

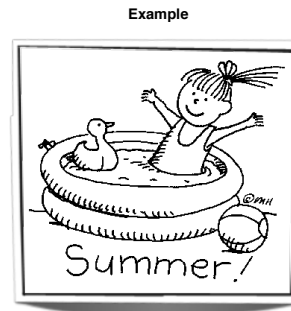
Grouping	Time	Materials
<input checked="" type="checkbox"/> Individual	Preparation: 10 minutes	<input checked="" type="checkbox"/> Handprint from student
<input checked="" type="checkbox"/> Small group	Activity: 5-10 minutes	<input checked="" type="checkbox"/> Notebook of pictures that depict scenes appropriate for Kindergarten language
<input checked="" type="checkbox"/> Large group		
<input checked="" type="checkbox"/> Cooperative learning		
<input type="checkbox"/> Independent		

Objective: Student views a picture and describes at least five things in the picture. Student is prompted to use complete sentences including adjectives and action verbs.

Directions:

- Prior to this activity, create a notebook with pictures from magazines, newspapers, or downloaded from the computer. The pictures should depict a scene that contains language typical for a Kindergarten student. About two-thirds of the images should depict topics in academic content areas such as science, social studies, or math. The remaining third should depict more common, everyday scenes (e.g., in a park, at a beach, or in a home). Search (e.g., in Google) for a key word from the list and get several different types of images from the web. You can print them again. Alternatively, you can use a scanner to scan pictures from magazines or newspapers and display them live on the computer screen.
- Trace a student's handprint on a piece of paper. The student should have sufficient cutting skills, you should have sufficient cutting skills, you should have sufficient cutting skills, you should have sufficient cutting skills, you should have sufficient cutting skills. See Appendix A for projects with handprints.
- Show the student the picture and ask them to describe it. Make sure that the student is sure to correct immediately using the recommended correction procedure. Here are some good prompts to elicit more language (until the student does it unprompted):
 - What do you see? Say the whole thing about what you see.
 - How many _____ are there? Say the whole thing about how many _____ there are.
 - Where is this? Say the whole thing about where this is.
 - What is this (person, dog, cat, etc) doing? Say the whole thing about what this (person, dog, cat, etc) is doing.
- Write each sentence or key word that the student says on a finger of the handprint. Once the student has said five sentences for a picture, you can begin the one of the handprint art projects mentioned in the Appendix. Then, trace another handprint, do another picture, until you have finished the art project.
- This should be a fun and fast paced activity. You can collect the handprints over several days or weeks.
- If you have more than one student participating in this activity, you can combine their handprints to make larger art projects.

The Activity Objective, and step-by step Directions are provided in an easy to use format.



An Example with clear and concise wording shows the teacher how to implement the activity.

- The sample picture above was copied from a free clip art file online.
- Trace a student's handprint on a piece of paper. You might try stacking paper and using the tracing as a pattern to cut several handprints at once. The teacher has cut out five handprints. She will use them to make a Sunburst.
- [Show the student the picture.]
 - Teacher says: **What do you see?**
 - Student says: *A girl*
 - Teacher says: **What is the girl doing?**
 - Student says: *playing*.
 - Teacher says: **Say the whole thing about what the girl is doing.**
 - Student says: *The girl is playing.*
 - Teacher says: **Yes, the girl is playing. I am going to write that on one of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers; saying the words as she writes them on the finger. Although the student is not expected to read these sentences, it is a good idea to show how oral language is written.]

