.
10. Tape the inkblots on the board or the classroom wall so that everybody can see them.
11. Demonstrate the game. Pick one inkblot, and a shape or object that you see in that inkblot, and say to students, “I spy a...” Students then have to guess which paint inkblot is being described.
12. Try to use vocabulary that you have recently used or taught in class. For example, if you have just covered animals, try to pick an inkblot that looks like an animal, such as an elephant, bat, or snake.
13. Ask for student volunteers to come to the front of the class and be the “I Spy” observer. The students should pick something they see in one of the inkblots and describe what they see. Other students guess which inkblot is being described.
14. Play the “I Spy” game in groups, with groups working together to describe what they see, or working together to guess which inkblot another group is describing. Points can be awarded to groups who guess correctly.

Extension Activity:

Inkblot Animal, Monster, or Insect!

After playing the “I Spy” game with the inkblot images, have students transform their inkblots into animals, monsters, or insects by drawing body parts, such as legs, arms, eyes, mouths, noses, or ears, on the inkblot. Once completed, have students develop a character for their inkblot animal, monster, or insect. Students can describe what the animal, monster, or insect likes to do or eat, what makes him or her happy, angry or sad, and so on. Students can work in groups and use their creature to create or act out a story.

LESSON 6

DREAMS

Living in a Dream World

Information gap activity using prepositions of place



Objective: Students will use prepositions of place to describe objects and draw what they hear to create a surrealist dream drawing.

Level: Low Intermediate to Intermediate

Materials: Paper and pencils.

Teacher Preparation: 1. Prior to this lesson, the teacher can have students keep a dream journal for a few days (see Part One, Step Five). This is not required to teach from this lesson plan, but can be a way to enhance long-term instruction. 2. Duplicate the chart and surrealist images included at the end of this activity for students to use.

Art Options: If tempera or watercolor paints are available, this activity can be completed as a painting activity. Instead of drawing their dreams in a surrealist manner, students can paint them. This activity can also be completed as a collage activity. Students can collect various images from magazines and other collage materials, organize them in a fantasy-like way, and glue the images onto a base to create a surrealist dream collage.

INSTRUCTIONS

Part One: Surrealist Dream Painting

1. Show students the images on page 41, or find artwork online from famous surrealist artists, such as Salvador Dalí, René Magritte, Joan Miró, or Max Ernst, to show students.
2. Ask students to describe what they see in the artwork. What elements of the artwork are similar? What elements are different? What elements do not seem real?
3. Introduce the concept of *surrealism* to students. Tell students that surrealism is a cultural movement in art, film, and literature that began in the 1920s. The surrealist style of art uses fantasy and imagination to create dream-like images.
4. Tell students they will be creating their own surrealist drawings. Their drawings should express their dreams, imagination, and fantasies.
5. One way to prepare is to have students keep a dream journal for a few days to a week. In the dream journal, students should write down what they remember from their dreams when they wake up in the morning. Some students may only remember fragments of dreams, while others may remember complete dreams. In any case, students should try to write down the things they remember dreaming about (people, places, and events). The dream journal will

help students compose their surrealist dream drawing.

6. Pass out paper and pencils to students.
7. Tell students to begin drawing. Give students a minimum number of elements to include in their drawings, such as four or five different objects or people. The minimum number of elements will help make sure that students' drawings contain enough objects to make the preposition of place language component of this activity successful.
8. Remind students that their drawings do not need to "make sense" and that their drawings can be as "crazy" or "weird" as they like. Surrealist drawings are supposed to represent dreams, fantasy, and imagination.

