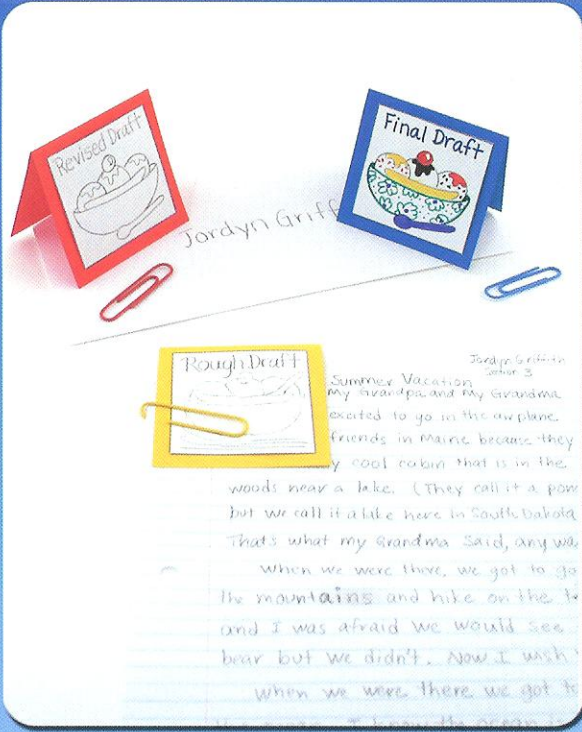


# "Paper Progress Clips"



## National Standards

- Use different writing process elements appropriately to communicate with different audiences for a variety of purposes. (L-ENG.K-12.5)
- Employ a wide range of strategies during writing. (L-ENG.K-12.5)
- Apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts. (L-ENG.K-12.6)

## Objectives

Students learn:

- Stages of the written paper
- Stages of a drawing
- Working general to specific
- Drawing skills
- Hand-eye coordination
- Fine motor skills

Create for teacher a useful tool to identify student papers in progress.

Time Frame

20 min.

## Materials

### Dixon® Prang® Materials

- Fine Line Art Markers
- Dixon® Pencils

### Other Materials

- Construction paper: red, yellow and blue
- Scratch paper
- Glue sticks
- Envelope, one per student

## Teacher Preparation

- Cut 3" x 6" rectangles from three colors of construction paper - one of each color per student.  
**See Photo A**
- Cut 2 1/2" squares from white drawing paper -three per student.
- Make samples.



### WHY use Prang® Fine Line Art Markers?

The fine point nibs allow for detailed drawings and the AP certified, non-toxic ink won't bleed through paper. Students can use as markers or add water to the drawings to blend the colors like watercolors.

Professor Prang

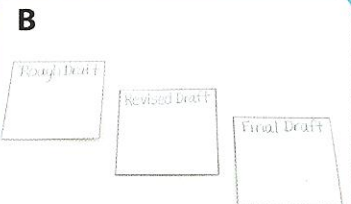


## Directions

Review with students the concept of working from general to specific, the stages of a paper and the purpose of each. Correlate that with the steps an illustrator uses when drawing something.

1. Have each student use pencil to lightly print words on top of white squares as follows: "Rough Draft", "Revised Draft" and "Final Draft".

**See Photo B**



2. Ask students to think of something they'd like to draw. The example shows a banana split but encourage each student to develop his/her own unique drawing, sketching on scratch paper, first. Demonstrate on board how to sketch.

3. Then have each student lightly sketch the drawing on the white squares. Remind them that all three squares will have the same drawing.

4. On board, draw three squares and demonstrate how to leave the "Rough Draft" sketch as a pencil sketch. Show how to refine the drawing of the "Revised Draft" with an outline-style that is more confident and less sketchy. Then explain that they will do the same thing with the "Final Draft" but will add color to complete the drawing.

**See Photo C**

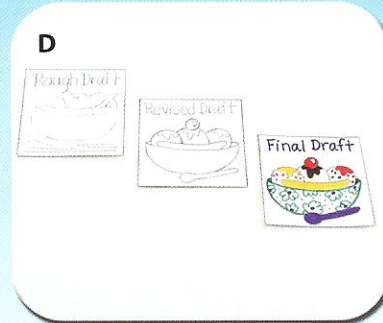
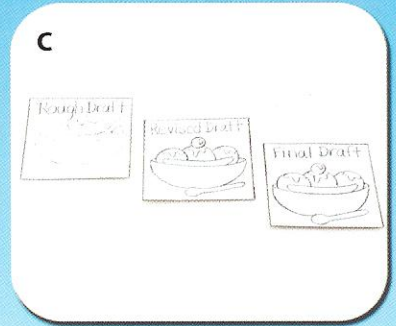
5. Use fine line markers to trace over only the Final Draft words and drawing, reminding students that the first two stages would not have color.

**See Photo D**

6. Instruct each student to fold his/her colored sheets in half. Use glue stick to mount squares on one flap of colored paper, stressing the importance of everyone mounting them the same way, so that you can look at the color of the paper to know the stage: Yellow—"Rough Draft"; Red—"Revised Draft"; Blue—"Final Draft".

**See Photo E**

7. Ask students to write their names on the backs and on envelopes. Attach a paper clip to each, to use when placing on school papers. Store them in envelopes when not in use.



## Modifications

- Eliminate the drawings and feature the words.
- Use clip art for reference in drawing.
- Make larger size papers for more area for drawings.

## Additional Ideas

- Coordinate teacher's folders or bins by taping same colors of paper to them.
- Use same concept for other projects that require stages.
- Use same concept with two colors for submitting original and corrected work.

## Safety Tips

- Simply use soap and water to wash hands and clothes.

## References

- *To Root, to Toot, to Parachute: What is a Verb?* by Brian Cleary
- *A Mink, a Fink, a Skating Rink: What is a Noun?* by Brian Cleary
- <http://www.kimskorner4teachertalk.com/writing/writingprocess/menu.html>
- <http://teacher.scholastic.com/professional/teachwriting/index.htm>

## Attention Teachers

If you have a great lesson plan, submit it to Dixon® for publication consideration. If chosen, you'll receive \$50 in Prang® Products! Send us your best! Mail to address at right. Please include: Dept. Professor Prang®! Thank!

**DIXON®**

DIXON TICONDEROGA COMPANY

"Since 1795"

A **FILA** COMPANY

195 International Pkwy  
Heathrow, FL 32746

**PRANG  
POWER™**

[www.prangpower.com](http://www.prangpower.com)

Lesson Plan # Dixon LA 3001