**TITLE:** Molas Day 3 (Repeat this on Day 4, and replace the environment discussion with a discussion on whether the artwork looks balanced and what could be added to fill empty spaces.)

**GRADE:** 2

**MATERIALS:** artwork from previous week, quarter sheet multi-colored construction paper

**TIME:** 35 minutes

**OBJECTIVES:**

-Students will choose one more color to add to their artwork

-Students will discuss what lives in their animals environment and add details to the environment

**PROCEDURE:**

**Introduction (Anticipatory Set/Pre-assessment):**

Students will show their artwork to the person across from them and ask them what lives in the animal’s environment. This should give them more ideas to add to their own.

**Demonstration/Modeling Behavior:**

Students gather around demonstration table to view how to add details to the environment. They may incorporate one more color into their artwork. First, cut out an object (tree, sun, house, or any other simple shape) and glue it to another color. (they may only use three colors total) Cut around it again while showing an inch of the color all the way around. Glue it to the black paper. Repeat this process for all the objects they add to the background environment, while making sure that the artwork is balanced.

**Check for Understanding/Guided Practice:**

Review steps before returning to seats.

**Independent Practice:**

Teacher calls tables to choose third color. Students work independently while teacher monitors progress.

**Student Engagement/ Self-Monitoring:**

Ask yourself: Am I focused? Am I carefully cutting out objects for the environment and then gluing it to another color? Am I carefully cutting around this shape while leaving an inch border of the second color all the way around? Am I doing my personal best?

**Assessment/Closure/Clean up:**

Review objectives and table helpers clean up.

Daily participation grade is based on effort and citizenship.