Part Two: Prepositions of Place Warm-Up Scavenger Hunt

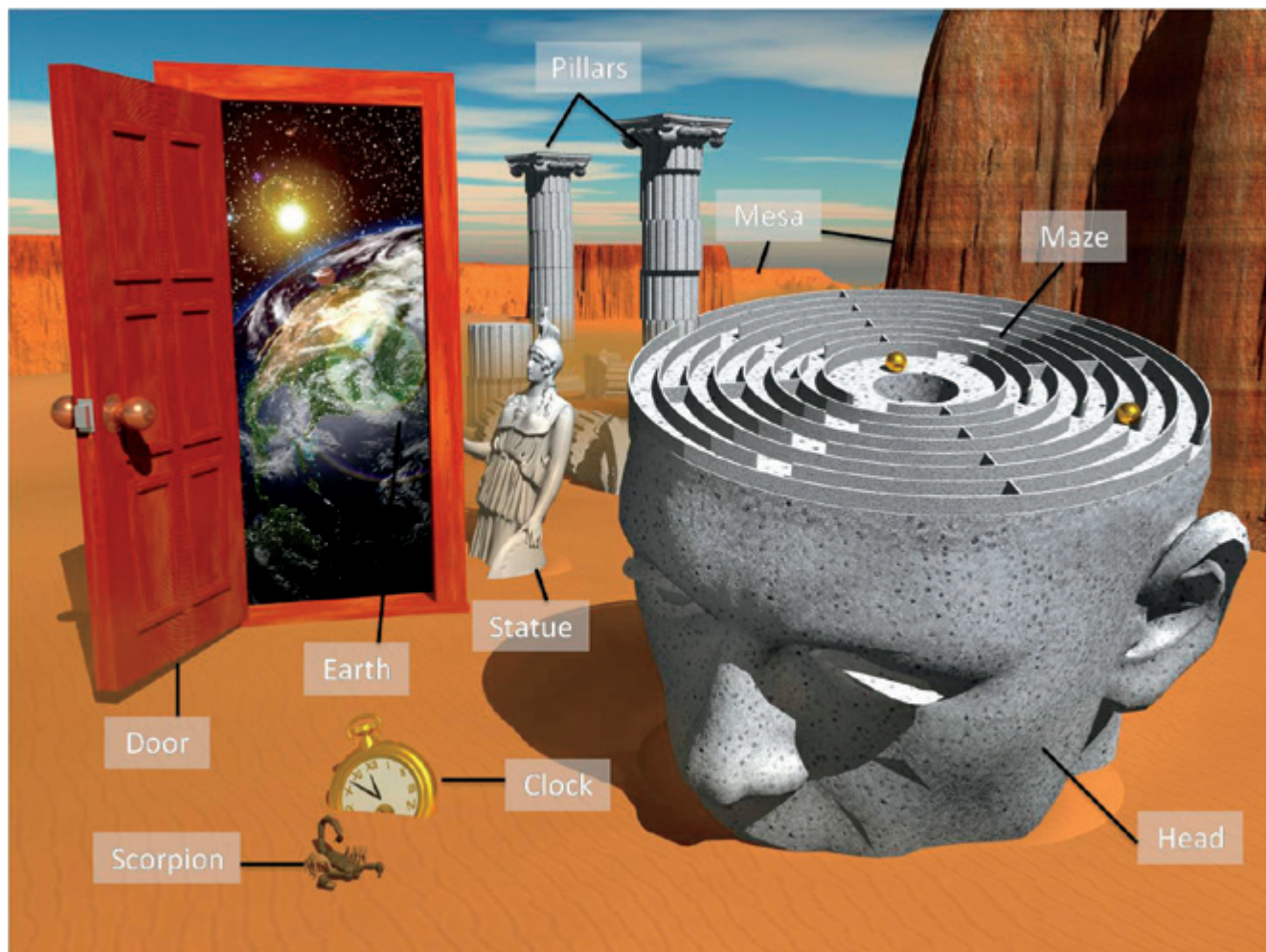
1. Review or introduce prepositions to students. Prepositions are words that show the relationship between a noun and another word or element in the sentence. Prepositions can have many purposes, but generally they give information about a place, direction, or time. This activity will focus on prepositions of place.
2. As a warm-up activity, hide classroom items in different locations around the classroom.
3. Either write or say directions that students have to follow to find the hidden items.
4. Use prepositions of place in the directions to find the hidden item. For example: "Walk *between* the rows of desks, *near* the classroom wall, check *behind* the door, and then *above* the filing cabinet."
5. Divide students into small groups. Each group should hide an item or two and then write directions to find the item(s), using prepositions of place. Groups should then switch directions and try to find the hidden items.
6. To recap the prepositions of place used in this activity, have students act out the prepositions. Call out a preposition of place, and have students act out that preposition. For example, if you said "above," they might point to the space above their heads.

Part Three: Prepositions of Place with Artwork, Jigsaw Activity

1. With a partner, have students use their drawings to write sentences using common prepositions of place, with the help of the chart at the end of this chapter. Make copies of the chart or draw it on the board. ***NOTE:** There are six different prepositions of place included in the chart below. Modify the prepositions included in the chart if there are specific prepositions of place you would like students to work on. Other prepositions of place may include *at*, *behind*, *below*, *beneath*, *beside*, *by*, *in*, *inside*, *near*, *opposite*, or *over*.

