



Illustrations with Outlines

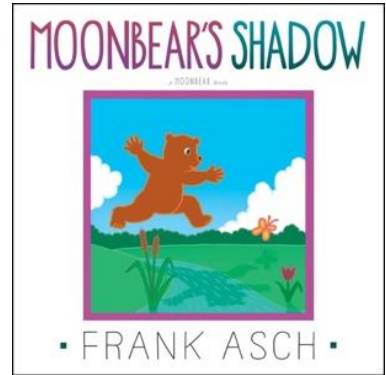
Standard Connection:
ELA.SL.PK4.5
ELA.L.PK4.5d
M.MD.PK4.1
S.PS.PK4.3a
PD.FM.PK4.4
PD.FM.PK4.5
VA.RE7.1.PK
VA.CR3a.1PK

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Moonbear's Shadow</i> paper paint paintbrushes of different sizes markers variety of drawing tools: (crayons, colored pencils, chalk) Wiki Sticks (to create 3D outlines) stencils 	<p>define: to determine the boundaries</p> <p>outline: lines on the outer edge of a shape</p> <p>shade: variation of a color, to make darker</p> <p>silhouette: a drawing/outline of an object filled in with a solid color</p> <p>sketch: a quick drawing</p>	

Intro to Centers	
Preparation: <i>Gather materials and set up in Creative Arts and on easel</i>	
<p>"In <i>Moonbear's Shadow</i>, the illustrator, Frank Asch, uses outlines - lines on the outer edge that define the shape of objects in his illustration. What do you notice?"</p>	<p>Show an illustration. Use finger to trace the outline and direct attention to it as discussing it. Children respond.</p>
<p>"Frank Asch decided to use a lighter shade of colors to create the outline or silhouette of the different objects like the bear, the tree, and the mountain. He then colored them in with a darker shade. What do you notice?"</p>	<p>Point out multiple different outlines and colors of outlines and illustrations. Children respond.</p>
<p>"Today in Creative Arts, you can use these materials to practice creating illustrations with outlines. You could create the outline with a marker and fill in the sketch with paint, or you could paint the outline and then use a different shade of paint to fill it in. What other ideas do you have?"</p>	<p>Show materials and demonstrate using them to create outlines. Children respond.</p>

During Centers:

For some, this might be a multiple-day project. Children may first create the outline and then allow it to dry before filling it in. Other children may choose to create the painting and then outline it on another day. Encourage children to work together - one person might create the outline, and another might fill it in. Challenge children to think about the shapes they will need to create in order to draw/paint the outline. Encourage children to guess what their friends' pictures may be based on the shape of the outline. Compare and contrast outlines in their work and the outlines in Frank Asch's illustrations.

Guiding Questions During Centers:

- How did creating the outline first make it easier/harder to create your picture?
- How are your outlines similar to or different from Frank Asch's outlines in *Moonbear's Shadow*?
- How are your outlines similar to or different from your peers' outlines?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to work together to create a sketch by drawing the outline of multiple items prior to filling it in with color. Photocopy the outlines, then compare & contrast the outlined sketch with the finished illustration.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically partner children together to collaborate. Provide a variety of drawing/painting materials to meet the children's various fine motor and sensory needs.