Circles, Spirals, Spots, & Dots

Circles, Spirals, Spots, & Dots (What's Included!)

- Introduction to the Unit of Investigation
- Materials Needed for Activities
- Vocabulary Words
- Guiding Questions
- Songs to Sing
- Books to Read
- Tips to Reinforce the Unit in Everyday Experience
- Know Wonder Learn (KWL) Chart
- Word Web (Expansion of Concepts Relative to Unit of Investigation)
- Expanded Play with Unit of Investigation
- 12 Activities (Including Materials Needed, Directions to Follow, and Targeted Learning Objectives)

Introduction: Circles, Spirals, Spots, & Dots

Exploring circles (and the comparison to other shapes) fosters cognitive development and foundational math skills. Hands-on manipulation of circular objects introduces children to geometric principles like symmetry and spatial reasoning, while also promoting critical thinking and problem-solving abilities. This inquiry-based approach sparks curiosity and lays the groundwork for deeper mathematical understanding in the future.

Circles play a significant role in the arts, inspiring renowned artists like Wassily Kandinsky and Yayoi Kusama. In this packet, you'll find two activities influenced by these artists, inviting children to explore their creativity. Additionally, we encourage you to explore the works of other artists and architects inspired by circles.

When administering activities, it's important to re-offer the same activities several times over. This allows children the opportunity to make deep connections, comprehend uses and properties, while contributing to mastery and memory recall. And keep in mind that learning is not confined to a specific time, place, or activity. It's an ongoing journey where connections are woven through daily interactions and engagement with the people, places, and materials that surround us.

Materials

Our suggested list of materials are items that will supplement the activities and experiences in your packet.

- Loose parts: Bottle caps/lids, empty paper towel/toilet paper rolls, buttons, pom-poms, small rocks, corks - basically anything round!
- Large roll of butcher paper
- Cardboard
- Glue or glue stick
- Shallow tray for sand
- Sand
- Coloring utensils (markers, oil pastels, crayons)
- Construction paper (multi-colored)
- Dot markers
- Dot stickers
- Wooden rings (ideally rings of various sizes)
- Paper cups
- Tempera paint (5 colors)
- Paintbrushes
- Drawing compass (to create circles)
- Hole puncher
- Printed family picture
- Spirograph drawing set
- Optional: small printed images of spirals in nature

Vocabulary Words

New & relative vocabulary words to incorporate in everyday experiences: In addition to incorporating the vocabulary words provided below, try to speak as you go! Talking to children as you go is one of the most powerful ways to expand upon receptive and expressive language development. The more language children are exposed to (when used in meaningful and relative context) the greater it contributes to language and future literacy skills.

- Circle
- Spiral
- Dot
- Round
- Curved
- Loop
- Rotate
- Spin
- Radial
- Diameter
- Radius
- Center
- Concentric
- Circular
- Arc
- Revolve
- Orbit
- Coil
- Swirl
- Whirl
- Twirl
- Hemisphere
- Circumference
- Semicircle
- Ovoid
- Ellipse
- Concentric
- Arch
- Looping
- Gyrate
- Revolve
- Dotted
- Circularize
- Spinning
- Circinate
- Circulation
- Whirling
- Coiling
- Rolling
- Circlet

Guiding Questions

Guiding questions play a vital role in emergent curriculum as they spark curiosity, promote inquiry, and guide the direction of learning experiences based on children's interests and developmental needs. By posing open-ended questions that encourage exploration and discovery, we can tap into children's natural curiosity and foster a deeper understanding of concepts. These questions serve as a catalyst for meaningful learning experiences, empowering children to actively engage with their environment, make connections, and construct knowledge.

Guiding questions also help scaffold learning opportunities, providing a framework for observation, assessment, and reflection on children's interests, skills, and growth. They promote collaboration and dialogue, fostering a dynamic learning community where ideas are shared, perspectives are valued, and creativity thrives. Guiding questions honor children's voices, interests, and agency in shaping their learning journey.

- What shapes can you find around us that are similar to circles?
- How can we create spirals using different materials?
- Where do we see dots in our environment? How are they used?
- What objects can we find that have circular patterns on them?
- How do spirals and circles differ from each other?
- Can you think of any animals or plants that have spiral shapes in nature?
- How can we use circles and dots in our artwork or drawings?
- What activities or games can we play that involve circles or spirals?
- How do circles and spirals move differently?
- Can you describe a time when you've seen circles, spirals, or dots being used in everyday life?

Songs to Sing

Singing with children is a multifaceted tool for development, enhancing language skills through exposure to varied vocabulary and rhythms. The rhythmic and melodic nature aids memory, making learning engaging. Beyond cognitive benefits, singing promotes emotional expression, fostering a holistic growth experience.

Featured Songs:

I'm a Little Circle
I'm a little circle, oh so round,
No corners here, just curves I've found.
From the sun in the sky to the moon's bright glow,
I'm a shape that brings smiles, wherever I go.

The Wheels on the Bus
(Verse 1)
The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All through the town.

(Verse 2)
The wipers on the bus go swish, swish, swish,
Swish, swish, swish, swish, swish, swish.
The wipers on the bus go swish, swish, swish,
All through the town.

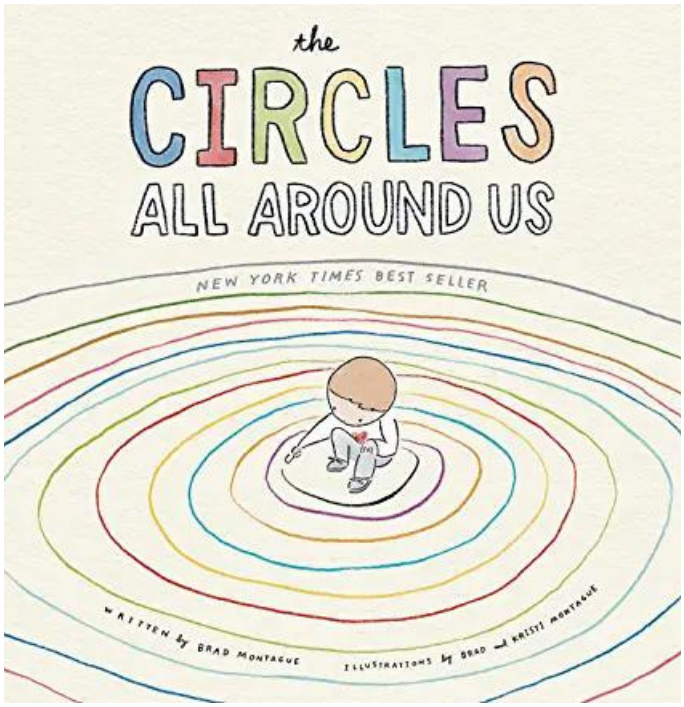
(Verse 3)
The horn on the bus goes beep, beep, beep,
Beep, beep, beep, beep, beep, beep.
The horn on the bus goes beep, beep, beep,
All through the town.

