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- put Beatrix Potter's books on the reading table. Students can read them during free time.
- students can use the classroom computers
www.peterrabbit.com/funandgames/funandgames3.cfm

Closure(for the unit)

Day 9

- review Beatrix Potter's illustrations
 - o discuss shading
 - o fill clear cups with water, mix colors
 - o demonstrate how to mix with paint brushes and watercolors
 - o return to desks, fill in the cards the say "Thinking of You" (with previously drawn outlines of animals) with water colors
 - o send the pictures to a nursing home

EXTENSION (for the unit)

Day 10

Beatrix Potter based her books on her pets. The students will have a pet day and bring their pets or pictures of their pets. The students who don't have pets will buddy with one that does. On the playground, students will share stories about their pets.

Resources:

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Day 7

Introduction

Show the cover of *Squirrel Nutkin* (fiction) and *Baby Ground Squirrel* (non-fiction). Compare

Transition

- Use the projector to display www.wiredforbookd.org/kids.beatrix/pl.htm Read the book as it is displayed on line. Read 2nd book
- Squirrel Nutkin asked too many questions instead of working. Role play the character asking these questions. Unlike Squirrel Nutkin, have students make up acceptable questions about the story. Write the questions down on the overhead.

Closure

- The class will discuss which book they prefer and why.

Assessment: The students are to select and answer 3 of the above questions in a complete sentence.

Extension

- put Beatrix Potter's books on the reading table. Students can read them during free time.
- students can use the classroom computers
www.peterrabbit.com/funandgames/funandgames3.cfm

Day 8

Introduction

Show the cover of *The Tailor of Gloucester* (fiction) and *Mice* (non-fiction). Compare

Transition

- read 1st story, discuss the characters. Read 2nd book
- The tailor in the story became sick. He could not work, so the mice helped him out. This demonstrates compassion and kindness. The children are grouped with their peer partner. Play-doh is on each desk. In order to demonstrate kindness, the pairs, the form mice out of Play-doh. They let them dry for a few days. They give their mice to the kindergarten students.

Closure

- The class will discuss which book they prefer and why.

Assessment: There is a graphic organizer on each desk designed to depict a series in the story. The students fill in the form as to what happened first, second and third.

Extension:

Day 5

Introduction

Show the cover of *The Tale of Benjamin Bunny* (fiction) and *Rabbit (Watch Me Grow)* (non-fiction). Compare

Transition

- read 1st story, discuss the characters. Read 2nd book
- discuss what would the book be like if the mother rabbit told the story? Discuss point of view.

Closure

- The class will discuss which book they prefer and why.

Assessment

- Several children will go the board and write one food product that rabbits eat. They will then compare answers. The second group will go to the board and write what Peter Rabbit and Benjamin Bunny like to eat.

Extension

- put Beatrix Potter's books on the reading table. Students can enjoy them during free time.
 - students can use the classroom computers
- www.peterrabbit.com/funandgames/funandgames3.cfm

Day 6

Introduction

- Show the cover of *Jeremy Fisher* (fiction) and *Fabulous Frogs* (non-fiction). Compare

Transition

- read 1st story, discuss the characters. Read 2nd book
- discuss what the life cycle of a frog is. How do frogs begin? Is Jeremy a tadpole?

Closure

- The class will discuss which book they prefer and why.

Assessment: One each desk will be a circle with arrows depicting a life cycle. Students will illustrate the four cycles of a frog.

Extension

- put Beatrix Potter's books on the reading table. Students can read them during free time.

with Remington, Monet and Rockwell

Transition:

- The teacher will demonstrate how to paint with water colors (For the teacher: Watercolor and
- Watermedia Instruction, Tips and Demos)
www.fountainstudio.com/watercolor_tps.html
- -The teacher will fill in a circle using water colors and q-tips
- -One child will independently demonstrate, to the class, how to draw with water colors
- Children go to their desks or table. The paper will be taped to the desks while the students are listening to the teacher. Each student gets 1 water color square, goes to desk, fills in a circle only using q-tips

Closure:

- The students will put their supplies away. Various students will stand at their desk and show their paper to the class.
- Assessment:
- The teacher will orally ask the class:
- What is the illustrator's name?
- How does the illustrator fill in color? (watercolor)

Extension:

Pictures will be displayed outside the classroom provided with background information.

Day 4

-Introduction

Show the cover of *The Tale of Tom Kitten* (fiction) and *If You Were Born a Kitten* (non-fiction). Compare

Transition

- read 1st story, discuss the characters. Read 2nd story
- make a Venn -diagram comparing the two books (overhead)

Closure

- -The class will discuss which book they prefer and why.