Preposition	Example Sentence with Preposition
above	The maze is above the eyes on the head.
across	The clock is across from the head.
between	The statue is between the door and the mountain.
next to	The statue is next to the door.
on	The maze is on the head.
under	The eyes on the head are under the maze.

2. Break students up into six groups, and assign each group one of the prepositions. Each group then has to use the image below to create two or three sentences using their preposition.
3. Once each group has come up with two or three sentences for their preposition, have students form new groups. The new groups should have one student from each of the former groups, so that each group member will have created sentences for a different preposition.
4. Each group member should take turns introducing his or her preposition and demonstrating the preposition with the surrealist image. Other group members should fill in sentences for the new preposition on their charts.



Part Four: Surrealist Painting Information Gap Activity

1. Use students' surrealist dream drawings to further illustrate prepositions of place.
2. Have students find a partner. One student describes his or her surrealist dream drawing (the objects in the drawing, where the objects are located, etc.) to a partner, using prepositions.
3. As one partner describes his or her drawing, the other partner tries to redraw the image based on the description. Once completed, they can compare the two drawings. This activity can also be completed in small groups.

Part Five: Artist Statement Closing Activity

1. Have students write a paragraph to accompany their drawings.
2. Students can describe where their ideas for the drawing come from, why they chose the images in the drawing, or what their feelings about the drawing are.

Extension Activities:

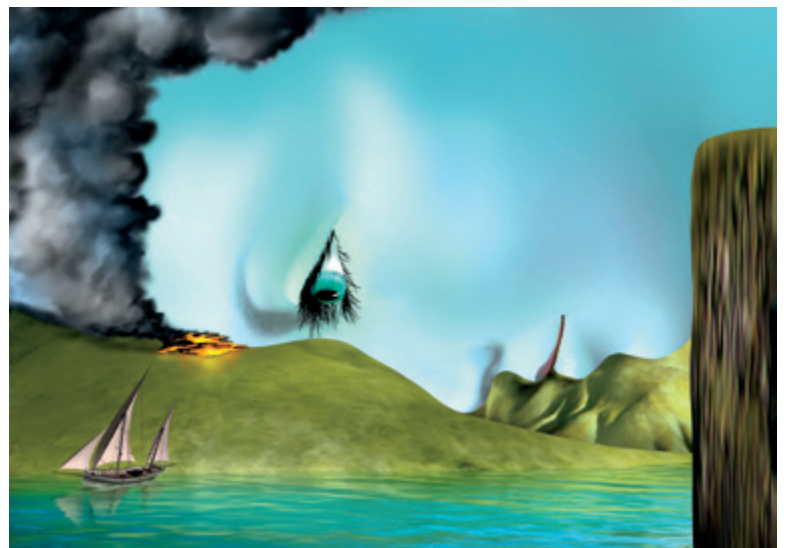
Creative Dream Writing

For more advanced learners, have students pick a surrealist dream drawing that is not their own. Instruct students to create and write a story based on the drawing. Students can create a story about a dream and incorporate the various elements depicted in the drawing, or students can use the elements of the drawing for the setting, characters, or action of their story.

Dream Free-Writing

Display students' artwork around the class. Have students pick a surrealist dream drawing that inspires, intrigues, interests, or attracts them. Have students use the drawing as inspiration to free write. Emphasize to students that their writing can be about anything. Another variation for the warm-up is to play instrumental music without vocals. Tell students to free write while listening to the music.

EXAMPLES OF SURREALISM



PREPOSITION PRACTICE!

Directions: Together with your partner, discuss your images using the prepositions listed below. Then write about your own drawing using these prepositions.

Preposition	Example Sentence with Preposition
above	
across	
between	
next to	
on	
under	

GLOSSARY



Acrostic (Word Poem)

A type of poem usually made by spelling a word or name vertically and then using each letter of the word or name to write a phrase or adjective.

Example Acrostic Poem:

Curious sights, sounds, and smells.
Interesting and fascinating buildings and places.
Tons of new things to see.
Yes! Let's take a trip to the city!

Background

The part of a picture that seems the farthest away from the person viewing the picture, or the ground or scenery located behind something.

Below, the island is in the background, or back of the picture, and the boats are in the foreground, or front of the picture.