(Verse 4)
The doors on the bus go open and shut,
Open and shut, open and shut.
The doors on the bus go open and shut,
All through the town.

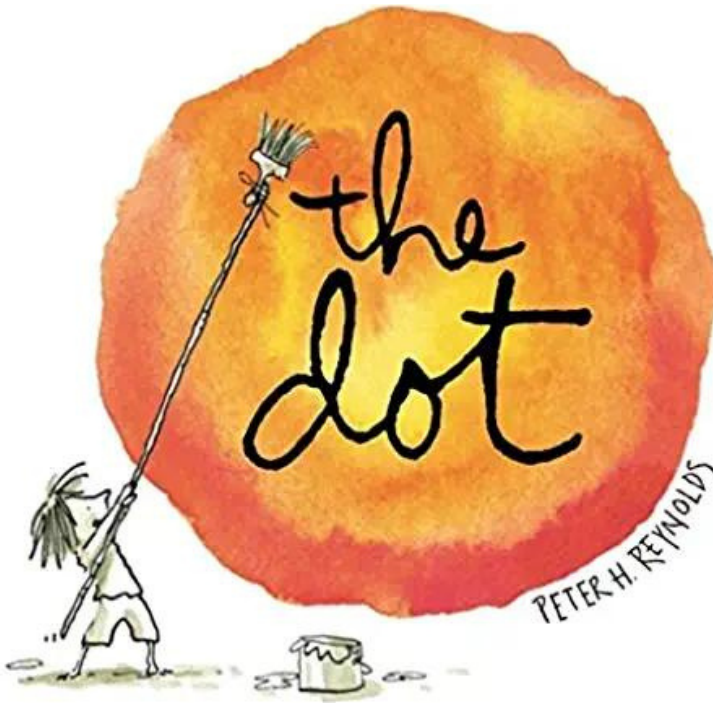
(End with Verse 1)

Books to Read

We select two books to support your unit of investigation - it's important to go slow and re-read the same books several times for greater comprehension and connection building. You can read the recommended book before they begin the hands-on work. We understand all children have different preferences and interests when it comes to books (and everything else), so please find our supplemental reads that can replace or add to the suggested books below:

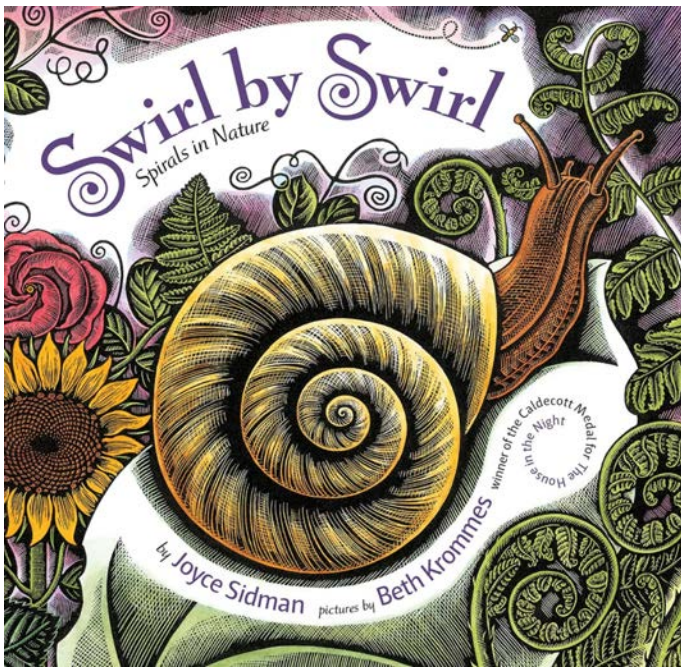


The Circles All Around Us, by Brad Montague

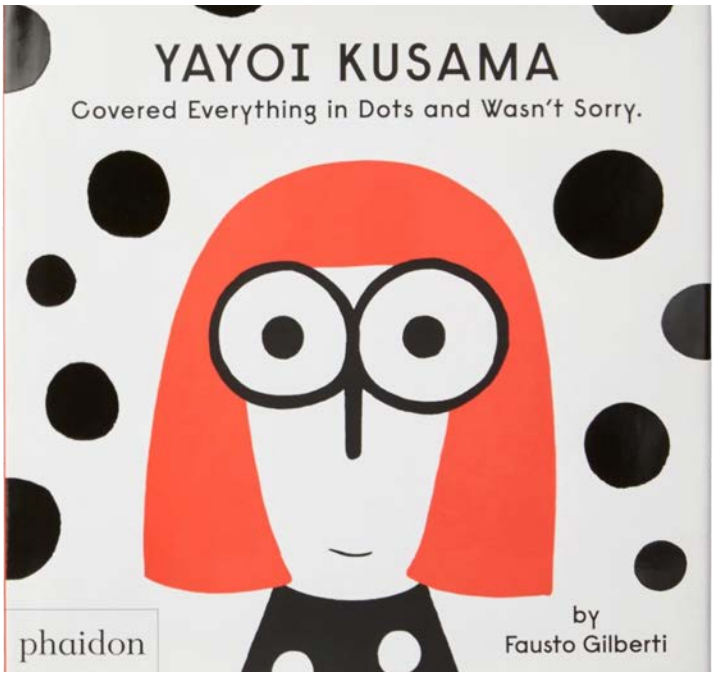


The Dot, by Peter H. Reynolds

Supplemental Reads:



Swirl by Swirl, by Joyce Sidman



Yayoi Kusama, by Fausto Gilberti

Tips to Reinforce the Unit in Everyday Experiences:

Circle Scavenger Hunt

- **Engage in a circle scavenger hunt!** What circles can be found inside and outside? How do they compare/contrast to one another?

Circle Artist Study

- Various artists, architects, and engineers draw inspiration from circles! You may consider printing out and **creating a book that highlights the many images and structures** created by such artists. Keep this book in your library, art, or construction area for inspiration.

