



Warm-Up Phase (15 minutes)

Circle

Open-ended question: What are some foods that you dislike?

Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 2 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Explain that sculptors apply color to their sculptures in many different ways. Brainstorm some different methods you can think of to apply color.
- Remind students about acrylic paint: *This is a water-based paint, so it dries quickly, but it does not come out of your clothes. When did we use this before? What did you learn about it?*
- Talk about techniques for painting very small surfaces.
- Have students brainstorm emotion words again (as in the [previous class](#)). Sketch different kinds of mouths that might show those emotion words, or show **examples** from the Internet or books from the class library.
- Go over the principles of sculpting and using tools again.

Keep in Mind

- Students will be in different places for this project; some will be sculpting, some will be painting, and some will be sketching. *How can you make sure you feel good about the unique space you are in?*
- Keeping a space neat is an important part of working as an ensemble. *How can you ensure that your space and your materials are kept neat?*



You Do (55 minutes)

The project, step-by-step

- Sharing a palette with your table group, select colors for your monster eye (from last week). Make sure the colors match the emotions that you are trying to convey with your eye.
- Paint the eye(s) carefully. Be sure to keep your fingers clean! It can be difficult to do that because you are working with a small space.
- When you have finished painting, raise your hand to get a new placemat and a piece of clay to create a mouth.
- Label the paper with the emotion you've chosen for the mouth. It does not need to be the same emotion as the one the student has chosen for his eye.
- Sculpt a monster mouth that goes with the emotion you've selected.

Extensions: Students can create another mouth for a different emotion. Students may choose to create multiple mouths.

Closure: Walk around the room looking at the different sculptures. Read emotion words out loud and have students put those emotions on their faces, demonstrating a grasp of those emotional vocabulary words.

Optional Writing Prompt: What emotional vocabulary word that we have explored in the past few days is one you feel most often? How does knowing this emotion word help you express what you are feeling to your friends or adults?



Big Picture

We will add these eyes and mouths to our class monster. Next week we will begin to build its body.



Adjustments for K-1

Warm-Up Phase

Freeze is tricky for very young people, so it might make sense to play a game from a previous unit, or to do the circle question only.

I Do/ We Do

Present emotion words students have already learned rather than brainstorming. Skip information about painting; these students don't need to use paint.

You Do

Use Model Magic instead of white clay so that students can experiment with color as they sculpt.