Cardstock

A type of thick, heavy paper. Cardstock is heavier and thicker than normal (computer) paper, and construction paper, but lighter than cardboard.



Cellophane

A type of transparent paper made from plastic. It can be clear or colored and is water- and oil-resistant. Cellophane is usually used to wrap candy, food, and gifts. The wrapper on this gift is cellophane.



Clear Tape

A type of adhesive used to bond paper together. It is not strong enough to bond heavier items together such as cardboard or fabric. Clear tape is usually transparent.



Colored Paper

Any kind of paper that is a color other than white. Colored paper can be used in creating a collage, for a background of a picture, or for the picture itself.



Comic Strip

Groups of pictures that tell a story. Comic strips can also have words to help tell the story. The story is usually funny, or “comic”.



Composition

The plan, organization, or arrangement of the elements in a work of art. When artists think about the composition of their artwork, they think about the arrangement of the subjects in the artwork, the size of the subjects, the colors used, and so on.



Computer Paper

A type of lightweight paper most commonly used for everyday printing or for drawing with pencils, crayons, colored pencils or markers.



Construction Paper

A type of paper thicker than computer paper, but not as stiff or thick as cardstock. Construction paper generally comes in a wide variety of colors and can be used in arts and crafts in many different ways.



Crayon Resist

An artwork that is created by using wax crayons and a water-based medium (usually paint) that will repel the crayon. The paint will not stick to the crayon, so the crayon remains visible through the paint.



Diorama

A three-dimensional picture or scene. A diorama can incorporate a wide variety of materials.



Fabrics

Types of cloth made by weaving, knitting, or crocheting natural or synthetic fibers together. Fabrics come in all types of textures, colors, and sizes. Common fabrics include canvas, cotton, felt, burlap, lace, nylon, and velvet.



Foreground

The part of the picture that appears to be the closest to the person viewing the picture.

Below, the boats are in the foreground, or front of the picture, and the island is in the background, or back of the picture.



Glue

A type of liquid adhesive used primarily to bond two thin objects together, such as pieces of paper.



Glue Stick

A type of adhesive. A glue stick is glue in solid form. It can be used to bond two thin objects together, such as pieces of yarn or paper.



Hot Glue

A type of adhesive used to bond different materials together, such as fabric, cardboard, or plastic. Hot glue is turned into an adhesive by melting the glue with a hot glue gun. Hot glue should be used with caution as the melted glue can burn skin when it comes into contact with it.



Hot Glue Gun

A machine that melts a solid adhesive (hot glue sticks).



Markers

A type of drawing tool made out of colored ink. Some markers have permanent ink, which can stain hands or clothes, while other types are made with washable ink so that students do not stain their hands or clothes.



Masking Tape

A type of adhesive that is usually thin and easy to tear. It is stronger than clear tape. Masking tape can be used with paper, cardboard, or plastic.



Matte

A type of texture that is dull, not shiny or glossy.



Mind Map

A visual graphic that is used to brainstorm and organize ideas around a certain theme or subject. Pictures and words are generally written or drawn around the central idea or theme and then linked to other ideas.



Mobile

A sculpture made by assembling objects together and balancing or arranging them in a manner in which they can move freely.



Non-Toxic

Indicates that the ingredients used in making a certain art supply are not poisonous to humans.



Overlap

When one part of one object lies on top of another object, partly covering up part of the object.

For example, the papers in this collage are overlapping one another.



Paint Roller

A tool used to apply paint or ink evenly and consistently on a surface.



Paper Fasteners

Metal objects that are used to fasten two or more pieces of paper through holes punched in the paper.



Perspective

The technique of representing items in the foreground as larger than items in the background in order to create the illusion of depth, or receding space, on a two-dimensional surface.



Pipe Cleaners

Flexible, fabric-coated wires that can be twisted and bent to create a variety of different shapes. Pipe cleaners can also be joined together by twisting the wires together.



Portrait

Any piece of art that captures the image of a person or people (usually the face). Portraits can be created with drawing, painting, photography, and even sculpture.



Poster Board

A type of paper that is generally larger and thicker than normal paper. It is similar to cardstock, but larger in size. It can be used to make large posters, projects, or signs.



Primary Colors

The three basic colors that cannot be mixed or formed by any combination of other colors. The primary colors are red, blue, and yellow. From mixing these three primary colors all other colors can be created. Refer to *Appendix A* for an explanation of primary, secondary, and tertiary colors and color mixing.