Ball Play

- A beloved circular object and wonderful way to highlight 3-Dimensional circles.
- **Explore different types of ball play,** exploring balls of varying size, weight, and texture (e.g. basketballs, tennis balls, bowling balls, handballs, baseballs, etc.).

Circle Buffet

- Consider the **different circles your child may eat.** Some snacks and meals children can help prepare and consume include:
  - Pancakes, pizza with pepperoni, round crackers, oranges, blueberries, cookies, donuts, bagels, etc.

KWL (Know, Wonder , Learn) Chart

When kicking off a new investigation, it's recommended to create a large KWL (Know, Wonder, Learn) Chart for you and your children's reference (example below).

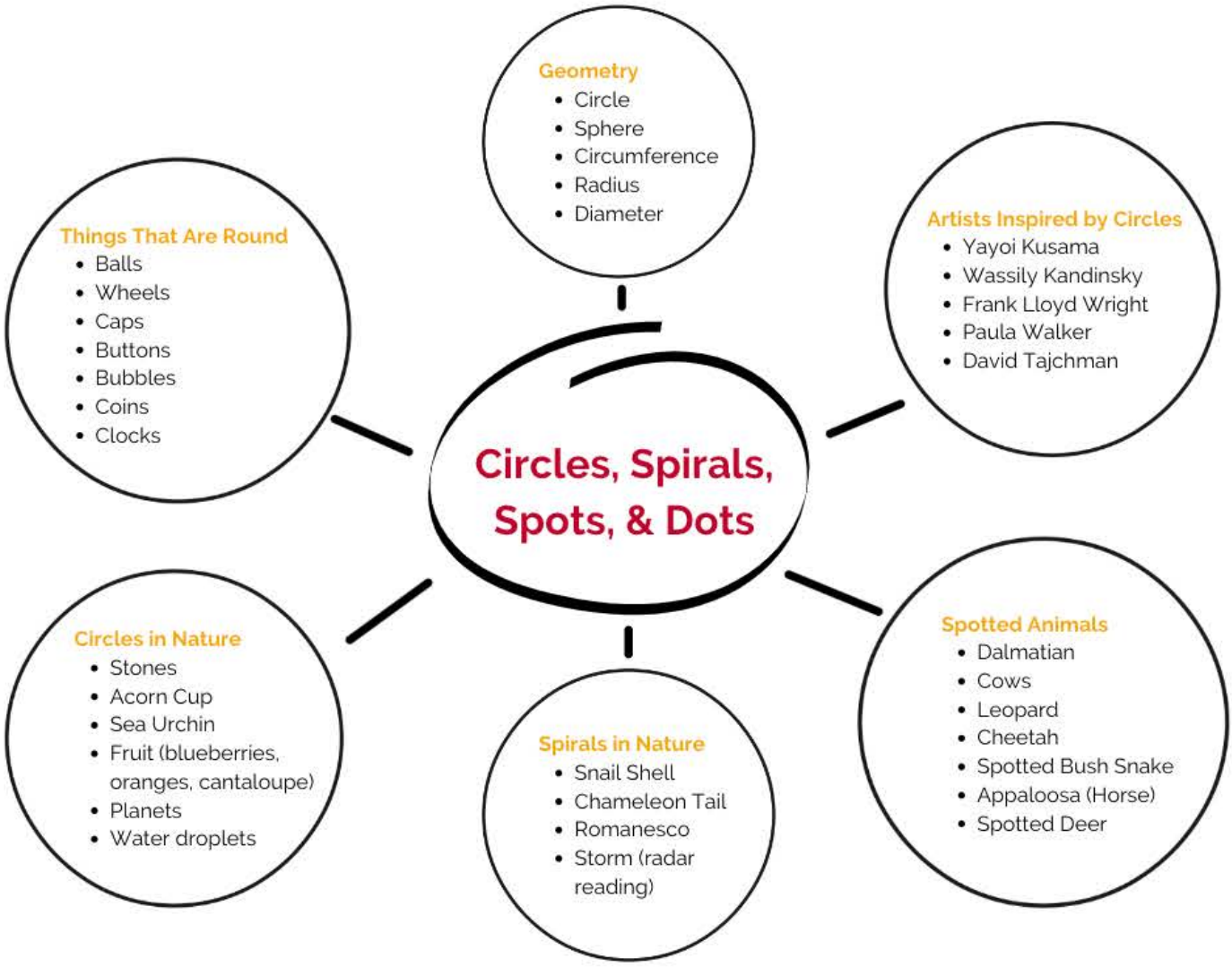
You can draw one up on a large sheet of oaktag or easel paper. Introduce a topic by prompting "what do you know about _____?" Once children have shared their prior knowledge, invite them to consider what they'd like to learn about the topic.

This running document is a place to guide your learning, prompting children to think more critically about the subject, while also formulating their own theories and ideas. Learning is not limited to one time and space, but rather, is an ongoing event. Add to this chart as thoughts, questions & revelations emerge over time.

Know	**W**onder	**L**earn

Word Web: Circles, Spirals, Spots, & Dots

Word webs are another powerful tool to support connection-making, and connection-making is the core of learning! Word webs invite adults and children to think more critically about a specific topic, all while expanding upon research and ideas. While the below is an example of different directions your investigations may go, it is not limited to only these subcategories, but rather, just meant to get the wheels turning - see what else you and your children can come up with and expand upon!



