



SIGNS OF SPRING – Pop-Up Card, Organic Shapes

Students look for signs of spring, and then use construction paper to make a pop-up story about what they saw.

Required Time

80 Minutes

Grade Level

Grade 1 to Grade 3

Subject

Language Arts
Mathematics
Science
Visual Arts

Vocabulary

background
construction paper
foreground
hamburger fold
organic shapes
pop-up
spring

Materials

Crayola Scissors

Crayola Construction Paper - 22.9 cm x 30.5 cm (9" x 11")

Crayola Glue Sticks

Crayola Fine Line Markers

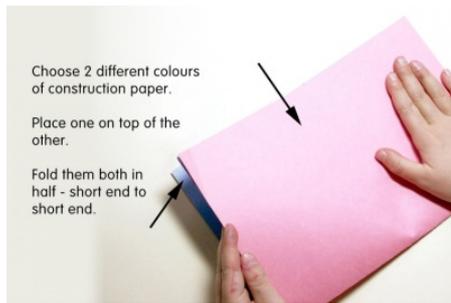
Pencils

Lined Paper

Cardstock Paper - 6.3 cm x 27.9 cm (2.5" x 11") - 1 per student

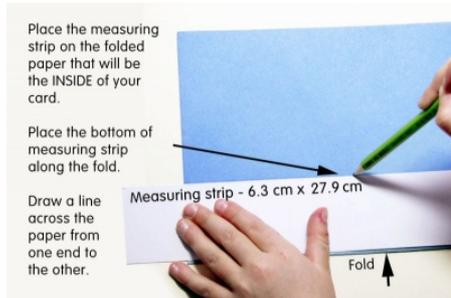
Shop Crayola
Products

Steps



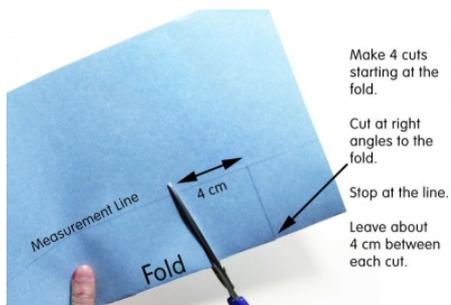
Step One

1. Choose two different colours of construction paper.
2. Place one on top of the other.
3. Fold them both in half, short end to short end.



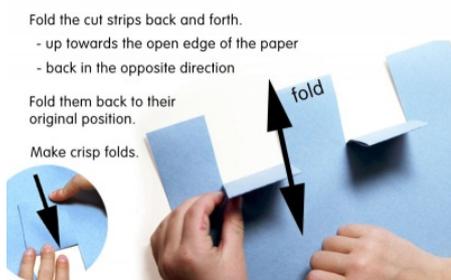
Step Two

1. Place the paper that will be the **outside** of your card aside.
2. Place the measuring strip on the folded paper that will be the **inside** of your card.
3. Place the bottom of the measuring strip along the fold.
4. Draw a line across the construction paper from one end to the other parallel to the fold.



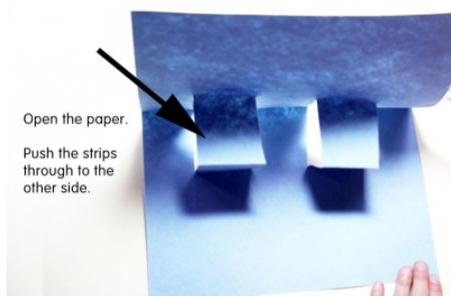
Step Three

1. Make 4 cuts starting at the fold.
2. Cut at right angles to the fold.
3. Stop at the line.
4. Leave about 4cm between each cut.



Step Four

1. Fold the cut strips back and forth.
 - up towards the open edge of the paper
 - back in the opposite direction
2. Make firm, crisp folds.
3. Then fold them forward again so they are back in their original position before you made any cuts.



Step Five

1. Open the paper.
2. Push the strips through to the other side.

Close the paper and press firmly along the folded edges.

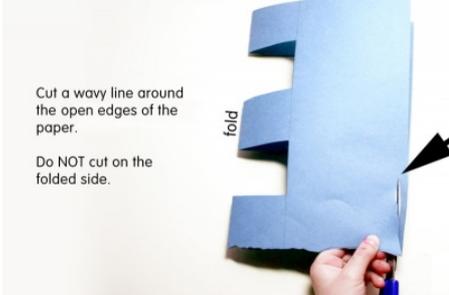


Step Six

1. Close the paper.
2. Press firmly along the folded edges.

Cut a wavy line around the open edges of the paper.

Do NOT cut on the folded side.

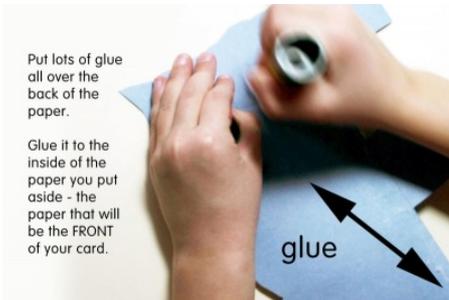


Step Seven

1. Cut a wavy border around the open edges of the paper.
2. Do **NOT** cut on the folded side.

Put lots of glue all over the back of the paper.

