

Color & The Dot

Kindergarten

Adapted by Nancy Gibson

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Visual Art

Painting

Color

Space

MSCCR STANDARDS

RL.K.2 With prompting and support, retell familiar stories including key details.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

W.K.3 Use a combination of drawing, dictating, and writing to.....tell about the events in the order in which they occur....

L.K.5c Identify real-life connections between words and their use

MSCCR CREATIVE ARTS STANDARDS

VA: Cr2.1.K Organize and develop artistic ideas and work

DURATION

1 hour, all at once, or broken up over several days

RECOMMENDED RESOURCES

[The Dot](#) by Peter H. Reynolds

LESSON SEQUENCE

Say to the students: Think about something one of your friends can do really well. How does it feel to not be able to do it as well as they can? How does it feel to do your best and have it not be as good as someone else?

Share “The Dot” by Peter Reynolds as a read aloud to the class. Pause and ask questions such as: Why do you think Vashti doesn’t think she can draw? How do you think she feels when the teacher hangs up her work? How does Vashti encourage the little boy at the end of the story? Why does an artist sign their work?

MATERIALS NEEDED

The book “The Dot” by Peter Reynolds or watch on YouTube

paint smocks

12” by 18” white construction paper

paper plates (to be used as a template)

small paper plates to be used as palette

primary color paint

small brushes and round sponge brushes if desired*

white copy paper

*Students may paint with their fingertips using finger-paint. If so then use 9” by 12” construction paper and dessert size paper plates

OBJECTIVES

Upon completion of this lesson, students will be able to: define 'self-confidence', identify emotions, feelings and attitudes we feel when we don't have self-confidence apply techniques for improving self-confidence identify the characters, setting and main idea retell the story including the beginning, key details and ending use palettes for mixing primary colors to create secondary colors compare and contrast the dots in the story and the dots painted by the students in the classroom

VOCABULARY

Primary colors, secondary colors, palette, sad, angry, depressed, frustrated, surprised, shocked, motivated, proud, self-confidence

After reading: Identify and list on board the different feelings, emotions and attitudes Vashti showed throughout the story. Why did she feel that way? When did she gain her self-confidence? Use illustrations and inferences to support answers.

Tell the students they will be mixing color just like Vashti. *Make sure you have taught the lesson on mixing primary colors to make secondary colors in the lesson on color theory.

Cover the tables, set out primary color paints, small brushes and small paper plates to be used as palettes.

Allow students to create their own secondary color by mixing primary paint.

Provide each student with 12” by 18” white construction paper. Provide a paper plate to be used as a circle template. Demonstrate to students how to trace a circle in the center of the paper.

Have students decide whether they want to fill their space on the inside or outside of the circle. Encourage them to keep the edges of their dot clean. The dots will eventually fill the space inside or outside of the circle and touch each other.

Have the students sign their work when dry then display.

Compare and contrast the different works of art.

Provide each student with plain white copy paper which has already been folded into thirds by the teacher (paper held horizontal). Have students label at the top: beginning, middle, end. Draw together Vashti’s facial expression at the beginning, middle, and at the end of the story. Write the emotion she is feeling beneath each face

EXTENDED LEARNING ACTIVITIES

Have each student draw a squiggle then create a picture around the squiggle. Explore pointillism with visual examples from George Seurat. Create artwork using pointillism (Google children’s art using pointillism). Students may use bottle tops or pencil erasers to create their dots! More writing and/or discussion activities (see Discussion Dots below) Accelerated Reading quiz: 69954

SOURCES

www.crayola.com/lesson-plans/ www.teachervision.com/activity/dot-classroom-activities-guide

TIPS + FREQUENTLY ASKED QUESTIONS

This is a great lesson to encourage your students to “Do Your Best!”

Before presenting this lesson, teach the lesson on color theory!!!

