

THEME: Our Nature and Sustainability – Reuse, Reduce, Recycle AGE GROUP: Kindergarten One/Two	
Lesson Title: Creating a Poster with Circuit Stickers	
NEL Learning Areas: <ul style="list-style-type: none"> - <u>Aesthetics & Creative Expressions (ACE)</u> - <u>Social & Emotional Development (SED)</u> 	
PRAISE Learning Dispositions Focus: <input type="checkbox"/> Perseverance <input type="checkbox"/> Reflectiveness <input type="checkbox"/> Appreciation <input type="checkbox"/> Inventiveness <input checked="" type="checkbox"/> Sense of Wonder and Curiosity <input checked="" type="checkbox"/> Engagement	
PlayMaker	
Learning Cycle Phase	<input checked="" type="checkbox"/> Awareness <input checked="" type="checkbox"/> Exploration <input type="checkbox"/> Acquisition <input type="checkbox"/> Application
Targeted Process Skills	<input type="checkbox"/> Observing <input type="checkbox"/> Predicting <input type="checkbox"/> Recording <input checked="" type="checkbox"/> Experimenting <input type="checkbox"/> Comparing <input type="checkbox"/> Classifying <input checked="" type="checkbox"/> Communicating
Objectives	Children will be able to: 1) create poster artefacts while exploring lines with materials and by tinkering with the Circuit Stickers technology toy using experimentation and their imagination (ACE) 2) express their ideas and thoughts about nature through art (posters) and the integration of Circuit Stickers (ACE) 3) have the opportunity to share their personal thoughts, feelings and experiences appropriately in a group setting with teachers and peers (SED)
Materials	<ul style="list-style-type: none"> ▪ Sets of Circuit Stickers Materials and picture cards (Appendix A) of individual Circuit Sticker parts ▪ Demo posters related to the 3Rs (Appendix B) ▪ Flip charts, markers, and easel board ▪ A3 Drawing Papers, pencils, erasers ▪ Child-sized scissors ▪ Pencils, erasers, colour pencils, crayons, etc. ▪ A variety of art materials: Colour pencils, crayons, coloured construction papers, watercolour paints, palettes and brushes, small pails of water, etc. ▪ A variety of adhesive materials: White craft glue, scotch tape, etc. ▪ Rope line tied to 2 points prior to lesson (Gallery Walk) and pegs
PROCEDURE	

<p>Tuning-in (Large group – 10 mins)</p>	<ol style="list-style-type: none"> 1. Teacher will continue exploring on the content theme of ‘Our Nature and Sustainability – Reuse, Reduce, Recycle’ as well as the Circuit Stickers with picture cards (Appendix A) of the technology toy. 2. Teacher to ask: <u>Questions</u> <ul style="list-style-type: none"> • What kind of parts does the Circuit Stickers have? Can you name some of them? What are the different functions of these parts? • Does anyone know what the 3Rs are? Can you list them? • What does reduce/reduce/recycle stands for? Why is it so important to have these 3Rs? What would happen if we do not practice them? • How do we inform others that the 3Rs are important? What can we do to get our message of 3Rs across to other people? 3. Teacher will discuss on children’s responses to the above questions and record them on a flipchart in a mind map manner. 4. Teacher will show children some demo posters related to the 3Rs (Appendix B); and invite children to comment on them based on elements of art, especially lines. 5. Teacher to ask: <u>Questions</u> <ul style="list-style-type: none"> • What posters are these? What message can you see on them? • What kinds of lines do you see on these posters? Can you name me some types of lines? • What are some other elements of art on these posters? [colour, shape, texture, etc.] 6. Teacher will invite children to experiment in small groups of 4 to 5 on Circuit Stickers and discuss on how they can use them to enhance posters to express the message of 3Rs. [Main idea - Circuit Stickers illuminate and light up the posters; hence more attention will be paid to their posters]
<p>Main (In small groups of 4 to 5 – 40 mins)</p>	<ol style="list-style-type: none"> 1. Teacher will invite children to work in groups of 4 or 5 and distribute one set of Circuit Stickers for children to interact, observe and manipulate to express their personal thoughts and ideas on one group poster design they would like to create with the art materials and Circuit Stickers. 2. Teacher will distribute 1 A3 drawing paper to each group and invite the children to record their thoughts and ideas through drawing.