Glue it to the inside of the paper you put aside - the paper that will be the **FRONT** of your card.

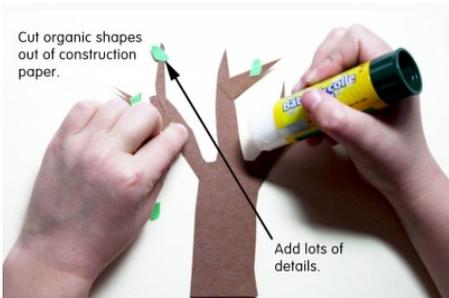


Step Eight

1. Put lots of glue all over the back of the paper.
2. Glue it to the inside of the paper you put aside - the paper that will be the **front** of your card.

Cut organic shapes out of construction paper.

Add lots of details.

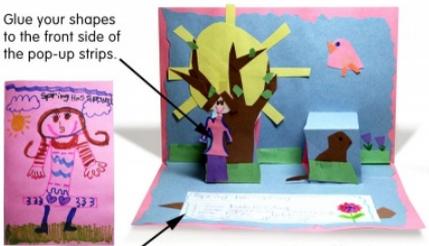


Step Nine

1. Cut organic shapes out of construction paper.
2. Add lots of details to show the signs of spring that will be in your story.

Glue your shapes to the front side of the pop-up strips.

Write your story on a piece of lined paper.



Step Ten

1. Glue your shapes to the front side of the pop-up strips.
2. Add lots of details to the background as well.
3. Write your story on a small piece of lined paper.
4. Use markers to decorate the paper.
5. Glue the story inside the card in front of your pop-up figures.
6. Use markers or crayons to decorate the cover of the card.
7. When you open the card your pictures will pop up.

Learning Goals

Students will be able to:

- create a pop-up card;
- cut organic shapes out of construction paper;
- use overlapping shapes to show depth;
- write about 4 signs of spring;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the artworks.

Extensions

Have students:

- create 3 more cards and glue them together to make a book;
- use corrugated cardboard or Bristol board for the cover;
- use alliteration to describe their observations, e.g., *I saw buds bursting*;
- share their books with students in another class.

Prepare

1. Teach about the 4 seasons, focusing on spring.
2. If possible take students on a walk in the neighbourhood to look for signs of spring.
3. Read and provide books about spring, for example, *Who Likes Rain*, by Wong Herbert Yee; *Everything Spring*, by Jill Esbaum; *Feel the Wind*, by Arthur Dorros; *And Then It's Spring*, by Julie Fogliano; and *Fletcher and the Springtime Blossoms*, by Julia Rawlinson.
4. Cut measuring strips out of cardstock paper 6.3 cm x 27.9 cm (2.5" x 11") - 1 per student.
5. Create a sample.

Introduction

1. Conduct a read-aloud with a book such as *Everything Spring*, by Jill Esbaum, focusing on the feeling of spring.
 - *sunny days*
 - *warmer days*
 - *fresh smells*
 - *flowers blooming*
 - *birds and animals returning*
2. List things children have observed on their walk, and when they go outside to play.
3. Write a sentence starter on the board or chart paper, e.g., *I saw*
4. Introduce the challenge.

Activities

The Challenge

1. Create a pop-up card.
2. Cut organic shapes out of construction paper.
3. Use overlapping shapes to show depth.
4. Write about 4 signs of spring.
5. Demonstrate technical accomplishment and creativity.
6. Support your ideas with evidence found in the artworks.

The Process

1. Ask students to imagine the setting for their scene. *Where are they?*
2. Encourage them to think of the kinds of details they will need to add in order to show where they are and what they see.
3. Make sure everyone understands the challenge.
4. Establish success criteria with your students, for example, I know I am successful when I have:
 - *created a pop-up card*
 - *made 4 signs of spring*
 - *cut organic shapes out of construction paper*
 - *glued shapes carefully*
 - *added lots of details*
 - *overlapped shapes*
 - *written about 4 signs of spring*
 - *made a card that is in good condition*
5. Guide students through the steps outlined in this lesson plan, demonstrating as you go.
6. Observe students as they work.
7. Provide individual assistance and encouragement.

Sharing

1. Once all the pop-ups are complete display them for a group discussion. Remind students of the challenge.
 - *Look closely at the pop-up cards.*
 - *Choose one that interests you for some reason.*
 - *Share thoughts about the work.*
2. During the discussion include references to:
 - *organic shapes and details - how they have been used to help tell the story.*
 - *space - how things on the pop-ups overlap the things in the background*
 - *signs of spring - similarities and differences among the stories*
3. Display the pop-up cards in the class so students can view them over the next few weeks.

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their pictures - speaks with a clear voice, looks at audience while speaking, points to areas on the picture, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen - looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads - Spring_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - Spring_self-assessment.pdf)