

Mike Nash Lesson Plan 2
Imaginary Friend
Grade Level: 2

I. Standard & Benchmarks

VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

II. OUTCOMES:

Students will be able to brainstorm to create an imaginary friend of their own design through drawing and cutting out construction paper pieces.

III. Anticipatory set/Motivation:

Reading of "The Adventures of Beekle the Unimaginary Friend" by Dan Santat. Discuss the story with students, asking questions about Beekle's journey. Discuss with students the different types of imaginary friends seen in the book. Ask students what their imaginary friend would look like.

IV. Model the Process:

Criteria: Students will create an imaginary friend through brainstorming, draw that friend on an 8.5"x11" paper in crayon pencil or marker, and create a construction paper representation of that imaginary friend.

Task Analysis: Students will conceive an imaginary friend. Students will list five physical traits for their imaginary friend. Students will design their imaginary friend, incorporating the five traits chosen, by drawing their friend with crayon, marker, or pencil on 8.5"x11" paper. Students will cut out and create a construction paper representation of that drawing on a 12"x18" sheet of paper.

Vocabulary: Brainstorm, imagination, create, organize, compare and contrast, reference, basic shape names and colors.

Materials: 12"x18" construction paper (2 per student minimum), 6"x9" construction paper (5 per student minimum), 8.5"x11" copier paper, pencils, crayons, markers, glue sticks, safety scissors, box for scrap paper.

Demonstration:

Week 1

5 Minutes: Allow for class to be seated and settled, attendance taken.

15-20 +/- Demo:

1. Read "The Adventures of Beekle the Unimaginary Friend" by Dan Santat.
2. Discuss Beekle's journey with students.
3. Briefly discuss project and parameters of assignment.
4. Pull out 8.5"x11" sheet of paper, pencils, crayons, or marker.
5. Ask students what physical traits would be best for your friend.
6. Ask for one trait at a time for the head, chest, arms/hands, waist, and legs/feet.
7. Choose five traits from those offered by the students.
8. Only accept ideas from students who offer them appropriately: raising hands, no blurting, etc.
9. Suggest to students who had ideas that were not used, to save those ideas for their own design.

10. Draw that imaginary friend on an 8.5"x11" sheet of paper, incorporating those traits.
11. Ask students to create an imaginary friend, without using the traits chosen in the demo.

15 +/- Student:

1. Have students hand out 8.5"x11" sheet of paper, pencils, crayons, and markers.
2. Have students write their names on the back of their sheets.
3. Ask all students to choose a head for their imaginary friend.
4. Ask students to draw that head.
5. Ask all students to choose a chest for their imaginary friend.
6. Ask students to draw that chest.
7. Ask all students to choose arms/hands for their imaginary friend.
8. Ask students to draw those arms/hands.
9. Ask all students to choose a waist for their imaginary friend.
10. Ask students to draw that waist.
11. Ask all students to choose legs/feet for their imaginary friend.
12. Ask students to draw those legs/feet.
13. Save drawings for next step.

Extension Activity: Have students write down each trait they thought of, but didn't use. Write names on these lists and collect for later reference.

5 Clean up

Week 2

5 Minutes: Allow for class to be seated and settled, attendance taken.

10-15 +/- Demo:

1. Pass out previous weeks drawings to students.
2. Discuss drawings briefly, explain next steps of the project, using demo drawing as example.
3. Pull out 12"x18" construction paper, set on table with longest section up and down.
4. Fold piece in half once from top to bottom, forming 6"x9" rectangle.
5. Unfold, use glue stick to apply glue in one strip on both sides of paper.
6. Fold paper in half again, sealing both right and left side, pressing down, making an envelope.
7. Write name on outside of envelope, set aside.
9. Pull out five 6"x9" construction paper sheets.
8. Draw out body part shapes on different 6"x9" construction sheets, use demo drawing as guide.
9. Cut separate shape from separate sheet for each trait chosen.
10. Emphasize safety while cutting.
11. Store cut shapes in envelope as they are cut.
12. Place scraps aside in scrap box.

20 +/- Student:

2. Have student's pass down construction paper and glue stick to each student.
4. Have students create envelope from second large sheet as demonstrated, name and set aside.
5. Have students pass all glue sticks back up to teacher.
6. Have students pass down first 6"x9" sheet of construction paper for body part shape.
7. Have students draw head shape.

