

Announcing...

MATH

I like math because _____

Sometimes, math is hard when _____

Math is fun when _____

READING

I like reading because _____

Sometimes, reading is hard when _____

Reading is fun when _____

SCIENCE

I like science because _____

Sometimes, science is hard when _____

Science is fun when _____

WRITING

I like writing because _____

Sometimes, writing is hard when _____

Writing is fun when _____

Today I am feeling _____

because _____

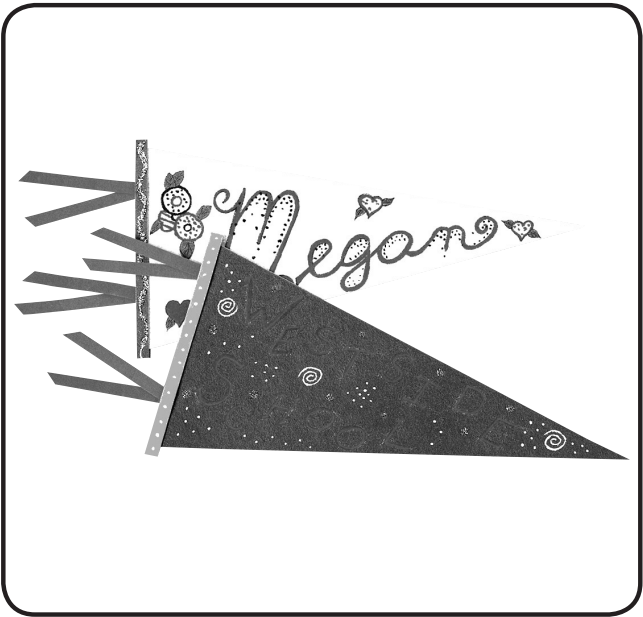
Draw a picture of your feeling face



Project Ideas • Cross Curricular
Links • Activity Sheets

Banner Art (Pk/24)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Banners (A)
 - Side Strips (C)
 - Glitter
 - Paintbrushes
- Streamers (B)
 - Glue
 - Acrylic Paint

YOU WILL NEED:

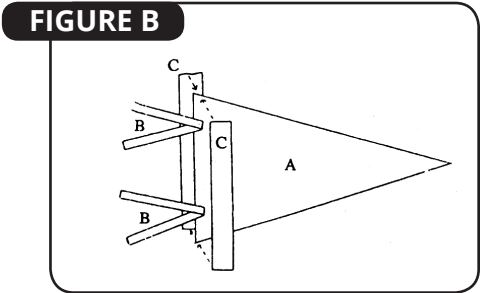
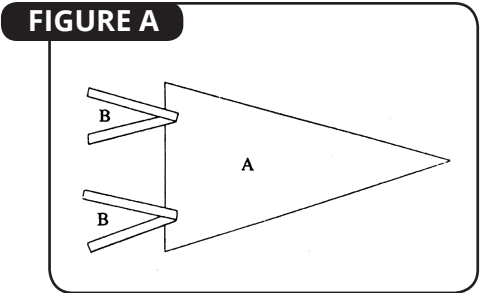
- Container for Water
- Spring Clothespins

AGE GROUP: 8 and up
PROJECT TIME: 60 minutes

INSTRUCTIONS:

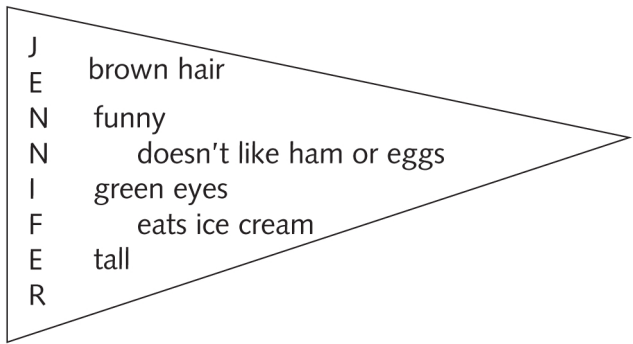
- Each banner requires one banner piece, two streamers and two side strips.
 - Decide what color banner you will make. You may make the banner all the same color or use contrasting streamers and side pieces.
- Fold the two streamers in half to form V shapes. Open the V's and apply glue to the insides of the points. Reclose the V's.
 - Apply glue to the outside of each V point. Press the points of the streamers to the short side of the banner (see Figure 1).
- Apply a line of glue along one side of a side piece. Press the side piece, glue side down, over the streamers at the short side of the banner.
 - Glue the other side piece to the back short side of the banner (see Figure 2). Attach spring clothespins for a secure hold while glue dries. Let dry.
- Decide what design you will paint on your banner.
 - Choose paint colors that will show up on your banner. Paint the design. Let dry. Use glitter to highlight your designs or lettering.

