



MY LITTLE BOOK OF PRINTS – Line, Colour, Repetition

Students create a small book of relief prints using markers and found objects. They write 'What Made It?' on each page along with the answer and then glue a small flap over the answer so the book can be used as a guessing game.

Required Time

40 Minutes

Grade Level

Kindergarten to Grade 1

Subject

Language Arts
Visual Arts

Vocabulary

Materials

Crayola Washable Markers - Assorted Colours

Crayola Marker & Watercolour Paper - 22.9 cm x 30.5 cm (9" x 12") - 1 per student

A Variety of Found Objects - String on a rolling Pin, Corrugated Cardboard, Paper Cups, Corks, Textured Sponge, etc.

Plastic Sheet Protectors - 1 per student

Cardstock Paper - 21.6 cm x 27.9 cm (8.5" x 11") - 1 per sheet protector

Water Spray Bottles - 1 per group of students

Shop Crayola
Products

Steps



Step One

1. Follow the instructions to make an 8-page book. (Downloads - 8PageBooklet.pdf)
2. Draw marker on the plastic sheet.



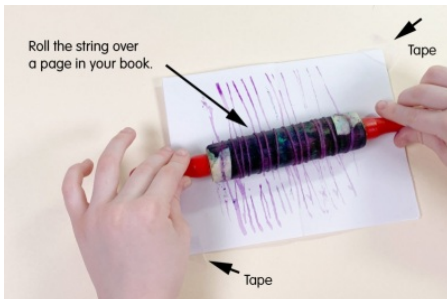
Step Two

1. Spray a small amount of water on the marker.
2. Be careful not to spray too much water.



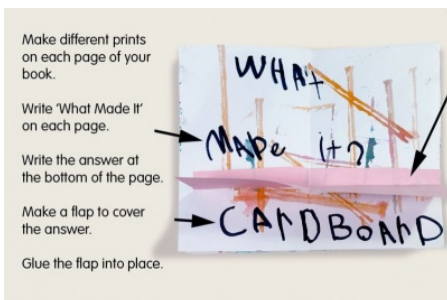
Step Three

1. Roll the string across the wet ink.



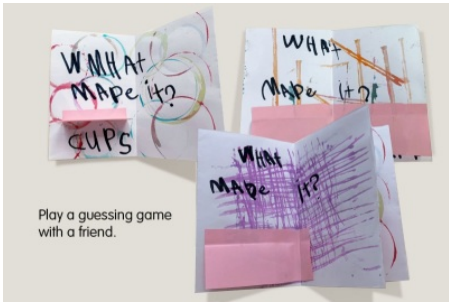
Step Four

1. Roll the string over a page in your book.
2. You may need to put a small piece of tape on the corners of your book to hold it in place while you roll the string.



Step Five

1. Make different prints on each page of your book.
 - use things like the edge of a piece of cardboard, the rim of a paper cup, textured sponge
 - roll or press the object onto the wet ink
 - press the object onto the paper to make a print
2. Write 'What Made It?' on each page.
3. Write the answer at the bottom of the page.
4. Make a small paper flap to cover the answer.
5. Glue the flap into place.



Step Six

1. Play a guessing game with a friend.
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Learning Goals

Students will be able to:

- create a variety of relief prints;
- create a small book with flaps;
- write a question and several answers;
- demonstrate technical accomplishment and creativity;
- explain how they created their prints.

Extensions

Have students:

- use the **A Tale For All** lesson available on this website to make a small book using a variety of prints;
- share their story with others.

Prepare

1. Prior to this lesson spend time sorting and classifying objects according to a variety of criteria, such as:
 - *colour*
 - *shape*
 - *type of material (natural, metal, plastic)*
 - *texture (soft, hard, rough, hard)*
 - *size*
2. Gather, and make available, books about shapes and lines, for example, *The Line*, by Paula Bossio; *Lines That Wiggle*, by Candace Whitman; *Shapes That Roll*, by Karen Nagel; *Captain Invincible and the Space Shapes*, by Stuart J. Murphy, and Remy Simard; *Shapes in Art (Spot the Shape)*, by Rebecca Rissman, *The Dot*, by Peter H. Reynolds; and *Ish*, by Peter H Reynolds.
3. Download the instruction sheet for the 8-page book. (Downloads - 8PageBooklet.pdf)
4. Either teach children how to make the 8-page book, or get older student helpers to make enough for your class.
5. Set up a printmaking centre with a variety of found objects such as small paper cups, cardboard and foam pieces, and other textured surfaces, tape string to a small rolling pin; 8-page books; markers; cardstock paper inside plastic sheet protectors - enough for the number of students at the centre to have one; coloured copy paper in strips about 3 cm x 14 cm; paper towels; and water spray bottles.
6. Download and display the *Colour poster* available on this website.

Introduction

1. Ask what types of prints students might know about.
 - *Have you ever walked through a puddle with your boots and then walked onto dry pavement? What do you see?*
 - *a print*
 - *Have you ever made handprints with paint or water?*
2. Explain that we can make prints with lots of different things.
3. Discuss the element of colour and how to mix new colours.
4. Demonstrate how to draw marker on the plastic sheet and spray it with a small amount of water.
5. Invite students to use the wet ink to make a print on a chart paper with one of the found objects.
6. Introduce the challenge.

Activities

The Challenge

1. Create 3 different relief prints.
2. Create a small book with flaps.
3. Write a question and several answers.
4. Use your own ideas to make your prints.
5. Explain how you created your prints.

The Process

1. Ensure that students understand the challenge.
2. Establish success criteria with your students, for example,
 - I know I am successful when I:*
 - *use my own ideas to create my prints*
 - *use 3 different objects to create my prints*
 - *write a question on each page of my book*
 - *write the answer on each page of my book*
 - *glue a flap over the answers in my book*
 - *explain how I created my prints*
 - *keep the book in good condition*
3. Guide students through the steps outlined in the lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

Sharing

1. Have students work with a partner to share their books and play the guessing game.
 - *What Made It? Guess, then check under the flap for the answer.*
2. Once they have shared with a partner ask them to share with the whole class:
 - *What did you learn about making prints?*
 - *What did you learn about colours?*
 - *What did you notice when 2 colours overlapped?*
 - *What do the prints remind you of?*
 - *What do you like best about your book of prints?*
3. Encourage students to play the guessing game with different partners when there is time.

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their prints – speaks with a clear voice, looks at audience while speaking, holds book to the side, provides accurate information, answers questions from the audience effectively.
3. Use a checklist to track progress. (Downloads - BookPrints_tracking.pdf)
4. Have students in grades 1 write a reflection that includes things such as:
 - *How they made their prints.*
 - *How they decided what objects to use.*
 - *What they like best about their books.*