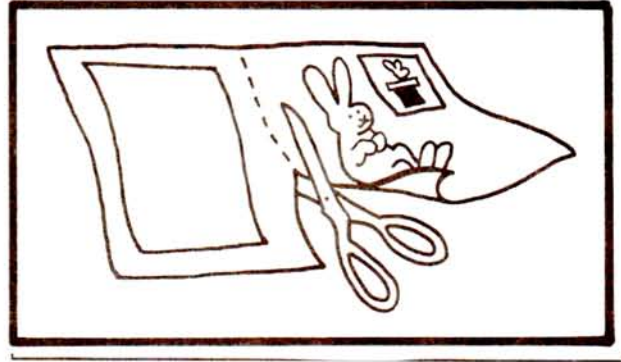


**INSTRUCTIONS FOR THE SHAPE ART SECTION**  
(pages 59 to 74)

**ART PROJECTS WITH BASIC SHAPES**

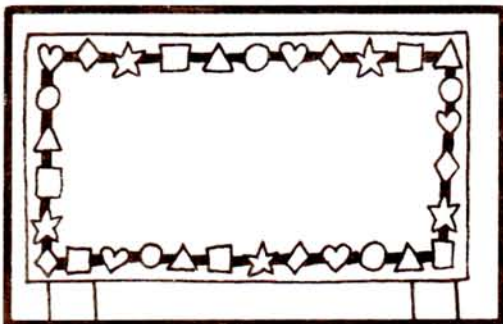
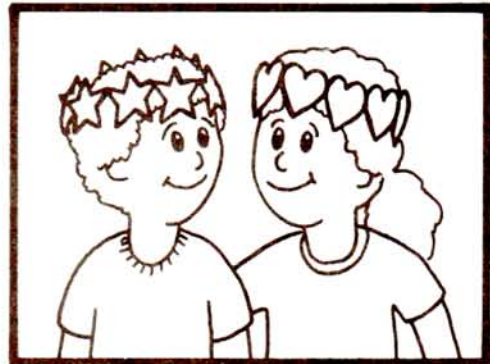
1. Reproduce the basic shape on construction paper for each child. Reproduce the pattern parts to go with that shape on bond paper for each child. Let the children color the pattern pieces and cut out both the pieces and the basic shape.
2. We recommend oral instruction, while demonstrating once or twice where the pieces are to be glued (good practice for following directions). The corner picture showing the finished project may also be displayed. Assembling the pieces onto the shape in approximately the correct place provides good visual skill practice.



**MORE FUN WITH SHAPES**

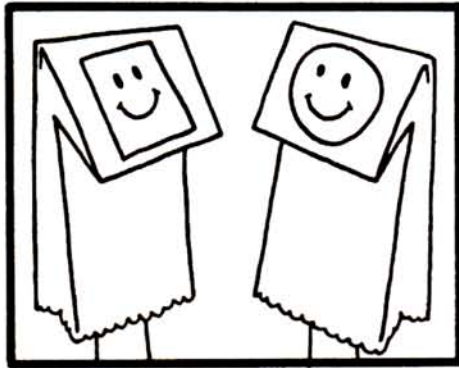
**SHAPE CROWNS**

1. Reproduce enough shapes to go around a construction paper headband for each child.
2. Let the child add color, glitter, paint, etc., to the shapes. Glue them to the headband. (Shapes can also be traced and cut out of wallpaper scraps.)



**SHAPE BORDERS FOR BULLETIN BOARDS**

1. Reproduce and cut out enough shapes to go around a bulletin board.
2. Cut 2" wide strips of construction paper.
3. Let the children glue the shapes to the strips.
4. Pin the strips around the edge of the bulletin board. (Shapes cut out of wallpaper look great on this project, too.)

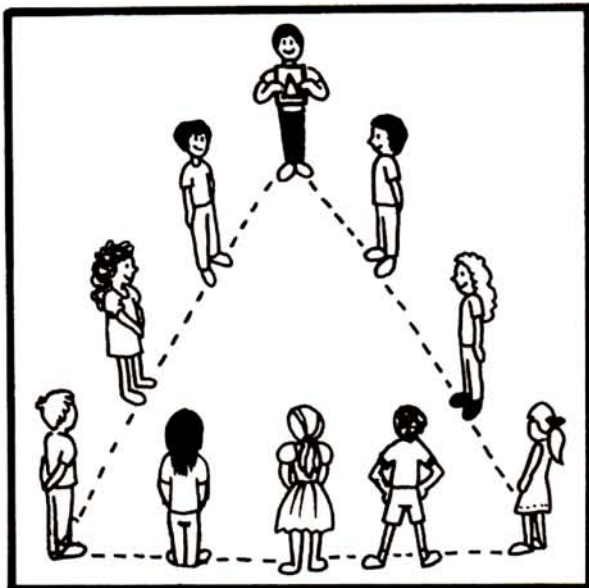
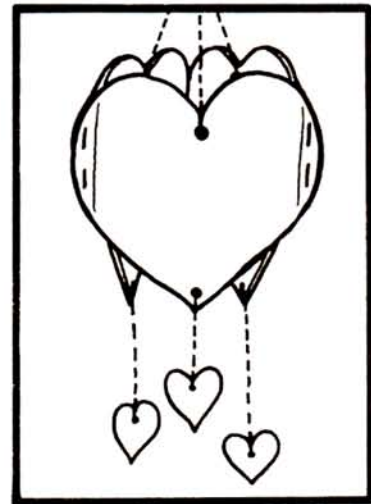


## ALIKE AND DIFFERENT

1. Glue various shapes to paper lunch bags for puppets.
2. Let two children pretend to be different shapes.
3. Encourage them to talk about:
  - a. How are they alike? (lines curved or straight)
  - b. How are they different?
  - c. What things are they used for?
  - d. Could they work together to make something?

## SHAPE MOBILES

1. For each mobile, cut three of the same shape from the 8" x 11" pattern.
2. Bring the outside edges together and staple, as shown.
3. Cut out smaller shapes and hang them from the larger ones with yarn. (The finished shape projects can also be hung from the mobile.)



## THE BIG PICTURE

1. Divide the children into teams or let the whole class participate as a unit.
2. The team captain chooses a shape.
3. The team must then attempt to take positions so that they create that shape.
4. The teacher draws around the shape with chalk or tape.
5. Were they successful? What adjustments might be needed? (Positioning the whole body in relation to the shape provides a different perspective.)