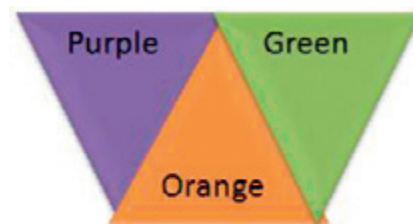
Recycled Materials

Any material that has previously been used and can be used again for an additional purpose. For art activities, recycled materials such as cardboard, magazine paper, glass jars, or metal baking sheets can be used.



Secondary Colors

The colors made from mixing two primary colors together. The secondary colors are green, purple, and orange. Refer to *Appendix A* for an explanation of primary, secondary, and tertiary colors and color mixing.



Shade

A color made by adding and mixing black to any color. See *Appendix A* for a more detailed explanation.



Silhouette

The outline of a person, animal, or object that is filled with a solid color such as black.



Sketch

A quick drawing usually done to prepare or plan a more detailed artwork.



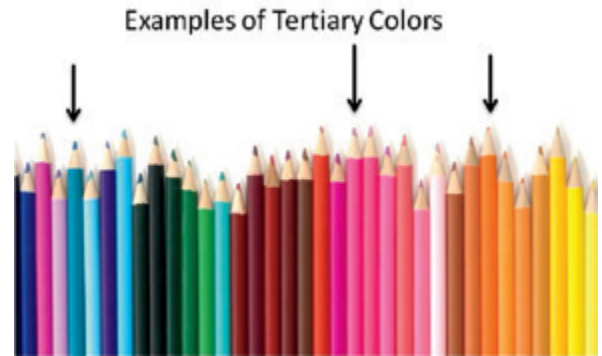
Tempera Paint

A water-based paint that dries quickly with a matte finish. Tempera paints can usually be purchased in powdered or liquid form and are appropriate for students of all ages. Make sure the label on the paint specifies it is non-toxic and safe for student use.



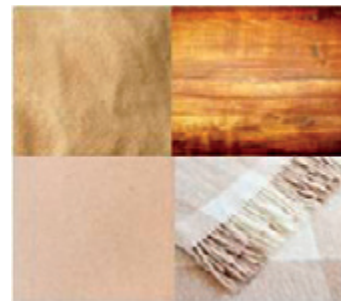
Tertiary Colors

Colors that are created by mixing one primary color with one secondary color. For example, yellow mixed with orange creates yellow-orange. Refer to *Appendix A* for an explanation of primary, secondary, and tertiary colors and color mixing.



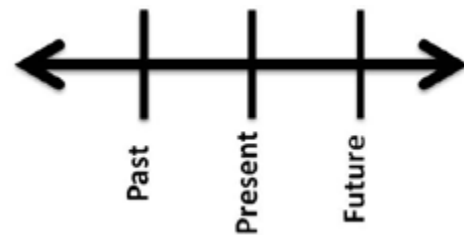
Texture

How something feels to the touch. *Rough*, *smooth*, and *bumpy* are words that describe different textures.



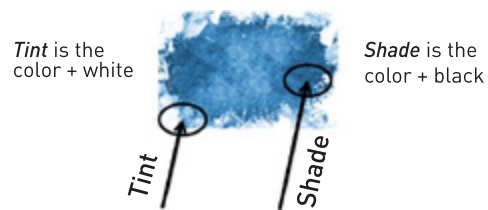
Timeline

A line that is drawn to represent events in sequential order. Generally a timeline represents historical accounts. The events are indicated by dots or slashes on the line.



Tint

A color made by adding and mixing white with any color. See *Appendix A* for a detailed explanation.



Tissue Paper

A type of very thin paper that you can see through.



Watercolor Paint

A type of water-based paint, produced by mixing water with pigments. Watercolor paints are appropriate for students of all ages. They usually come in a tray, with squares of dry color pigments. Water can then be added to the dry pigment to paint.



APPENDIX A

Adding Color

If color materials are available, students can add color to their drawing with a variety of materials. Crayons, markers, colored pencils, or paint can be used to add color, detail, and richness to the drawings students create. Color can not only enhance the artwork students create, but also provide students with increased opportunities for descriptive adjective and vocabulary use related to color.

Tips for Adding Color/Painting:

- **Make sure the materials are safe and appropriate for student use.**

If using markers or paint, make sure the markers or paint are non-toxic and safe for student use.

