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Do Unto Otters Foot Printing Puppets

Authors in April with Laurie Keller
Age 6 & 7, Grade 1

I. Standards:

1. MDE Visual Arts Standard/s:

- ART.VA.II.1.2 Explore the use of knowledge of the elements of art
- ART.VA.II.1.5 Understand how artists/illustrators use images to tell stories

Interdisciplinary Standards:

- L.HE.01.11 (Science/Life Science-Heredity): Identify characteristics (e.g., body coverings, number of legs, body parts, etc.) that are passed on from parent to young. (Examples for mammals: fur, nostrils, teeth, claws, paws, tail, etc.)

II. Objectives:

2. The Learner will—experiment with various materials and elements of art to create their own character for a children’s book while focusing on characteristics of otters.
3. Learning Target— “I can use line and shape illustrate a character from a book”
4. How the objectives will be measured – After the students are done making their otters, as a class we will discuss what manner word the student chose as well as the accessories.
 - The student will identify the kinds of line and shape they drew to illustrate a character in a book.
 - The student will select a word that the author used to talk about manners
 - The student will be able to identify characteristics of a character in the book.

III. Behavior Management:

5. Expectations, consequences, grouping, arrangement of furniture and supplies:
 - Expectations: Stand in line with hands to your self, wait for foot to be printed, listen to instructions, stay in groups, and responsible use of material (no painting on floors or on friends).
 - Consequence: Go to the back of the line or loose use of materials.
 - Grouping: Two big groups: One stamping footprints and the other painting their accessories.
 - Supply Management: Group 1: Brown inkpad, wipes and beige cardstock at two tables near the sink.
 - Group 2: Found object stamping with primary color inkpads and accessory sheets.

IV. Anticipatory Set/Motivation:

6. Focus attention on the topic and connect learning:
 - Review the story by asking literacy questions, and then direct the discussion to all the words for manners that were stated in the book, projected on the board for children to read aloud.
 - What did the animals believe about the otters?
 - What words stand out from the story?
 - Do the characters seem real? What does the story tell you about people and behavior?
(Conclusions/big ideas)

7. Review previous related concepts or processes: Review use of scissors, glue, inkpad, and found object stamping.

8. Visual example: Demonstrate examples on accessory sheets.



9. Books: Keller, Laurie. *Do Unto Otters: A Book about Manners*. New York: Henry Holt, 2007. Photos:



<https://lawaterkeeper.org/wp-content/uploads/2012/05/Otter.jpg>



<http://seapics.com/assets/pictures/023361-450-North-American-river-otter.jpg>, <http://3.vsr.vz.tl/assets/images/cached/NGvv88v-360.jpg>

V. Model the Process:

10. Criteria: Specific requirements/limitations of the project:

6" X 6" paper for footprint, speech bubbles, lines and shape for facial characteristics, printed texture on collaged accessories.

11. Task Analysis:

1st. Demonstrate drawing otter characteristics; show how to draw the mouth, eyes, ears, arms and legs onto the otter shape (footprint)

2nd. Guided practice at footprint station

3rd. Independent practice at found object printing station

12. Vocabulary: List 4 or 5 words:

-Manner Words: Friendly, polite, 'please', 'thank you', 'excuse me', honest, considerate, kind, cooperate, play fair, share, no teasing, apologize, forgive

-Primary Colors: Red, Blue, Yellow

-Stamping, collage, puppet, riverfront

13. Materials: List specific tools:

- Brown Inkpad
- Beige Cardstock/ Page Dividers
- Glue stick
- Low temp glue gun
- Sharpies
- Inkpads, blue, yellow, red
- Boxed accessory sheets
- Speech bubbles (precut)
- Popsicle sticks
- Found objects
- Students foot
- Scissors
- Word Wall (Smart Board)
- Wipes

14. Demonstration: The student will create a print of the bottom of their foot with the help of the teacher using a Brown Inkpad. Then wiping their foot with a wet wipe to promote cleanliness. The student will then go to station 2 and explore found objects with primary color Ink Pad. They will use these objects on the boxed accessory sheets, with their drawn accessories, to add some variety of color and texture. Next the student will cut out the chosen accessory out of the sheet. Cut the otter out of the 6"x6" piece of paper. Using a glue stick, glue the accessories onto the cut out otter.

VI. Check for Understanding:

15. Questions that relate to the objectives:

-What kinds of lines and shapes will you use to illustrate your character; straight, curved, angled, circles, triangles, and squares?

- What word for a “manner” will you choose to title your illustrations?
- What shapes are Otter’s eyes, ears noses, and mouths?
- What imaginary accessories can you add to your illustration to make your otter unique?

VII. Practice, Monitor and Adjust:

16. List the specific process sequence.
 1. Anticipatory set, review the book, discuss “manner” words and what they mean.
 2. Separate class into two groups, assign the groups to station 1 or 2
 3. Print foot using brown inkpad onto 6”x6” paper, and then wipe down foot using wipes.
 4. Experiment with found objects and tempera paint for stamping on the accessory sheets.
 5. Draw outline for students and they will cut out otter.
 6. Have students create a face for their otter.
 7. Cut out and place chosen accessories on otter before gluing.
 8. Select a manner word from the Word Wall and write it on a speech bubble.
 9. (Stick) Glue accessories to otter, (low temp glue gun) glue popsicle stick to back of otter.
 10. Sign name on back.

VIII. Accommodations/Differentiation:

17. For instruction and materials:
 - Amount: If needed students needing more time to complete project can work on it the following week on a one to one basis
 - Utensils: Help with scissor cutting skills (put paper further into scissors) and glue application
 - Level of Difficulty: Chunk the instructional time to make it easier to understand and to help with transitioning
 - Assistance: Use hand over hand with scissors to help with cutting skills or glue. For other questions, refer to the ‘3, then me’ method. (Ask the neighbor to left, right, and across from you, then ask the teacher)

IX. Clean up:

18. Collecting work and managing flow of movement: Students will be able to place their artwork on the drying racks when finished. Tell students to clean up their area. Call on students to put paper in recycling bin, inkpads to front of room and scissors in bins.

X. Closure:

19. Re-emphasize key learning: You used line and shape to create characteristics for a character in a book.

20. Assessment:

Assessment is ongoing (daily) and aligned to the State Standards/GLCEs:

- Whole Group: What lines and shapes did you draw for the Otter’s eyes, ears, nose, and mouth? Point to the straight, curved, angled lines, circles, triangles, and squares.
- Turn to your neighbor and explain: What word did you choose for a “manner” for your illustration title and why?
- Call on students from each table: What imaginary embellishments or accessories did you draw?