Expanded Play

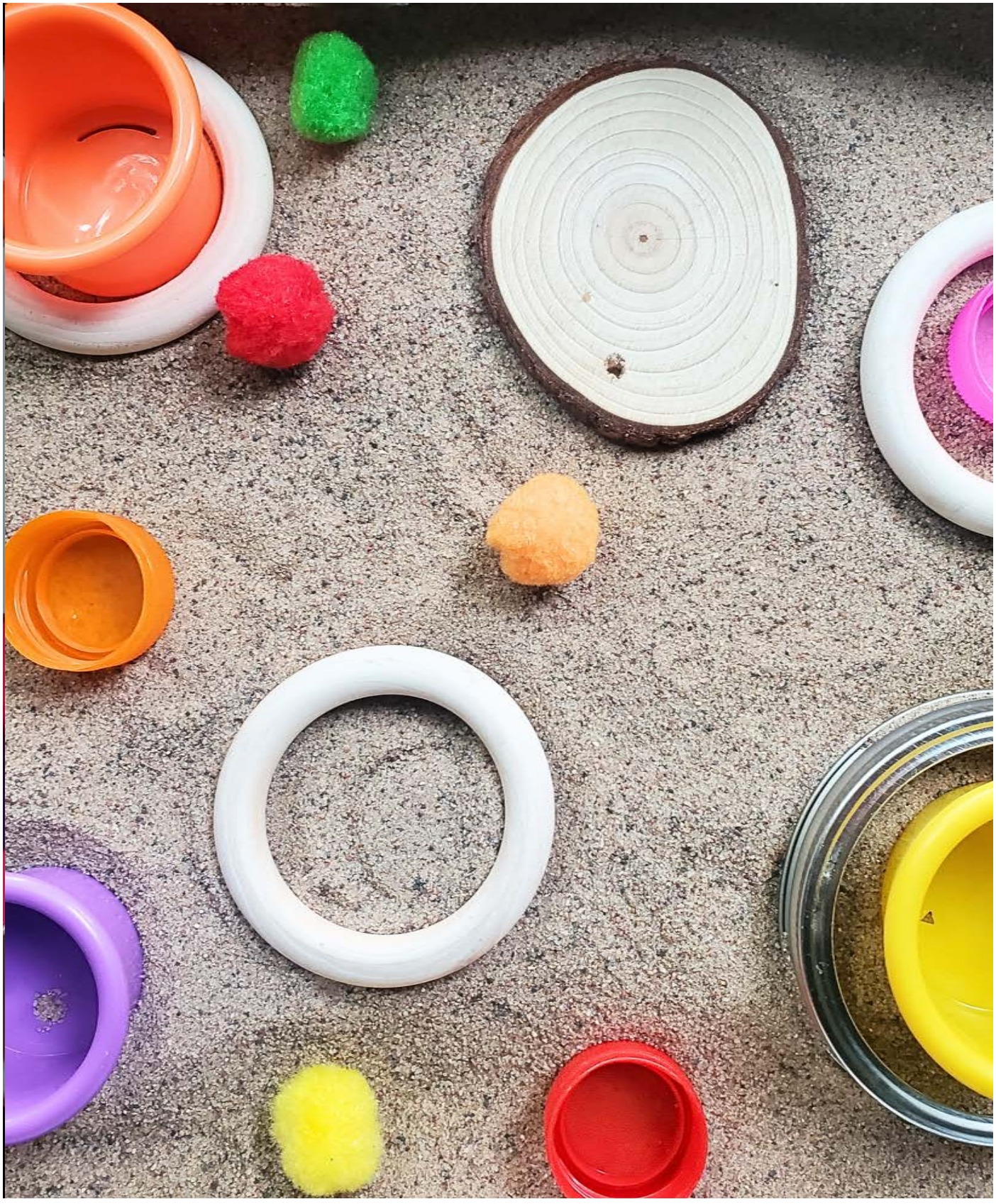
Learning concepts are best adopted when children can make everyday and tangible connections. Support your child's emergent knowledge and experiences by incorporating the topic in different areas of play and exploration.

- **Explore the work of various artists and architects** who are inspired by circles and curves:
  - Wassily Kandinsky, Yayoi Kusama, Frank Lloyd Wright, Paula Walker, David Tajchman
- **Keep open-ended circular materials** accessible: Empty paper towel/toilet paper rolls, rings, caps, empty cans, etc.
- Consider **visiting local buildings** or museums to see circles in larger scales.

- **Scavenger Hunt:** What circles can you find around the home or classroom?
- **Explore circles, spots, spirals, & polka-dots in nature:**
  - Animal prints, flowers, water (ripples), nests, etc.
  - Connect circles to interests: Planets, balls, art mediums, wheels, etc.

- **Ball Play:** Consider the different ways your child can explore and play with different balls/sports:
  - Bowling alley
  - Basket ball courts
  - Soccer field
  - Tennis/handball courts
  - Baseball/T-ball
  - Ball pit
  - Large yoga ball

ACTIVITIES



Family Circle (Frame)

MATERIALS

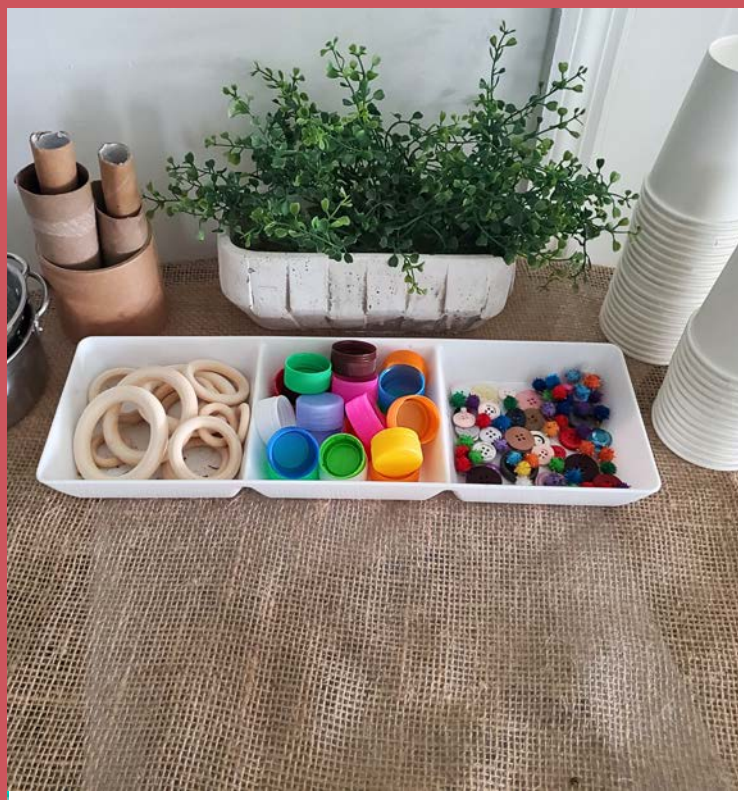
- One medium piece of cardboard (cut into a circular frame)
- Coloring materials (markers, oil pastels, paint, and/or crayons)
- Collage materials (beads, glitter, pom-poms, dried flowers)
- Glue
- Printed family picture (cut into a circle to fit inside the cardboard frame)

DIRECTIONS

- Cut a medium piece of cardboard into the shape of a circle.
- Cut a circle out from the middle to create a round frame.
- Place the frame next to your child's coloring & craft materials.
- Let them decorate their frame however they'd like.
- Print out a family picture and add to the center of the frame
    - You can laminate the image to better protect it.
- Can be a great addition to the child's bedroom or part of a family wall in the classroom.

