



## SPRING GARDEN – Shape, Space, Computation

Students create a picture of a garden using crayons, markers and shape stamps. Once they have finished they calculate how much their work will cost according to the number of shapes used.

Required Time  
80 Minutes

Grade Level  
Grade 1 to Grade 3

Subject  
Mathematics  
Science  
Visual Arts

Vocabulary  
geometric shapes  
shape  
space

Materials

Markers

Drawing Paper

Crayons

Geometric Shape Stamps

Water Containers

Paper Towels

Shop Crayola Products



Broad Line Markers, 8  
Count



Broad Line Markers,  
Classic Colours, 10 Count



Marker & Watercolour Pad,  
60 Pages

# Steps

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## Step One

1. Decide which shape stamps you want to use for your flowers.
2. Use crayon to draw the garden space without the flowers.
3. Include the ground, stems, and sky.



## Step Two

1. Use Crayola Original marker to colour the shape stamp.
2. Be sure to use the flat side of the marker.
3. Colour a smooth, solid layer of ink on the stamp.
4. Use the stamps to make the flowers and any creatures in your garden.



## Step Three

1. Use the chart to find out how much your picture will cost.
2. Start by adding how many of each shape you have.
3. Once you have figured out how much money all your shapes add up to, write the amount on a price tag and attach it to your work.

# Learning Goals

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Students will be able to:

1. Create a picture of a garden containing plants and creatures;
2. Create flowers using geometric shape stamps;
3. Count shapes;
4. Add money amounts; and
5. Demonstrate technical accomplishment and creativity.

## Extensions

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1. Have students work in partners.
2. Ask them to use their two completed artworks to create a story that includes numbers and money.
3. Remind them that their story has to have a *beginning, middle and end*.

## Prepare

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1. Prior to this lesson have students practice using markers to make stamp prints.
2. Demonstrate how to:
  - Use the flat side of the marker to colour smoothly on the shape.
  - Press down firmly to get a complete print.
3. Download and display the Space and Shape posters available on this website.  
Posters
4. Download flower images from the Internet, for example,  
Aster  
Daffodil  
Lily  
Poppy
5. Gather, and make available, books on the theme of shapes and gardens such as, *Round as a Mooncake, A Book of Shapes*, by Roseanne Thong; *Icky Bug Shapes*, by Jerry Pollotta; *The Greedy Triangle*, by Marilyn Burns and Gordc Silvena; *Time For Kids: Plants!*, by Editors of TIME For Kids and Brenda Iasevoli; *National Geographic Readers: Set to Plant*, by Kristin Baird Rattini; *The Tiny Seed*, by Eric Carle; *Planting a Rainbow*, by Lois Ehlert.
6. Purchase, or create geometric shape stampers using craft foam shapes glued to pieces of wood or foam core board.
7. Print copies of the calculation sheet - one per group of 6 students. (Downloads - Calculate.pdf)

## Introduction

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1. Conduct a read aloud using a book with a flower theme such as *Planting a Rainbow*, by Lois Ehlert.
2. View and discuss the images, for example,
  - *use of space and shapes to draw the eye through the composition*
  - *use of contrasting colours*
  - *types of creatures found in a spring garden*
  - *use of repetition to add movement and interest*
  - *types of shapes found on flowers and bushes*
3. Discuss the characteristics of geometric and organic shapes.
4. Have students identify shapes within the illustrations and the flower photographs.
5. Demonstrate how to look at a photograph of a flower and find a geometric shape in it, then use the stamps to make a geometric flower.
6. Introduce the challenge.

## Activities

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### The Challenge

1. Create a picture of a garden containing plants and creatures.
2. Create flowers using geometric shape stamps.
3. Count shapes.
4. Add money amounts.
5. Demonstrate technical accomplishment and creativity.

### The Process

1. Make sure that everyone understands the challenge.
2. Establish success criteria with your students, for example,
  - *flowers made of a variety of shape stamps*
  - *marker colours are strong and bright*
  - *garden contains flowers and creatures*
  - *interesting placement of shapes*
  - *effective use of colour*

- *accurate counting of shapes*
  - *accurate adding of money amounts*
  - *paper in good condition*
3. Guide the students through the steps outlined in the lesson plan.
  4. Observe students as work.
  5. Provide individual assistance and encouragement.

## Sharing

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1. Have students share their completed pictures with a partner. Ask them to share:
  - *What they like about the pictures.*
  - *Two things that are the same about their pictures.*
  - *Two things that are different about their pictures.*
  - *What was difficult about making the picture.*
  - *What was satisfying about making the picture.*
2. Invite some students to share with the whole class.
3. Have students work in small groups. Ask them to:
  - *Place their pictures on a desk with the price tags hidden.*
  - *Estimate which picture costs the most.*
  - *Explain their process for estimating.*
4. Invite some students to share with the whole class.

## Assessment

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1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their collage – active listening, insightful contributions, supporting ideas with evidence found in the artwork and from personal experience
3. Use a checklist to track progress. (Downloads – Garden\_tracking.pdf)
4. Have students use the self-assessment form to evaluate their work. (Downloads – Garden\_self-assessment.pdf)