

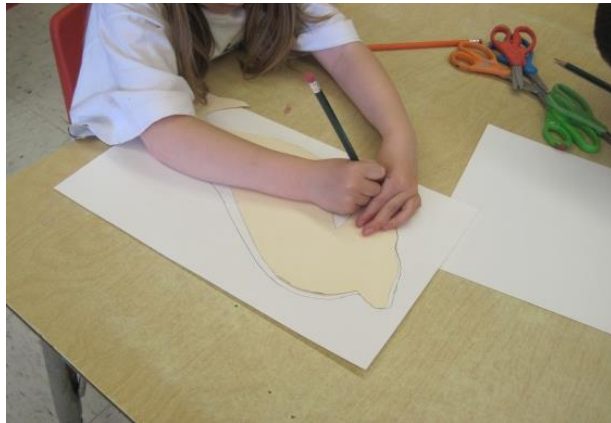
Example of a routine and transition- Lesson one in a three lesson unit

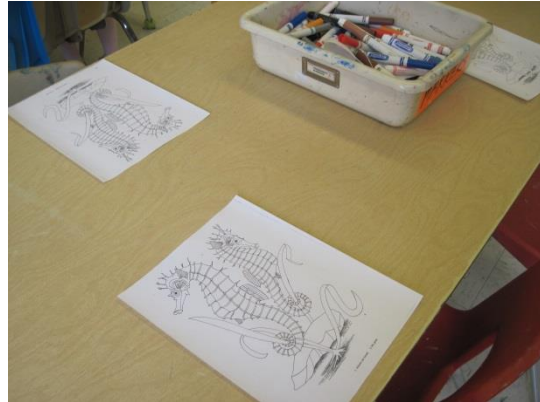
Kindergarten Lesson One of Seahorse Painting Unit

1. I first set up three tables with newspaper, tempera paint, water, markers and brushes. When students came into the room they had to select a color of background paper for their Seahorse painting. They brought their paper to their seats and were told to write their names on the paper with the markers. I then told them to come to one of the tables for a demonstration of making wavy lines for the water with the tempera paint. Next they went back to their tables and painted lines on the paper. After finishing, they brought their painting to the dry rack



2. I had set up on remaining three tables paper and seahorse tracers, pencils and scissors. Students sat down and traced their seahorse, cut it out, and printed their names on the seahorse. They had to throw out their scraps and put their seahorses in a pile. While the students were tracing, I cleared the tables that had been used for painting, putting away the paints, dumping out the water, and all other materials. Once the tables were cleared, I set out coloring pages that I had made copies of for the students to color. I put marker bins on the tables.





3. Students were told to sit at the cleared tables, and to color their seahorse pages until the end of their art time. They were allowed to take them home.



The three stages of this lesson transitioned well, for the students were kept busy and all three parts related to each other. I explained each stage to the class and the students understand why they were painting, tracing/cutting, and practicing adding color to the seahorse coloring pages.

The next lesson will include:

Painting the paper for their seahorse

Tracing and cutting out the seahorse

Cutting out triangles for the mane

Adding designs, sequins, glitter to finalize