- Teacher says: **Let's see if you can say something for each finger. Tell me more about this picture. What do you see?**[If necessary provide questions to prompt the student.]
 - Student says: *a duck*
 - Teacher says: **When is the duck there?**
 - Student says: *on the water*
 - Teacher says: **Say the whole thing about where the duck is.**
 - Student says: *The duck is in the water.*
 - Teacher says: **Yes, the duck is in the water. I am going to write that on one of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers; saying the words as she writes them on the finger.]
 - Teacher says: **You have one finger completed. Tell me more about this picture. What do you see?**[If necessary provide questions to prompt the student.]
 - Student says: *a ball*
 - Teacher says: **Yes a ball. Is the ball next to the girl or the duck?**
 - Student says: *next to the girl*
 - Teacher says: **Yes. Say the whole thing about where the ball is.**
 - Student says: *The ball is next to the girl.*
 - Teacher says: **Yes, the ball is next to the girl. I am going to write that on another of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers; saying the words as she writes them on the finger.]
 - Teacher says: **You have two fingers completed. Tell me more about this picture. What do you see?**[If necessary, provide questions to prompt the student.]
 - Student says: *a swimming pool*
 - Teacher says: **Yes, a swimming pool. Who is in the swimming pool?**
 - Student says: *the girl and the duck.*
 - Teacher says: **Say the whole thing about who is in the swimming pool.**
 - Student says: *The girl and the duck are in the swimming pool.*
 - Teacher says: **Yes, the girl and the duck are in the swimming pool. I am going to write that on another of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers; saying the words as she writes them on the finger.]
 - Teacher says: **You have three fingers completed. Now let's do one for the thumb. Tell me more about this picture. What season is this?**[If necessary provide questions to prompt the student.]
 - Student says: *Summer*
 - Teacher says: **Yes, it is summer. Say the whole thing about the season.**
 - Student says: *The season is summer.*
 - Teacher says: **Yes, the season is summer. I am going to write that on another of your handprint thumb.** [Teacher writes that sentence on one of the student's handprint thumb; saying the words as she writes them on the thumb.]
4. Teacher says: **You have completed your whole handprint. Let's staple it to the circle so we can make a sun.** [Teacher staples the handprint to the circle shape.] **Let's do another handprint.** [Teacher continues with this picture until all five handprints are completed and form the shape of a sun. Write the student's name in the middle of the sunburst.]

This is a sample of an activity that is designed for use by general education as well as ELL teachers.

APPENDIX A

IDEAS FOR HANDPRINT ART PROJECTS

Identifying academic topics, seasons, holidays, or areas that you are studying can help determine what handprint art project you would like to make. The basic directions for creating handprint art projects are listed in the Sunburst and Pine Tree. Recommendations for other projects are listed and the techniques can be used for making these objects as well.

SUNBURST

1. Cut a circle about 6" in diameter (or larger if you want to have a larger sunburst for a group project). Create a Sunburst by placing the wrist part of the handprints toward the center to form a circle. The fingers will be pointed out of the circle shape. Connect the handprints by either stapling or taping the wrist part of the hand prints to the center of the circle. Additional handprint circles on top of each other so that the largest handprint circle is on top. Slightly curl the fingers on each handprint sunburst with a small circle of paper and group project, write the students' names down, the students can take their "hands" home.

PINE TREE

1. Cut out a triangle about 12" in height (or larger if you want to have a larger pine tree for a group project). Create a tree by placing the wrist part of the fingers pointing out beyond the base of the triangle. The fingers will be pointed out of the triangle. Create a small circle at the top of the trunk of the tree and write the student's name in the middle of the circle. In the project, write the students' names in the middle of the circle. In the project, write the students' names in the middle of the circle. In the project, write the students' names in the middle of the circle. In the project, write the students' names in the middle of the circle.

BROOM

1. Make a long broom handle and use the handprint for the brush part. (See Pine Tree directions for the brush part.)

WREATH

1. Use the basic sunburst design, but cut the middle out of the circle. Create a ribbon and write the student's name on it.

TURKEY

1. Use the handprints as the turkey feathers. Create and add the turkey neck and head.

OCEAN WAVES

1. Using a large piece of construction paper, attach the handprints with curled fingers in the middle of the paper in two or three diagonal rows to make it look as if the waves are coming into a beach. Have the student color the beach part and draw clouds or a sun at the top and even some smooth water to finish this 3D picture.

Activities can be used several times throughout the year. This "Handprint Vocabulary" lesson provides suggestions for making different types of art projects based on common instructional themes.