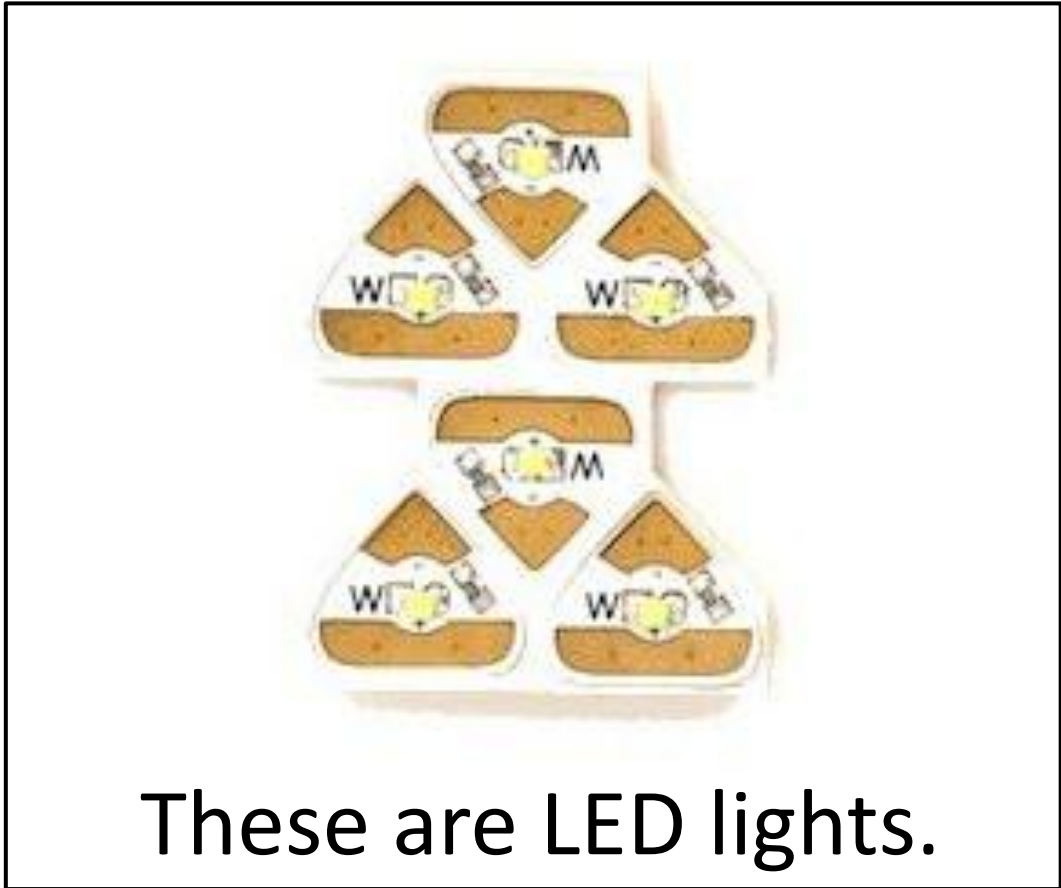
	<p>3. Teacher will ask:</p> <p><u>Questions</u></p> <ul style="list-style-type: none"> • I wonder how will your group’s 3Rs poster look like? • What lines will your group use in your poster? • I wonder what pictures and/or words will your group write to convey the 3Rs message to others? • I wonder how you will use the Circuit Stickers to enhance and attract more attention on your poster? <p>4. Children will have access to the art and adhesive materials listed and start the creation of their posters after they have completed their poster planning on a new sheet of A3 drawing paper.</p> <p>5. Teacher will provide for differentiated instruction by:</p> <p><u>Level 1</u> – Children who are not yet ready to produce the actual poster will be encouraged to create drafts on spare drawing papers until they feel confident; they will then ‘transfer’ the final draft poster design to the actual poster paper.</p> <p><u>Level 2</u> – Children who are ready can produce the actual poster on a paper straight away.</p> <p>6. Teacher will facilitate the process by moving around the groups, looking at their planning and actual posters and giving appropriate scaffolding when needed.</p> <p>7. Teacher will ask:</p> <p><u>Question</u></p> <ul style="list-style-type: none"> • What are some lines we will see on your group’s poster? Can you name the lines? <p>8. Teacher will encourage children to share their personal thoughts and ideas appropriately in their small groups and praise them when these behaviours have been observed.</p> <p>9. If children meets with difficulty with Circuit Stickers, teacher will encourage children to problem solve by experimenting and communicating with their peers instead of providing them the answers. Children will modify their poster planning sheets to integrate Circuit Stickers, if necessary. Children can also refer to the previous mind map written for helping words, if needed.</p>
Closure	<p>1. Teacher will invite all the children to gather as a class and invite each small group to</p>

<p>(Large group – 10 mins)</p>	<p>present their poster planning sheet and completed Circuit Stickers Poster to the class.</p> <p>2. Teacher will invite the children to display and appreciate their completed art work on a rope line tied to two points prior to the lesson using pegs for a Gallery Walk of all posters.</p> <p>3. Teacher will ask:</p> <p><u>Questions</u></p> <ul style="list-style-type: none"> • What message does your poster says? Why did your group design it in this way? • What are the different types of lines on your group’s poster? • How did you use Circuit Stickers to enhance your group’s poster? • Who do you want to express your thoughts and ideas on the poster to? • Where can you display your group’s poster after class to spread the 3Rs message?
<p>Evaluation</p>	<p><i>*to be completed after lesson is implemented</i></p>

Appendix A (Picture Cards of Circuit Stickers)

Retrieved from:

<https://gethacking.com/collections/circuit-stickers/products/chibitronics-chibi-lights-led-circuit-stickers-intro-kit>



Appendix B (Demo posters related to the '3Rs' to be printed or flashed on screen)

Retrieved from:

<https://s-media-cache-ak0.pinimg.com/736x/63/6f/77/636f772683c32bf454f11dad14d603a9.jpg>



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