

LESSON TITLE:

Fortune Teller with Gelli Arts®

GRADE LEVEL: 6th to 8th Grade (Varies)

SUBJECT: Visual Arts

OBJECTIVE

- **Students Will Be Able To (SWBAT)** examine the benefits and problems of leaving life decisions to chance.
- **SWBAT** create their own fortune teller to make a future for their classmates.
- **SWBAT** use the elements of art and principles of design to create a paper fortune teller.

ESSENTIAL QUESTIONS

What are three advantages to letting chance decide your life for you?

What are three disadvantages to letting chance decide your life for you?

Would you rather make your own choices or have someone do it for you? Explain.

What do you think about the saying, "Whatever happens, happens."?

What do you think about the saying, "The best way to predict the future is to invent it."?

SUPPLIES

Gelli Arts® Mini Stamps, brayers, acrylic paint in multiple colors, mark making tools, stencils, paper: 5x5 piece per student, newsprint, masking tape (to tape newsprint to table), baby wipes, aprons, paper, pencils, erasers, rulers, and a list of examples.

VOCABULARY

- Fortune – Chance or luck as an external force; arbitrary force affecting human affairs.
- Decisions – A conclusion or resolution reached after much consideration.
- Chance – A possibility of something happening.

MOTIVATION AND DEMONSTRATION

Paper fortune tellers are a fun origami project for predicting someone's future. This activity examines the advantages and disadvantages of making no decisions about your future.

Students give each other futures by using their fortune tellers and then discuss how they like the future. Teacher will show the students how to fold the fortune teller.

ACTIVITY

Step-by-Step

- Paper Fortune Teller
 - First, take a standard 8.5 x 11-inch sheet of paper. This will be what you use to make your project.

- The goal is to get a perfect 8.5 x 8.5 inch square. First lay the paper down vertically on a flat surface in front of you.
- Fold one of the top corners until the top edge of the paper is exactly in line with the side opposite of the corner that you started at. The result should look like a right trapezoid.
- The rectangle at the bottom of the piece of paper needs to be discarded. Cut a straight line parallel with the bottom of the page along the line where the folded portion of paper and the small rectangle meet. The result should be a perfect square folded in half.
- Now that you have the square, observe the fold line going from corner to opposite corner. Create another fold line going from the corners that do not currently have the fold line; corner to opposite corner. The result should be a square with two intersecting folds along the diagonals.
- Now turn the paper so that the two diagonal folds will be folding the paper away from you. Take the four corners and fold them inwards towards the center. The result should be a smaller square.
- Repeat the last step. Turn the paper over and fold the new corners inwards towards the middle making an even smaller square. This is the inside of the fortune teller.
- Now fold and unfold the square in half both ways.
- Open up the bottom of the paper fortune teller and push out the flaps. This is where you will put your fingers.
- Using a pencil, lightly mark the outside four sections. Use the Gelli plate to design the paper fortune teller! You can use primary/secondary colors, complementary colors or warm/cool colors and drawings to decorate your project.
- On the inside you should number from one to eight, whether they are plain numbers, or a drawing of numerous things, is completely up to the individual student.
- Underneath all eight of the numbers, list a career and a recreation.
- Become a fortune teller by playing with a classmate. Then also have your fortune told to you!

ADAPTATIONS FOR SPECIAL LEARNERS

Some modifications for how this lesson could include supports for how you teach the students or how they work at school.

- The student could have the questions written in front of him/her and could even have them read/explained to him/her.
- The student could have a shorter writing assignment.
- The student could orally give answers to questions, rather than writing them down.
- The student could have extra time for completing assignments.
- The student could work in a small group or one-on-one with the teacher.
- The student could need materials altered for a better grip.

IMAGES REFERENCED