Use your banner to collect the autographs of friends or to cheer for your favorite sports team.



WRITTEN LANGUAGE

OBJECTIVE: Create an “All About Me” banner.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: student photographs
PROCEDURE: Discuss with the students how each person has specific characteristics. Discuss what people look like, how they act, what they like to do and what they don't like to do. Encourage students to describe themselves in front of the class. After the banner has been assembled, have the students write their name vertically on the banner. Then the students can decorate the banner with words and/or pictures that describe themselves. The words can be written with paint, glitter glue pens, markers or chalk. Display the banners in the classroom.

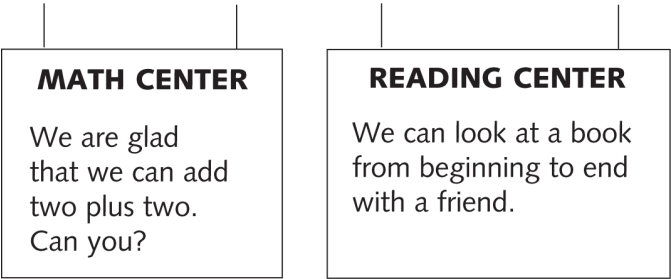


SOCIAL STUDIES

OBJECTIVE: Research and paint a flag of a specific country.
SUGGESTED TIME FRAME: 45 minutes
ADDITIONAL MATERIALS: reference materials, posterboard or white material, dowels, paint, index cards
PROCEDURE: Explain to students that a flag is considered a type of banner. The colors and/or pictures on a flag represent a specific country and are very meaningful to the people of each country. Discuss some countries and flags that students could research. Have students work in small groups of two or three. Have the students use reference materials to find a picture of a flag. On an index card, have students write the name of the country and a short description and meaning of the flag. On white material or posterboard, have students paint the flag. When dry, they can connect the material (or posterboard) to a dowel and attach the index card to the corner of the flag. Display the flags in the classroom.

WRITTEN LANGUAGE

OBJECTIVE: Create rhyme signs for classroom centers.
SUGGESTED TIME FRAME: 40 minutes
ADDITIONAL MATERIALS: string, posterboard (12" x 24"), paint, markers, glitter, hole punch
PROCEDURE: With the class, discuss reasons why there are signs and banners almost everywhere. Make sure to touch upon “getting people’s attention” as one of the reasons. Also discuss some of the things that are said or drawn to increase people’s awareness. Give some examples (flashing lights, bright colors, “catchy” words). Explain to the students that they are going to work in groups (the number of groups depends on the number of centers) to create rhyme signs. Students will write a short poem (two to four lines) that rhymes and also describes the center on the posterboard. The students can also decorate the board so it is bright and decorative. When finished, punch holes in the posterboard, attach string and hang from the ceiling over the centers.