LEARNING OBJECTIVES

- **Encourage social-emotional development:** Creating a frame for their family picture provides an opportunity for children to express their feelings and connections to loved ones. This activity can promote a sense of belonging, pride, and emotional well-being.
- **Foster creativity and self-expression:** Encourages children to personalize their frames by choosing colors, patterns, and decorations that reflect their individual preferences and personalities, fostering creativity and self-expression.
- **Develop fine motor skills:** Children will practice using scissors, glue, and other craft materials to cut, manipulate, and assemble the components of the frame, enhancing their fine motor coordination and control.
- **Enhance problem-solving skills:** Children may encounter challenges during the construction process, such as fitting pieces together or troubleshooting design issues. Encourage them to brainstorm solutions, adapt their plans, and persevere through trial and error, fostering problem-solving skills.
- **Encourage reflection and storytelling:** Prompt children to reflect on the significance of the family picture they choose to frame, encouraging them to share stories, memories, and feelings associated with their family members and experiences.



Constructing with Circles

MATERIALS

- Large supply of paper cups - the more the merrier!
- Various circular objects and materials, e.g.:
  - Wooden rings, lids, caps, pom-poms, empty paper towel/toilet paper rolls, buttons, pots, bowls, etc.
- Sectional tray to help separate & organize materials.

DIRECTIONS

- Over a large surface space, whether the floor or tabletop, organize materials for children to choose from and construct with. Pro tips:
  - Refrain from asking "what are you making?"
    - Children do not always approach materials with the plan to construct something specific, but rather, may be interested in exploring and experimenting with materials to see how they may work / may not work together.
    - Asking a child "what are you making?" may add a feeling of pressure and/or distract from greater investigation. Instead, let children simply explore. After some time or when it seems like the child is done, you may prompt with "tell me about what you're doing!" This way, if a child is building something they can express it, and if not, they can explain their process of exploration.

LEARNING OBJECTIVES

- **Fosters creativity and innovation:** Encourages children to explore the possibilities of circular objects through open-ended play, allowing them to experiment with stacking, sorting, arranging, and combining the objects in unique and imaginative ways.
- **Promotes sensory exploration:** Engaging with circular objects of different textures, sizes, and materials provides children with sensory-rich experiences, stimulating their tactile senses and promoting sensory awareness and exploration.
- **Supports mathematical thinking:** Encourages children to engage in mathematical concepts such as sorting, classifying, and patterning with circular objects, fostering mathematical thinking and problem-solving skills.
- **Enhance spatial awareness and geometry:** Through manipulating circular objects, children will develop spatial awareness and an understanding of geometric concepts such as shape, size, symmetry, and spatial relationships.
- **Fosters a sense of wonder and exploration:** Encourage children to approach loose parts play with curiosity, wonder, and open-mindedness, promoting a love for exploration and discovery in the world around them.

Spirals, Sand, and Loose Parts

MATERIALS

- Shallow Tray (for sand)
- Sand
- Tray / Sectional Tray (for loose parts)
- Loose Parts (e.g. rocks, buttons, caps, pom poms, shells, sea glass, acorns, etc.)
- Stick (to create marks; popsicle, twig, skewer, etc.)
- Optional: Images of spirals:
  - Suggestions: Storm weather image, flowers, tidal wave, water ripple, spiderwebs, spiral staircase, curled up tail

DIRECTIONS

- Fill your shallow tray with sand
- Next to the tray of sand, provide a sectional tray filled with small loose parts, as well as a stick.
- If you have images of spirals, keep them close by for creative inspiration, particularly spirals found in nature.

LEARNING OBJECTIVES

- **Enhance spatial awareness and geometry:** Through arranging loose parts to form spirals, children will develop spatial awareness and an understanding of geometric concepts such as shape, size, symmetry, and spatial relationships.
- **Encourage environmental awareness and appreciation:** Engaging with natural loose parts and creating spirals in the sand fosters an appreciation for the beauty and complexity of nature, promoting environmental awareness and connection to the natural world.
- **Cultivates curiosity and inquiry:** Encourage children to ask questions, make observations, and explore the properties and possibilities of loose parts and spirals in the sand, promoting curiosity and inquiry-based learning.
- **Promotes language development:** Engage children in conversations about their experiences creating spirals in the sand, encouraging them to describe their observations, share their ideas, and communicate their discoveries.
- **Support mathematical thinking:** Encourage children to explore mathematical concepts such as symmetry, patterns, and geometric shapes as they arrange loose parts to create spirals in the sand, fostering mathematical thinking and problem-solving skills.
- **Enhance spatial awareness and geometry:** Through arranging loose parts to form spirals, children will develop spatial awareness and an understanding of geometric concepts such as shape, size, symmetry, and spatial relationships.

Tracing Spirals With Loose Parts

MATERIALS

- Large sheet of butcher paper (or several sheets of construction paper)
- Tape - we recommend painter's tape
- Sectional tray filled with loose parts/open-ended materials
- 1 black marker

DIRECTIONS

- Tape a large sheet of butcher paper down on the floor.
- Draw large spirals across the paper.
- Place tray with loose parts next to the paper
- Allow your child to "trace" the line with loose parts
- When your child feels done, you may offer them to help clean-up / sort / organize the materials back into the tray.

LEARNING OBJECTIVES

- **Social and Emotional Development**:
  - Being entrusted to explore and play with "adult materials" e.g. bottle caps, beads, coins, dried flowers, etc. instills a feeling of pride and trust.
  - Cleaning up the materials after play promotes responsibility, accountability, and teamwork.
- **Cognition**:
  - Mathematical concepts such as size, shape, quantity,, patterns, "more than," "less than," and "same as,"
    - For example: "I have more red materials on my paper." "I used shells the least," etc.
- **Motor:**
  - Children will alter their grip and grasp as they explore various small materials, improving fine motor skills.
  - The invitation to move and work over a large sheet of butcher paper ignites gross motor skills, as well as coordination and awareness to materials/surroundings.
- **Language & Literacy**:
  - The robust assortment of materials allows for descriptive language (e.g. large, small, curved, thick, thin, light, heavy, round, corners, pattern, order, delicate, rough, smooth, variety, etc.)

Circles in Circles in Circles

MATERIALS

- Pack of wooden or metal rings
- Variety of loose parts that vary in size & shape, e.g.:
  - buttons, rocks, caps, sea shells, sea glass, pom-poms, small sticks, dried flowers, coins, beads, etc.
- Sectional tray to divide & sort materials
- Optional: large tray to place rings in - or you can just set out rings on a table top.

