Project Name: Pumpkins- Shading Grade Level: Kindergarten

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| **What We Are Teaching** |  |  |
| Lesson Objective | Students will use construction paper crayons to create pumpkins using techniques such as contour lines and shading colors.  |
| Essential Outcome(s)/I can Statement | I can draw a pumpkin sucessfullyI can use 2+ construction paper crayons to shade my pumpkinI can identify primary colors and secondary colors  |
| Common Core State Standard(s) Met | **25.A.1d** **25.B.1**  |
| **How We Are Teaching It** | Resources being used | Whiteboard  |
| Vocabulary | Shading, overlap, colors, similar, lightest- darkest,  |
| Materials Used | 9X12 black-maroon- or grey paperClassroom box of construction paper crayonsPencils & erasers |
| **Daily steps** | Day 1(1/2 Hour) | Students will come to the carpet to watch a demonstration of how to draw a pumpkin and then how to shade itWe will talk about what similar colors are- show examples- and how to start with the darkest, then lighter- and lightestDarkest goes on the outside- top and bottom of the pumpkinLighter- next to darkest and belowLighest- Middle of the pumpkinStudents will head back to their seatName on their paper and flip it overTIME PENDING:Start drawing their pumpkin with pencilThen they can pick their three colors and being coloring their pumpkins |
| Day 2 | Review what shading isWhat kind of colors you pickPass back papers Start drawing their pumpkin with pencilRemind student to refer to the emamples on the boardThen they can begin coloring their crayonsIf students finish their pumpkin they can make smaller pumpkins on the bottom of the page to fill it up, and color it with the same shading technique  |
|  | Day 3 | Pass back papersGo over how to draw leaves-demo- kids on carpet or watching from the ladybugTalk about craftsmanship and coloring neatlyWhen students have finished their main pumpkin and any others the have started they then can begin creating leaves to fill the page using the same shading techniquesNo student will “finish”, we are working the entire class time on both our leaves and pumpkinStudents will aim to finish todayLast 5 minutes designated to putting work in backpacks |
| **Higher level Question(s)** | Which colors are dark-lighteer- and lightest ??How can you go back into your work and make it even better? |
| **Accommodations** | allergery conscious materials, larger crayons or adapted handles to crayons  |
| **Assessment(s)****used** | Process: Did student draw a pumpkin, and color it using 2+ colors and the shading technique?Did students add at least 3 leaves to their drawing?Participation: did they participate in the activity, and were they safe while participating? Responsible? And Respectful?  |