

Shapes in the Forest

Kindergarten

Adapted by Heather Holifield

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Visual Art: 3D, Shapes

MSCCR STANDARDS

K.G.1 Geometry Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.5 Geometry Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.

MSCCR CREATIVE ARTS STANDARDS

VA: Cr2.1.K Organize and develop artistic ideas and work. a. Through experimentation, build skills in various media and approaches to art making.

VA: Cr2.2.K Organize and develop artistic ideas and work. a. Create art that represents natural and constructed environments.

RECOMMENDED RESOURCES

Geometric shapes Art prints of forests

LESSON SEQUENCE

“This week we are talking about the letter Ff. What initial sound do you hear at the beginning of the word “forest”? Today we are going to view different art prints of forests. These will be different scenes from forests. Can anyone tell me something you may see in a forest? Be sure to notice in the art prints different characteristics, colors, etc. that you see in the forest. What do you “SEE, THINK, WONDER” about the print? You are going to create a forest using 3D geometric shapes. You will use clay and other various art materials to create a 3D sculpture of a forest.”

“We are going to review 3D shapes. Look at some of the geometric solids and tell me which one is a cylinder.. a cone.. a cube.. etc.? What is an object that you noticed in any of the art prints that is a 3D shape? How could you create that shape using clay? Students will leave whole group and be dismissed to tables or small groups to create his/her 3D forest sculpture.”

Teacher will have students identify the initial sound of Ff like in forest

Students will view different art prints of pictures of forests; student/teacher can complete “See, Think, Wonder” from a particular art print or prints to determine what students may “see” in the print, may “think” about what they see in the print, or may “wonder” from or about something in the print (make a chart on the dry erase board

DURATION

30-45 mins- 2/3 days

VOCABULARY

3D geometric shapes (sphere, cube, cone, cylinder)
Forest Sculpture

MATERIALS NEEDED

Assorted colors of clay (Lakeshore Learning)

**NOT “Play-Doh” must use clay

Art supplies: popsicle sticks, pom poms, feathers, pipe cleaners (all can be purchased from Lakeshore Learning)

Markers (various colors)

Cardboard squares (can be cut up from a box)

Art Prints of different forest pictures (teacher choice) *you can find different pictures of prints on google.com and project for students to view if you don’t have access to actual prints)

SEE/THINK/WONDER chart (on bulletin board paper or on dry erase board for class to see)

Geometric shapes (2D and 3D can be purchased at Lakeshore Learning)

OBJECTIVES

The student will identify 3D shapes and use the shapes to create a forest with various art materials

and record student responses)

Teacher model different geometric shapes and have students identify the shapes

Students/teacher view different art materials that are placed on each table and discuss how to use each.. how they could be used to model things/objects that would be seen in a forest.. etc.

Students create his/her forest and share with the class; identify some of the 2D and 3D shapes used in his/her sculpture

EXTENDED LEARNING ACTIVITIES

Math: Students could use art prints to create math facts (How many trees do you see in this print? Or How many animals are in this forest print? Can we make an addition or subtraction sentence to model how many trees or animals there are in each art print?)

Language Arts: Students can write about his/her sculpture “I see a tree. It is green.”

Drama: Students can act out different “forest scenes” or animals that live in forests (teacher may want to read various books as well about forests)

SOURCES

Heather Holfield- Poplar Springs Elementary MS Learning Standards

TIPS + FREQUENTLY ASKED QUESTIONS

I teach this lesson over a few days (teacher choice)

Place art materials on the table on paper plates or small baskets and allow students to choose what he/she would like to use