DIRECTIONS

- Arrange about 10-15 rings in close proximity to one another.
- Place tray of loose parts next to the rings, inviting your child to fill the rings with the loose parts.
- After the experience, you may prompt your child to help clean-up which welcomes them to sort and organize materials, while also instilling a sense of responsibility and accountability for their materials.

LEARNING OBJECTIVES

- **Social and Emotional Development**:
  - Decision-making and autonomy is fostered as children lead their experience.
  - Cleaning up materials fosters responsibility, accountability, and teamwork.
- **Cognition**:
  - Mathematical thinking: concepts of size, space, shape, density, and quantity.
  - Scientific thinking: hypothesizing, predicting, observing, comparisons, and cause-and-effect.
- **Motor:**
  - The small rings and loose parts spark delicacy, precision, and depth perception when handling the materials.
- **Language & Literacy**:
  - Incorporating relative books into everyday experience enhance vocabulary / receptive language, while open-ended, child-led play results in higher instances of more spontaneous speech (expressive language).

Spirograph Exploration

MATERIALS

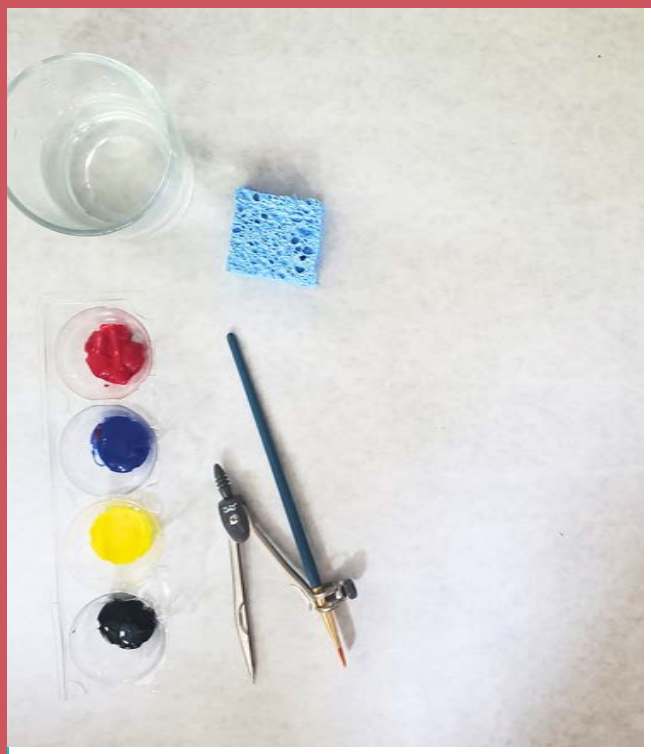
- Spirograph drawing set
- Paper
- Pens, markers, or colored pencils

DIRECTIONS

- Set up a workspace with a flat surface and tape down paper.
- Place down the different spirograph wheels and coloring utensils.
- Allow your child to experiment with different combinations of wheels, rings, and colors to create a variety of patterns and designs.

LEARNING OBJECTIVES

- **Promote spatial reasoning:** Through manipulating the spirograph wheels and observing the resulting patterns, children will develop spatial awareness and an understanding of geometric concepts such as symmetry, rotation, and repetition.
- **Enhance concentration and focus:** Engaging in the intricate process of creating spirograph designs requires sustained attention and concentration, promoting focus and attentional control skills.
- **Encourage persistence and problem-solving:** Children may encounter challenges such as aligning the spirograph wheels or selecting suitable colors for their designs. Encourage them to persist through these challenges and problem-solve creatively to achieve their desired outcomes.
- **Foster creativity and imagination:** Encourage children to experiment with different combinations of spirograph wheels and colors to create unique and visually appealing designs, fostering creativity and imaginative expression.
- **Develop fine motor skills:** Children will practice holding and manipulating pens or markers to trace the spirograph patterns, improving their fine motor coordination and control.



Compass Painting

MATERIALS

- Large sheet of butcher paper or a few (1-3) sheets of construction paper
- Tape - we prefer painter's tape
- Drawing compass
- Paintbrush
- About 2-4 colors of tempera paint
- Cup of water (to clean the brush)
- Sponge or paper towel (to dry the brush)

DIRECTIONS

- Tape paper across the floor or over a large surface on the table.
- Fill containers or tray with different colors of paint
- Accompany the paint with water and sponge
- Add paintbrush to the drawing compass.
- Allow your child to explore the compass with the attached paintbrush. What do they do with if first before any guide is provided?
    - Their exploration and experimentation is a big part of the actual learning process!

LEARNING OBJECTIVES

- **Exploring geometric concepts:** Introduces children to the mathematical principles of circles, angles, and symmetry by using a compass to create precise circular shapes in their paintings.
- **Reinforcing fine motor skills:** Engages children in the manipulation of the compass tool to draw circles, promoting the development of fine motor skills and hand-eye coordination essential for writing and other fine motor tasks.
- **Promoting mathematical reasoning:** Encourages children to measure and adjust the radius of their circles using numerical values, promoting mathematical reasoning and problem-solving skills as they explore concepts of size and scale.
- **Embraces language and literacy skills:** Using a pincer-grip of the compass leads to future writing skills. Using new and relative words such as semi-circle, arc, circumference, measurement, distance, diameter, overlapping, layers, and blending improves vocabulary.
- **Enhancing spatial awareness:** Encourages children to consider the placement and arrangement of their circular shapes within their paintings, fostering spatial awareness and an understanding of composition and balance.
- **Stimulating curiosity about art and mathematics:** Sparks children's curiosity about the intersection of art and mathematics by exploring how mathematical concepts like geometry can be applied in creative contexts such as painting, fostering a deeper appreciation for both disciplines.

