



## SO MANY CIRCLES – Shape, Colour, Texture

Students sort and classify a variety of circular objects, and then use washable paint to create prints with them.

Required Time  
60 Minutes

Grade Level  
Pre-Kindergarten to Grade 1

Subject  
Language Arts  
Mathematics  
Visual Arts

Vocabulary  
circle  
colour  
print  
texture

### Materials

Crayola Marker & Watercolour Pad - 22.9 cm x 30.5 cm (9" x 12")

Crayola Washable Paint

Various Circular Objects - Canning Lids, Corks, Pool Noodle Pieces, Drain Plugs, Kitchen Scrub Brushes, Circle Sponge Stamps, Bot

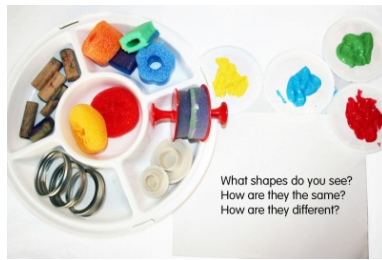
Plastic Yogurt Lids - about 11 cm (4.5 ") diameter

Paper Towels

Shop Crayola  
Products

# Steps

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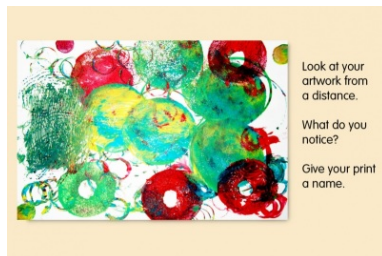
## Step One

1. Look closely at all the different objects.
2. How are they the same?
3. How are they different?
4. What shapes do you see?
5. How can you use the paint and these shapes?



## Step Two

1. What will happen if you paint one colour over another colour?
2. Why do some circles have different textures?
3. What patterns do you see in your picture?
4. What is your favourite circle? Why?



## Step Three

1. Look at your artwork from a distance.
2. What do you notice?
  - *What happened when paint colours overlapped?*
  - *What does your artwork make you think of?*
  - *If you were small enough to jump into this artwork, where would you be? Why?*
  - *How does this artwork sound?*
  - *How does this artwork make you move?*
3. What did you like about this activity? Why?
4. Give your artwork a name.

# Learning Goals

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Students will be able to:

- identify and describe 4 different circles (thin round circles, thick round circles, small and big circles);
- make prints using circular objects;
- work independently and self-regulate;
- create personal responses to the centre materials;
- share their ideas with peers;
- demonstrate a sense of accomplishment.

## Extensions

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Have students:

- Explore geometric shapes using a variety of objects, tracers and materials;
  - *identify the shapes*
  - *create patterns with the shapes*
  - *draw the patterns on a sheet of paper*
  - *identify shapes around the classroom and school*
  - *sort and classify the shapes*
- Create shape artworks using lessons available on this website, for example,
  - Shape Robot**
  - Shape Collage**
  - Happy Hat**

## Prepare

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1. Spend time sorting and classifying circular objects according to a variety of criteria, such as:
  - *colour*
  - *type of material (natural, metal, plastic)*
  - *texture (soft, hard, rough, hard)*
  - *size*
2. Gather, and make available, books about shapes, for example, *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, and *The Dot*, by Peter H. Reynolds.
3. Set up a printmaking centre with paper, paint and access to all the sorted circular objects.

## Introduction

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1. Conduct a read-aloud with a book such as *Shapes that Roll*, by Karen Berman.
2. Discuss and review the shapes found in the story.
3. Have students look around the classroom and point out and describe the shapes they see around them.
4. Introduce the circle printmaking centre.
5. Introduce the challenge.

## Activities

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### The Challenge

1. Identify and describe 4 different circles (thin round circles, thick round circles, small and big circles).
2. Make prints using circular objects.
3. Use your own ideas to make your prints.
4. Explain how and why you used the curricular objects the way you did.

### 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 different circles to create my prints*
    - *explain how I created my prints*
    - *explain why I created my prints the way I did*
3. Guide students through the steps outlined in the lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

## Sharing

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1. Gather students to view and discuss their art. Ask students to share:
  - *what they learned about circles*
  - *what they learned about colours*
  - *what they noticed when 2 colours overlapped*
  - *what the circles on their print reminds them of*
  - *what they like best about their artworks*
2. Display all the prints in the classroom.
3. Encourage students to view the prints and notice how they are the same and how they are different.

## Assessment

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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 print to the side, 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. (Download - Circles\_tracking.pdf)