Assessment

- The characters in *The Tale of Tom Kitten* were rowdy and naughty. Write two sentences if you think real kittens can be as naughty. What do they do that is naughty?

Extension

- put Beatrix Potter's books on the reading table. Students can enjoy them during free time.
- students can use the classroom computers

Vocabulary:

England, detail, water color, color mixing, shading, family tree, hedgehog, Frederic Remington, The Stampede, Claude Monet, Coquillcots, Norman Rockwell, Dug Out, tailor

INTRODUCTION (for the unit)

Day 1 – Activities

Introduction

- show poster of Beatrix Potter
- show where she lived in England including village

Transition

- partners examine and walk through each of the selected books
- discuss what is unique about her style

Conclusion

- use a book covers to put on the blank bulletin board entitled Beatrix Potter's Peter Rabbit
- display her books stuffed animals, painted dishes with characters in the classroom for all to see
- (For the teacher: Wonder and 'Matter of Fact' Meet or the imagination of Beatrix Potter)

[http:// www.aesthticrealism.net/Aesthetic-Potter/Aesthetic-Potter.html](http://www.aesthticrealism.net/Aesthetic-Potter/Aesthetic-Potter.html)

[Women Children's Book Illustrators--Beatrix Potter \(1866-1943\)](#)

Extension

- put Beatrix Potter's books on the reading table. Students can read them during free time.

Day 2– Activities

(Field trip to a nature center) Bring Beatrix Potter's illustrations and compare with animals at the center and in the small museum.

TRANSITION (for the unit)

Day 3

Introduction:

- The teacher will show a poster of a blown up illustration of Beatrix Potter's work.
- The teacher will have the words water color, color blending, shading on a chart and show pictures
- illustrating the vocabulary words and artists.
- The teacher will compare water color techniques with Beatrix Potter

Wisconsin Department of Instruction Standards:

Art and Design-

A.4.2 The student will learn basic vocabulary related to their study of art.

A.4.3 The student will learn about basic styles of art from their own and other parts of the world.

A.4.6 The student will come to know that art is a basic way of thinking and communicating about the world.

English Language Arts-

A.4.3 The student will read and discuss literary and non-literary texts in order to understand human experience.

A.4.4 Read to acquire information

Written Communication-

A. 4.3 The student will communicate by drawing with watercolors and send to a nursing home.

Materials:

- water colors (Day 3,9)
- paper (Day 3)
- clear plastic cups (Day 3,9)
- q-tips, paint brushes (Day 3)
- water color paper (1/2 with a drawn circle, _ with an outline of a small forest animal) (Day 3,9)
- posters of author, drawings, photos and scenes from the forest (Day 1,2,3)
- poster (of Peter Rabbit), The Stampede (Fredrick Remington), Coquelicots (Claude Monet), Dug
- Out (Norman Rockwell) (Day 3)
- map of England in relationship to the United States (Day 1)
- paper (cards) taped on to desks (Day 3,9)
- books to read aloud (Throughout the unit)
- toy small forest animals (Day – end of unit)
- pictures of pets that the student’s have brought in, actual pets (Day 10)
- Play-doh (Day 8)
- projector hooked up to the internet (Day 7)
- cardboard cards with outlines of forest animal. Card reads “Thinking of You” (Day 9)
- overhead (Day 4)

Exploring the Works of: Beatrix Potter
A Two Week Unit
By: Lois Ketterhagen

(Final Presentation – Author Unit)

This is a series of lessons dealing with the author and illustrator Beatrice Potter. She has captured the hearts of children for years. Being a lover of nature, she modeled her stories after her pets, and drew them with great detail. This unit will present a number of her works. The unit itself will be divided into different stages. (Introduction, transition, closure etc.) An emphasis will be on the illustrations and how they compare to the drawings and photos of non-fiction material.

Primary Grades 2 and 3 (40- 50 minute lessons)

Send a letter home for supplies and permission slip before starting the lessons. Request any materials or items that have to do with the theme (stuffed animals, pictures books). They will be used to decorate the classroom. There will be a para-professional at all times. The art teacher will team with the classroom teacher when creating pictures.

Objectives:

- The student will learn who Beatrice Potter is and details about her life.
- The student will become familiar with nature and make a connection to Beatrice Potter's illustrations and her books with dealing with the theme.
- The student will compare fiction with non-fiction material
- The student will learn about Beatrice Potter's personal style of illustration.
- The student will become familiar with new art vocabulary.
- The student will become familiar with watercolor and shading.
- The student will observe small nature animals.
- The student will imitate Beatrice Potter's technique with water colors.
- The student will make forest critters out of Play-doh