Dot Art Exploration

MATERIALS

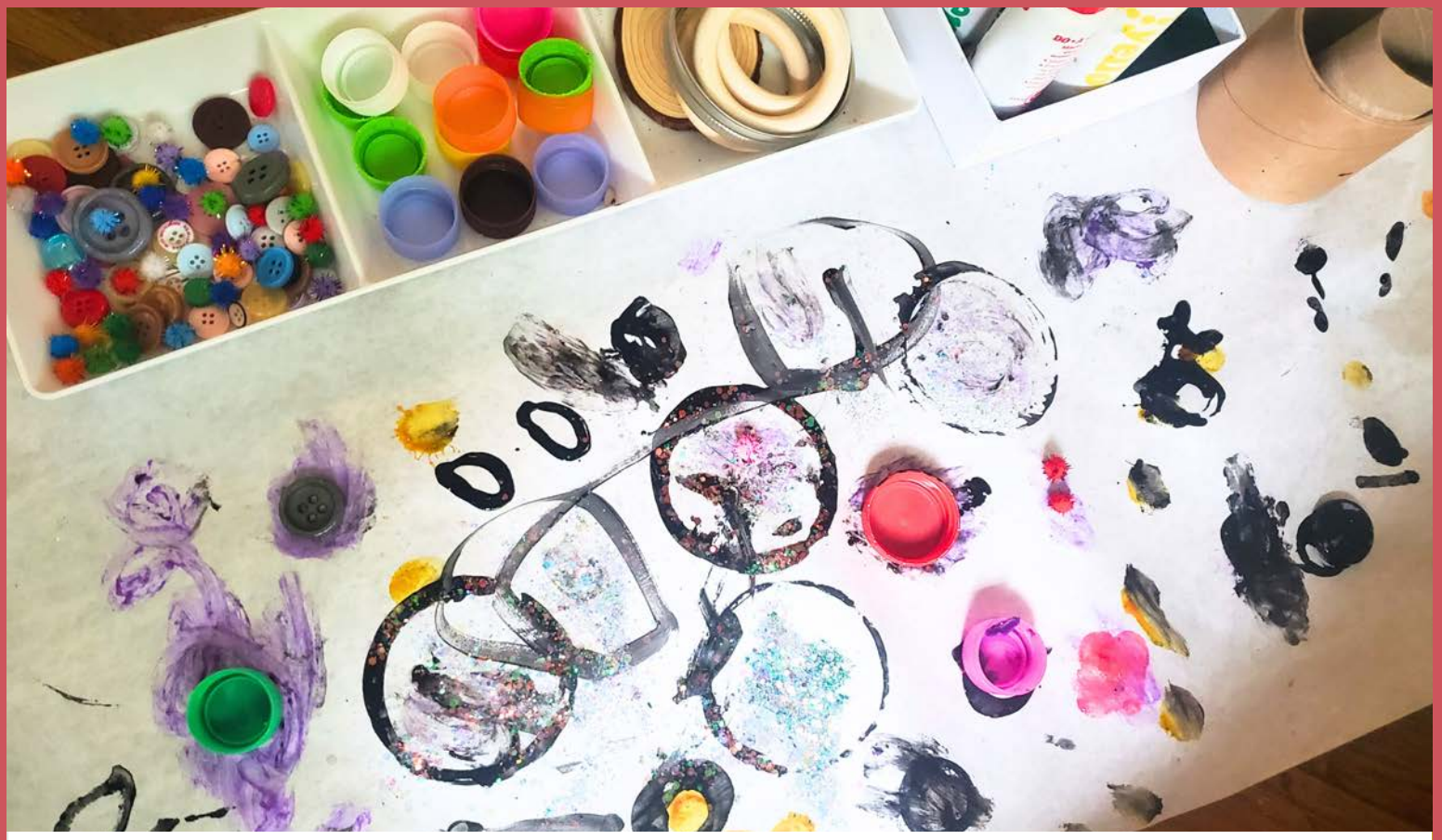
- Large sheet of butcher paper or several sheets of construction paper.
- Assortment of dot markers

DIRECTIONS

- Tape down a large sheet of butcher paper down to the floor or over the surface of a large table - more space, more possibilities and more movement!
- Please note that the paint from dot markers can easily spread if used with enough force. Be mindful of anything around the space that you don't want to get paint on.
- Let your child “have a ball,” dotting, blotting, and exploring the circular-tipped markers.
    - Avoid asking your child: "what are you making?" Your child is probably not making anything, but rather, experimenting with the different ways they can use the markers.

LEARNING OBJECTIVES

- **Exploring colors and color mixing:** Engages children in activities that involve using dot markers of different colors to create artwork, allowing them to explore color mixing and develop an understanding of color concepts
- **Enhancing hand-eye coordination:** Engages children in activities that require precision and coordination, such as connecting dots to form shapes or following predetermined patterns, promoting hand-eye coordination and spatial awareness while also incorporating gross motor movements.
- **Developing motor skills:** Provides opportunities for children to manipulate dot markers with precision, promoting the development of fine and gross motor skills such as hand-eye coordination, limb and grip strength, and control necessary for writing and other fine motor tasks, while fostering focus and concentration.
- **Stimulating sensory exploration:** Provide a sensory-rich experience by allowing children to explore the texture and feel of dot markers as they create artwork, promoting sensory exploration and tactile discrimination while maintaining focus and attention on the sensory experience of art-making.
- **Facilitating social interaction:** Encourage collaborative art-making activities where children can work together to create murals, collaborative artworks, or themed projects using dot markers, promoting social interaction, cooperation, and teamwork while maintaining focus and attention on collaborative goals and interactions.



Circle Collage Celebration

MATERIALS

- Butcher paper - more the merrier!
- One color of paint on tray
- Glue
- Round supplies:
  - One drawing compass with paintbrush
  - Round materials for stamping or tracing (cups, empty paper towel /toilet paper rolls, caps)
- Dot markers
- Collage materials (buttons, rocks, pom-poms, glitter)

DIRECTIONS

- Lay out a long sheet of butcher paper across the floor or table top.
- Provide cumulative and circular art materials; compass with paintbrush, dot markers, paint, circular materials, glue, and round collage materials.
- Welcome free exploration of the materials. Remember, it's not about a finished product, but more about the invitation to explore, experiment, and discover.

LEARNING OBJECTIVES

- **Promotes interdisciplinary connections:** Encourage children to explore the science behind materials and textures, the mathematical concepts of shapes and patterns, and the language of describing their creations, fostering interdisciplinary connections and a holistic approach to learning.
- **Fosters self-expression and confidence:** Provide a supportive environment for children to express themselves creatively through their collages, fostering self-confidence and a sense of accomplishment in their artistic abilities and self-expression.
- **Reinforces shape recognition:** Focus on identifying and incorporating circular shapes into the collages, helping children reinforce their understanding of shapes and develop visual discrimination skills important for mathematics and geometry.
- **Promotes sensory exploration:** Offer a variety of tactile materials such as fabric scraps, paper, buttons, and beads for children to explore through touch and manipulation, stimulating their senses and sensory development.