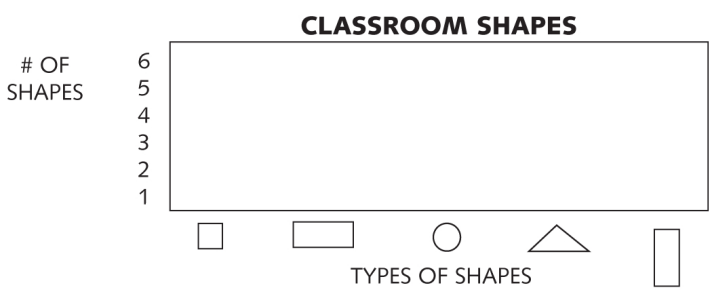


ARTS

OBJECTIVE: Make feeling puppets.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: small paper plates, markers, popsicle sticks, glue
PROCEDURE: Discuss feelings with the class. Talk about how each person is different so each person has different types of feelings. Write some types of feelings (sad, angry, happy, tired, hungry, lonely, silly) on the board. Explain to students that they will be given three plates and they are going to draw pictures of themselves on the plates. Each picture should show the students with a certain feeling. Explain that changing the eyes or the mouth could change the look of one's feelings. They should pick feelings that they have often. For example, if a student is never lonely, that should not be drawn. Under each drawing have the students write the feeling. Glue each paper plate to a popsicle stick. Each morning, go around the room and have students hold up a “plate face” that best describes their feeling. Call on students to share what they are feeling and why (“I am happy because...”). The teacher should also participate.

MATH

OBJECTIVE: Graph the shapes in the classroom.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: chart paper, 3" x 5" index cards, markers, glue
PROCEDURE: Prior to the lesson, make a chart with the title CLASSROOM SHAPES and the labels: NUMBER OF SHAPES and TYPES OF SHAPES. Make each cell block the size of a 3" x 5" index card. With the class, discuss other objects in the classroom that are shaped a certain way for a specific reason (globe, desk, pencil, book). On the chart, pick the most popular shapes and list them across the bottom of the chart. Give each student an index card and have him or her pick an object in the classroom to draw. (Make sure the object's shape is represented on the chart.) After the object is drawn and labeled on the index card, glue the card to the chart paper. Discuss the class' findings. Ask questions such as “How many more square shapes than triangle shapes are there in the classroom?” or “How many shapes have four angles in the classroom?”



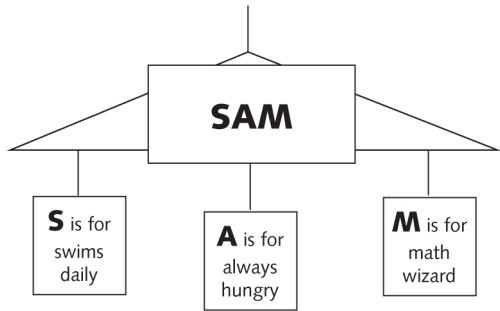
SCIENCE

OBJECTIVE: Predict and test materials to see which are protected from the wind.
SUGGESTED TIME FRAME: 20 minutes
ADDITIONAL MATERIALS: fan, rubber, vinyl, nylon, cotton and wool pieces
PROCEDURE: With students, discuss where they see banners. Many banners are outside where they can be seen by most people. Banners are often made of material that is strong enough to last through wind and bad weather. Explain to the students that they are going to experiment to find out what is good material to use in wind. Ask the students to predict which materials they think will protect them from the wind. Write their predictions on the board. Have students test each material by covering their hand with one material at a time and holding their covered

hand in front of a running fan. Record the results next to the predictions on the board. Compare the class results. Based on the information found, make a class table with a list of the materials that protect people from the wind and the materials that do not protect us from the wind. Then discuss the best materials to use when making a banner for outdoors.

WRITTEN LANGUAGE

OBJECTIVE: Make a mobile using the students’ names.
SUGGESTED TIME FRAME: 45 minutes
ADDITIONAL MATERIALS: writing paper, plain paper (cut into shapes), hole punch, markers, string, metal clothes hanger, glue, crayons
PROCEDURE: Prior to the lesson, cut paper into rectangles (6" x 12") and a variety of smaller shapes. On a piece of paper, have the students write their names down the left-hand side of the paper (leaving space between each letter). Explain to the students that they need to think of words or phrases that describe them. The letters in their name must be the beginning of each line. Give examples. Allow time for students to write their ideas on the paper. When finished with the words or phrases, pass out one rectangle paper (6" x 12") and various shapes of paper (one for each letter in the student's name). On the large rectangle, have students write their name. On the smaller shapes, have students write a letter (in their name) the word is for and then the phrase. On the back, the students can draw a picture. Repeat this for all the letters in the name. When finished, punch holes in each shape and tie string from the shapes to the rectangle. Glue the rectangle onto the metal clothes hanger and display from the ceiling.



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