

Cycle 3, Week 1- North American Animals

Ages 4-6

Learning Target: For students to understand and use the OiLS vocabulary of describing lines and shapes. Students will be able to identify shapes, describe the size and placement of these shapes, and draw what they have identified and described.

Materials:

- OiLS practice sheet (1 per student)
- Paper with images of animals (1 per student)
- Copies of North American animal tracks (1 of each)
- Pencils
- Whiteboard, marker, tape or putty
- Colored pencils

1. Talk about what OiLS stands for (the book *Drawing With Children* explains this concept). Students fill in the OiLS practice sheet. (5 minutes)

2. Place the picture of the deer track on the wall or whiteboard. Ask students to describe it. Is it most like a circle? A straight line? A curved line? An angled line? Draw the shape on your whiteboard, going slowly as students tell you how to draw it.

3. Hand out the paper with the images of North American animals. Ask students which animal they think would make that track. Once they guess “deer”, tell them to study the deer track again and draw it next to the picture of the deer on their paper.

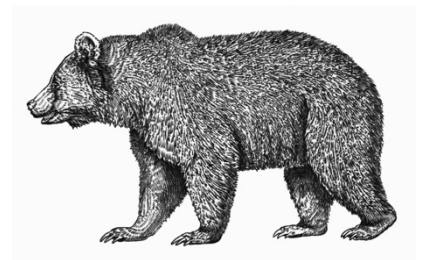
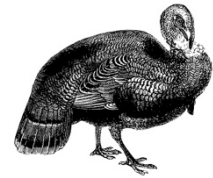
4. Go through the animal tracks one by one, having students use the OiLS vocabulary to first describe what they see. Next, have them walk you through how to draw it on the whiteboard. Then students draw it on their paper next to the correct animal.

Note: I would go in the following order- deer, jackrabbit, turkey, wolf, bear. Images on the paper are not in this order purposefully, so that students do not necessarily know beforehand which track goes with which animal.

It's okay if you don't get through all the drawings! It is best for students to take their time and study what they see.

If your class finishes quickly, have colored pencils available for students to color in the animals.

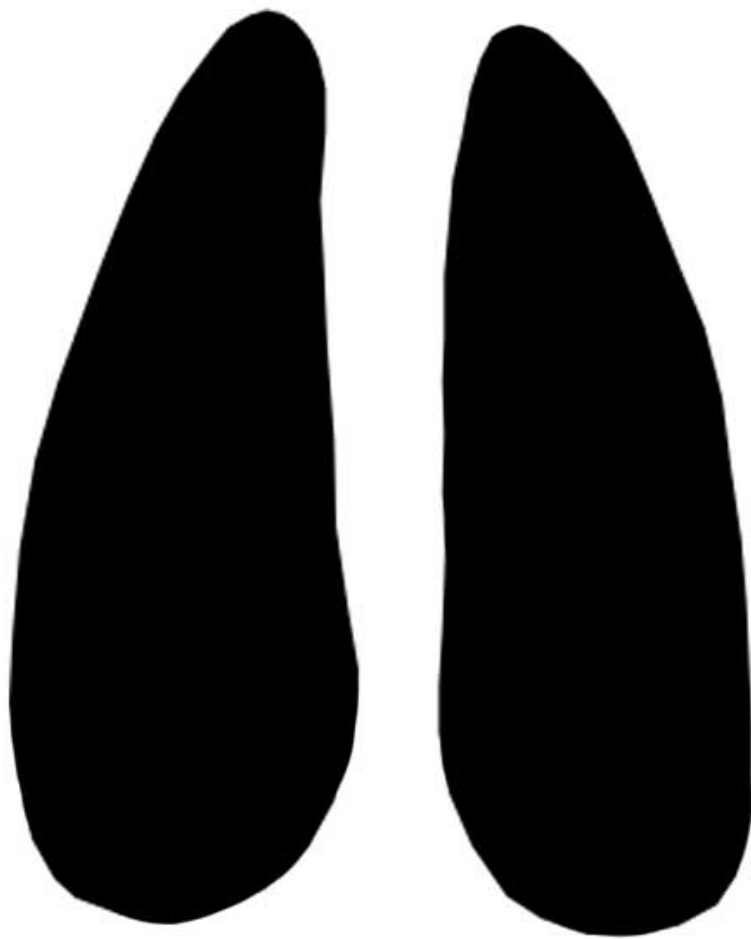
O is for circles	i is for dots and straight lines
L is for angled lines	S is for curved lines







Wolf



Deer