Hole Puncher Art Collage

MATERIALS

- White paper (construction or butcher)
- Several small sheets of different colored construction paper
- Hole puncher
- Glue
- Bowl or small container to collect circles
- Optional:
  - Leaves to combine with the hole puncher
  - Coloring utensils (dot markers, crayons, oil pastels)

DIRECTIONS

- Put white paper down on a surface
  - (e.g. across the floor or tabletop)
- Tape down the white paper to keep it from moving as your child works over it.
- Provide your child with strips/sheets of colored construction paper for them to use their hole puncher on.
- Keep a small bin or container nearby in which they can put add the cut circles to.
- After they feel done using the hole puncher, allow them to color and add their circles on top of their white paper, creating a unique collage that incorporates their hole-punched circles!

LEARNING OBJECTIVES

- **Develop fine motor skills and hand-eye coordination:** By manipulating loose parts and placing them onto a hand-drawn design on tracing paper, children refine their fine motor skills as they carefully position each piece. This activity enhances hand-eye coordination as children coordinate their movements to align the loose parts with the outlines on the tracing paper.
- **Promote sensory exploration:** Engaging with diverse loose parts of different textures, colors, and shapes stimulates sensory exploration. Children explore tactile sensations as they touch and handle the materials, enhancing their sensory awareness and vocabulary.
- **Support mathematical thinking:** Activities such as sorting, categorizing, and patterning with loose parts promotes mathematical thinking. Children classify materials based on attributes such as color, shape, and size, developing foundational math concepts such as classification and seriation.

Artist Study: Wassily Kandinsky

MATERIALS

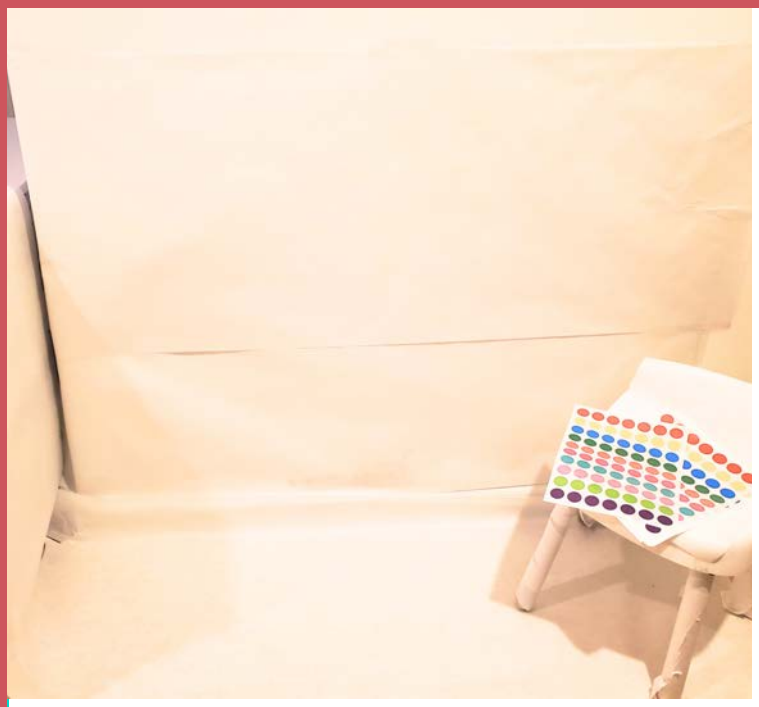
- Butcher paper or large piece of oaktag paper.
- Several sheets of construction paper
  - Approximately 6-12 pieces cut into large squares
  - Approximately 15-25 pieces cut into circles of various sizes.
- Scissors
- Glue Stick
- Optional: Printed images of Wassily Kandinsky's work: "Squares with Concentric Circles"

DIRECTIONS

- Over a large sheet of butcher paper or oaktag, glue down 6-12 pieces of square-shaped construction paper next to one another.
- Once the base is down, provide your child with the various sized circles for them to glue over the squares and each other.
- You may also review and keep the optional image of Wassily Kandinsky's work nearby for your child to use as inspiration.
- Your child can then glue the various layers of circles down.
- Optional: invite your child to share their thoughts on Wassily Kandinsky's work. You may prompt with questions such as "what do you think the Kandinsky was feeling when he made this?" What do you think he was trying to/convey through his work?"

LEARNING OBJECTIVES

- **Artistic Interpretation:** Encourages children to interpret and reimagine Kandinsky's artwork in their own unique way, fostering creativity and self-expression.
- **Color Exploration:** Allows children to experiment with different colors and combinations as they select construction paper circles for their artwork, promoting color recognition and understanding of color relationships.
- **Shape Recognition:** Reinforces shape recognition skills as children identify and manipulate circular shapes while creating their artwork.
- **Pattern Recognition:** Promotes pattern recognition skills as children explore repeating motifs and arrangements of circles in their artwork.
- **Artistic Confidence:** Build confidence in children's artistic abilities as they experiment with materials and techniques to create their own artwork, celebrating their unique artistic vision and achievements.



Artist Study: Yayoi Kusama

MATERIALS

- Butcher paper - more the merrier!
- Pack of dot stickers
- Scissors
- Tape
- Optional: Image of Kusama's "Obliteration Room"

DIRECTIONS

- Designate a space indoors to cover with white butcher paper, including the walls, floor, and surface tops. You can even bring over chairs or a small tables to cover in butcher paper too.
- Next to the paper, provide several sheets of dot stickers for them to cover the white space with.
- This can be something you leave up and add to for as long as possible.

LEARNING OBJECTIVES

- **Approaches to Learning:**
  - This open-ended created outlet allows children to fill the space in different ways with stickers.
- **Social and Emotional Development**:
  - Exploring and experimenting with various artistic mediums promotes self-expression of different feelings.
- **Cognition**:
  - Mathematical concepts of size, shape, and space are embraced while children compare and experiment with placements of stickers on a very large canvas.
  - Creative thinking may come about as children may decide to create images with stickers.
  - Because there is so much space and so many stickers, children may work for a long period of time, enhancing focus and attention skills.
- **Motor:**
  - Bending, reaching laying, stretching, and extending limbs strengthens gross motor skills, while picking and sticking the stickers enhances fine motor skills & dexterity.
  - Visual perception and coordination is enhanced as children navigate around the space and internalize the growing number of stickers surrounding them.
- **Language & Literacy**:
  - Engaging children in open-ended, thought-provoking dialogue (based upon the thoughts/impressions of Kusama's work) will invite them to use descriptive, expressive language.

MADE FOR CHILDREN. DESIGNED FOR YOU.