

The Dot in Colon

Third Grade
Adapted by C Moore

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Visual Art, Painting, Color

MSCCR STANDARDS

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.3 Describe characters in the story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g, create mood, emphasize aspects of a character or a setting.)

SL 3.1B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

MSCCR CREATIVE ARTS STANDARDS

VA: Cr2.1.3 Create personally satisfying artwork using a variety of artistic processes and materials.

VA: Cr2.3.3a Collaboratively construct a representation.

VA:Pr 5.1.3 Develop and refine artistic techniques and work for presentation.

VA: Re8.1.3 Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

VA:Re9.1.3 Evaluate an artwork based on given criteria

DURATION

2 Days (45-60 minutes)

OBJECTIVES

TSW learn to read and understand a story. (Comprehension)

TSW be proud of their creative work and praise other's works.

MATERIALS NEEDED

The Dot book by Peter Reynolds

Interactive flipbook companion for The Dot from TpT

7 in square pieces of white paper

Egg cartons

Primary color of paint

Paint brushes

Water

Paper towels

Butcher paper to hold a square from each student

Glue

VOCABULARY

Concentric

Primary Color

Secondary Color

Expressionist

Color Theory

Tint/Shade

Contrast

Jab

Swirly

Experimenting

Squiggle

RECOMMENDED RESOURCES

Same as above.

Farbstudie Quadrate by French Expressionist Wassily Kandinsky

LESSON SEQUENCE

Read **The Dot** orally to students.

Have students create page one of the 3-D book

1. Have students answer the questions orally and complete the pages in the flip book. Directions are very easy to follow.
2. **(Day 2)** Read the story again and remind students of answers from the previous day.
3. Provide students with egg carton and the three primary colors of paint, water, and paper towels.
4. Show students how to create the secondary colors of orange, purple, and green.
5. Show students how to tint the color by adding white to make it lighter or a small amount of lack to create a darker shade.
6. Provide students with a piece of the 7 inch square paper and paint a big dot in the center of the square.
7. Show students how to make 4 Or 5 concentric circles and paint the background one color.
8. As artwork is drying, share the story of Kandinsky and his work called Farbstudie.
9. Have students add detail with paint, pastels, or crayon.
10. Students will add their concentric circle to a large piece of butcher paper for display.

EXTENDED LEARNING ACTIVITIES

N/A

SOURCES

Flipbooks

www.greatartstartshere.com

www.fabercastell.com

TpT interactive flipbook for The Dot

TIPS + FREQUENTLY ASKED QUESTIONS

This is a great idea for the beginning of the year to incorporate art and a positive feeling towards the creative process. This can also be integrated with math.