8. Have students carefully cut out head shape.
9. Instruct students to place head shape inside envelope.
10. Have students pass down second 6"x9" sheet.
11. Have students draw chest shape.
12. Have students carefully cut out shape.
13. Have students place shape inside envelope.
14. Have students pass down third 6"x9" sheet.
15. Have students draw arm/hands shape.
16. Have students cut out shape.
17. Have students place shape inside envelope.
18. Have students pass down fourth 6"x9" sheet.
19. Have students draw waist shape.
20. Have students cut out shape.
21. Have students place shape inside envelope.
22. Have students pass down fifth 6"x9" sheet.
23. Have students draw legs/feet shape.
24. Have students cut out shape.
25. Have students place shape inside envelope.
26. Have students pass scissors back up to teacher.
27. Place first week drawings inside envelope along with shapes, save.

Extension Activity: Think of three different activities for you and your imaginary friend could do, write them down. Collect for later reference.

5 Clean up: All students must place their scraps in scrap box.

Week 3

5 Minutes: Allow for class to be seated and settled, attendance taken.

5-10 +/- Demo:

1. Review assignment and progress so far.
2. Discuss next step.
3. Pull out saved demo envelope.
4. Take out a piece of 12"x18" construction paper for base, write name on back.
5. Grab glue stick, set aside.
4. Take drawing from envelope.
5. Dump out cut shapes from envelope.
6. Using drawing as reference, arrange shapes in proper order.
7. Glue shapes to base.
8. Grab crayons.
9. Asking students for options, draw the face, accessories, etc.

30 +/- Student:

1. Pass out shape envelopes.
2. Have students pass down a piece of 12"x18" construction paper for base, write name on back.
3. Have students take out drawing for reference.
4. Have students dump out shapes from envelope.
5. Arrange shapes in proper order.

6. Have students pass down glue sticks.
7. Have students glue shapes to base paper.
8. Present crayons to students.
9. Have students draw their own accessories for their imaginary friend.
10. Have students name their friend, writing that friend's name on the front of the paper.

Extension Activity: Look at both finished piece and initial drawing, compare and contrast both, write a list of as many of the biggest differences and similarities as you can see.

5 Clean up

V. Check for Understanding:

- Ask them how brainstorming helped them?
- How many different ideas did they have?
- How did they decide which ideas to use and which to save?
- Why is it important to draw the imaginary friend before moving to construction paper?
- How does the construction paper change how the friend appears when compared to the drawing?
- Does saving shapes in envelope help keep organized?
- Are there ways to do the same at home with toys, games, books, or clothes?
- Did they have fun making their imaginary friend?
- What does their imaginary friend think of their new name?

VI. Monitor and Adjust:

- Assist students struggling to come up with traits, by asking about favorite animals or objects and what they like best about them, and then suggest using those traits.
- Be aware of improper use of tools that pose a safety risk, stress importance of safety when using scissors.
- Repeated disregard of safety issues should be disciplined accordingly.

VII. Accommodations:

- Stabilize grip for students with motor issues by propping arm up with books or folders.
- Add layers of tape or cushioned pencil holder for students with issues gripping drawing utensils.
- Tape paper to table for students who have issues with keeping drawing surface stable.
- Assist in cutting for students who cannot control scissors.
- Adapt and simplify vocabulary for students who have difficulty understanding terminology.

VIII. Clean up:

- Provide assigned cleaning duties to students as a group or individually as needed: placement of art in its properly assigned storage area, return of tools to proper areas, disposal of spare sheets of paper into a recycling container, wipe off excess materials and trash from table.

IX. Closure and Assessment:

- Examine student work for assessment of the following, awarding 0-25 points for each:

1. Creativity - Is their work imaginative? Have they explored alternative approaches? Have they worked through multiple concepts?
2. Critical Thinking - Have they identified errors or opportunities for improving their work? Have they shown mindfulness of safety hazards in their use of tools and supplies? Are they able to give thoughtful critique of others work or the instructions given?
3. Communication - Do they show fluency with the listed vocabulary? Are they able to discuss their concept or approach? Does the work read in a manner consistent with their intent?
4. Collaboration - Have they assisted others in their work? Have they participated in class discussion? Have they contributed to group assignments?