



WEEK 1 Day 3

**Art Easel: Life Cycle and Habitat Painting**  
 Children use observation to draw life cycle stages and habitats of frogs.

<b>Big Idea</b>	All animals grow and change over time.
<b>Guiding Question</b>	How do animals grow and change over time?
<b>Vocabulary</b>	<p><b>notice:</b> to see, to pay attention to something</p> <p><b>represent:</b> to show</p> <p><b>proportion:</b> the way a representation (such as a drawing or structure) compares to real life</p> <p><b>detail:</b> a specific feature</p> <p><b>accurate:</b> true to life</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● life stages images (provided), photographs, other images, and books about the life cycle of frogs</li> <li>● paper of different sizes and shapes</li> <li>● pencils</li> <li>● erasers</li> </ul>
<b>Intro to Centers</b>	<p>Review the life cycle stages by displaying photos of each stage as you connect them to the illustrations in the book.</p> <p style="text-align: center;"><i>In From Tadpole to Frog, we learned that frogs and other animals' bodies grow and change over time. We also learned a bit about frogs' habitat. In the Art Studio, you can draw and paint about frogs. You will start with drawing this week and add paint to your pictures next week.</i></p> <p>Model thinking through and making a pencil sketch.</p>

	<p><i>You can choose any stage of the frogs’ life cycle stage to draw. I’m really interested in the tadpoles, so today I’m going to focus on those. I’m going to use just a pencil and sketch very lightly.</i></p> <p>Refer to an image. <i>I notice that the tadpoles in this picture have a bumpy, oval-shaped body, so I’m going to start with a sketch of that shape.</i></p> <p>Model sketching an oval. Be sure to work lightly. <i>Now that I’ve got my body shape down, I can start to add more details. I’m going to add the tail. When I observe closely, I see fins on the tail. And speckles! The tadpoles in this picture have these dark spots on their bodies. I’ll add all these details.</i></p> <p>Continue to reference the image, making connections to the self portrait work from Unit 1. <i>I remember when we watched the video “Austin’s Butterfly” that Austin really had to look with the eyes of a scientist. I want this tadpole illustration to be as close to real life as possible, so I’m going to try to draw as many details as I can—I’m going to be <b>accurate</b>.</i></p> <p>Demonstrate how pencil lines lightly drawn can be easily erased if the artist is not satisfied.</p> <p>Once the sketch is complete, model tracing over the best lines to finalize them. <i>This looks just like a real tadpole now! If I want to, I can include some information in the background to show this tadpole’s habitat. What would you include to show the habitat?</i></p> <p>Gather and consider a few responses, talking about possible next steps or adding to the drawing.</p>
<b>During Centers</b>	<p>Make images readily available for children to reference. Encourage them to look at several images and to choose a stage in the life cycle that interests them. Remind children to work very lightly as they sketch, and then to darken the lines they are satisfied with.</p> <p>Provide a place to keep the drawings safe until paint is added next week.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Why did you choose to draw about this?</li> <li>● What details of this part of the life cycle are important to show? How will you show them?</li> <li>● How can you help the viewer understand that this part of the frog’s life cycle helps it live on water and land?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>

	<b>VA.K.1. (Boston)</b> Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
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