- **Paints for students:**

- **Tempera Paint** — Tempera paint is appropriate for students of all ages. It is a water-based paint that dries quickly with a matte finish. Tempera paint can usually be purchased in powdered or liquid form.
- **Watercolor Paint** — Watercolor paint is also appropriate for students of all ages. Watercolor is a water-based paint, produced by mixing water with pigments. Watercolor paints usually come in a tray, with squares of various color pigments.

- **Save time by “drawing” in color first.**

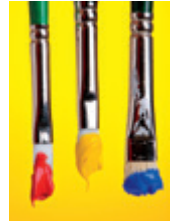
If you are using crayons, colored pencils, markers, or paint, you can save time by having your students draw or paint with such materials first, rather than drawing in pencil and then adding color.

- **Colors can mix when combined, layered, or touched.**

When colors are combined, touched, or layered they will mix. For example, when crayons or colored pencils are layered on top of one another, the two colors will show a new color. When two colors of paint are mixed together, the two colors will create a new color. It is beneficial to know about color mixing because you may have limited colors available, but by showing students how to mix or layer colors or paints, students can create other colors to use in their artwork. Basic information on mixing and creating colors is listed below.

Primary Colors: RED, BLUE, YELLOW

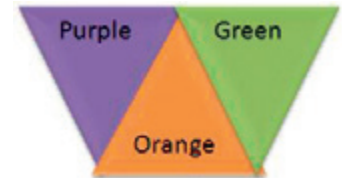
Primary colors are the three basic colors that cannot be mixed or formed by any combination of other colors. From these three primary colors you can mix and create all other colors.



Secondary Colors: ORANGE, PURPLE (Violet), GREEN

Secondary colors are created by mixing the primary colors.

- **RED** mixed with **YELLOW** creates **ORANGE**
- **RED** mixed with **BLUE** creates **PURPLE**
- **BLUE** mixed with **YELLOW** creates **GREEN**



Tertiary Colors: YELLOW-ORANGE, YELLOW-GREEN, RED-ORANGE, RED-PURPLE, BLUE-GREEN, BLUE-PURPLE

Tertiary colors are created by mixing a primary with a secondary color. The tertiary colors have two-word names which indicate the primary and secondary colors used to create them.

- **YELLOW** mixed with **ORANGE** creates **YELLOW-ORANGE**
- **YELLOW** mixed with **GREEN** creates **YELLOW-GREEN**
- **RED** mixed with **ORANGE** creates **RED-ORANGE**
- **RED** mixed with **PURPLE** creates **RED-PURPLE**
- **BLUE** mixed with **GREEN** creates **BLUE-GREEN**
- **BLUE** mixed with **PURPLE** creates **BLUE-PURPLE**

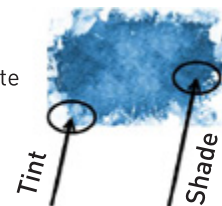
Examples of Tertiary Colors



Tints and Shades

A *tint* can be made by adding and mixing white with any color. A *shade* can be made by adding black to any color.

Tint is the color + white



Shade is the color + black

Color Wheel

The color wheel shows the primary, secondary, and tertiary colors in relation to one another.



APPENDIX B

Printmaking

Printmaking is the process of creating a picture, shape, mark, or design by applying color (printing ink or paint) to a printing tool and then pressing the tool onto a flat surface. The picture, shape, mark, or design is transferred from the tool to the surface. Most prints can be produced repeatedly by reapplying color to the printing tool.

- o Printing “tools” can vary. This activity book utilizes printing tools such as hard vegetables, like potatoes, or old sponges.

APPENDIX C

Sculpting Dough

Sculpting dough can be purchased at arts and crafts stores or made with the

Sculpting Dough Recipe #1

Ingredients:

- 1 cup flour
- 1/2 cup salt
- 1/2 cup water
- (optional) Food coloring to give the dough color

Directions:

1. Mix ingredients well until they form a ball.
2. Knead the dough and add food coloring if desired.
3. If the dough is too sticky, add a bit of flour. If too dry, add a few drops of water.



Sculpting Dough Recipe #2

Ingredients:

- 1 cup cold water
- 1 cup salt
- 2 teaspoons vegetable oil
- Tempera paint or food coloring
- 3 cups flour
- 2 tablespoons cornstarch

Directions:

1. In a bowl, mix water, salt, oil, and enough tempera paint or food coloring to make a bright color.
2. Gradually add flour and cornstarch until the mixture reaches the consistency of bread dough.
3. Cover the dough to store it.