

# Super Hero Writers

## MATERIALS

### FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Disc, 15/16" x 3 7/8", and Foam Ball, 1 1/2" diameter
- Felt: 9" x 12" red and 4 1/2" x 12" blue OR the reverse: 9" x 12" blue and 4 1/2" x 12" red
- Cardstock, black, 2" x 11" (can get four from one 9" x 12" sheet)
- Chenille stems, 12" lengths: one blue, one red, and a 1 3/4" length red piece (mouth) (will get six 1 3/4" lengths per 12" stem)
- Yarn in hair colors: Black, brown, yellow, etc  
For: Short hair, one 18" length
- Medium hair, four 18" lengths
- One ponytail or one pigtail, six 18" lengths
- Bangs, one 18" length
- Wiggle eyes, 15 mm, two
- Pony bead, beige or brown (nose)
- Large paper clip
- Toothpick
- Paintbrush
- Scissors
- Thick white tacky glue
- Paper plate
- Ziploc bag
- Paint apron



### FOR TEACHER:

- FloraCraft® Design It:® Wire Cutter
- Acrylic paint in a range of four human skin colors such as: Raw Umber, Sable Brown, Toffee and Camel
- Serrated knife
- Scissors
- Ruler
- Pencil
- Permanent black felt tip marker
- Glue gun (for teacher only)
- Old newspapers or plastic tablecloth (optional)
- Containers to hold yarn hair, one per hair color
- Plastic-lined garbage can
- Paper towels
- Bucket of water
- Small empty squeeze bottle
- Wet wipes
- Drying area

## LANGUAGE ARTS

GRADE LEVEL  
SECOND – THIRD

### COMPLETION TIME

- 45 minute session (2 hours minimum drying time)
- 45 minute session

### OBJECTIVES

Students learn:

- Think creatively, about their dreams for themselves and their admiration for others
- Showcase their writing
- Follow step-by-step instructions and use fine motor skills

### STANDARDS

- Writing Standards: Text Types and Purposes
- Write narratives in which they recount a well-elaborated event or short sequence of events and include details to describe actions, thoughts, and feelings
- Use temporal words to signal event order and provide a sense of closure

## TEACHER PREPARATION

*Note: Read through all the instructions first and check out the TIPS! Plan for two class sessions with drying time in between them. Give students paint color choices for the skin color. Note that there are two felt color combinations and prepare approx. half of each with a few extras. Have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when you're in a hurry to help students. Be sure that the glue has cooled before returning the projects to students (takes a minute or so.) It is also recommended that you make two super heroes (in each color combination) first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.*

**[1]** Select a range of four or more paint colors to correspond with human skin such as: light, dark, slightly yellow, and slightly red. Use a serrated knife to cut a 1 1/2" foam ball in half to make two hands per student.

**[2]** For the sleeve unit, cut a 4 1/2" x 12" piece of blue felt for half of the students. Repeat using red felt for the other half of the students.

For the cape, fold over 1" along one long edge of a 9" x 12" piece of red felt and cut approx. 1/4" long snips every inch along the fold. (After snipping, let it unfold.) Repeat for half of the students. Then repeat using blue felt for the other half of the students.

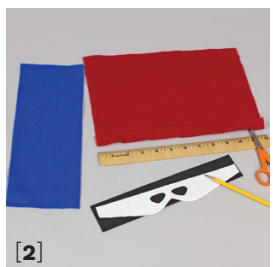
For the mask, print, fold and cut out the pattern from the lesson plan sheet. Use a pencil to trace the full size pattern onto the 2" x 11" black cardstock, tracing one per student.

**[3]** Use a ruler and wire cutter to measure and cut a 1 3/4" long red chenille stem for a mouth for each student. (Note: Later there will be trimmed pieces that

could have been used, but it's easier to measure and have them ready now.)

Also measure and cut 18" lengths of each hair color of yarn and put into containers according to color. (Knowing how much to cut of each color can be estimated based on the hair color and hair styles of your students – most will want to make the super hero look like themselves, so figure accordingly. See the hair style quantities in the MATERIALS list.)

**[4]** Use a permanent marker to write student names on the plastic bags and near the edges of the plates. Fill each bag with the cape felt, other color arm unit felt, one of each color chenille stems plus the 1 3/4" red length chenille stem (mouth), paper clip, toothpick, pony bead (nose) two wiggle eyes and scissors. (Note: Randomly choose felt colors for students now.) Set the plastic bag, plate, disc, ball halves, paintbrush, paper towel and glue bottle at each student's place.



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# INSTRUCTIONS



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**[1]** When students arrive, ask them not to remove things from the bag until directed, so that they don't lose any parts. Have them wear their aprons and roll up their sleeves, explaining that this paint will not wash out of clothes. Have the students select the paint color that they want for the super hero's skin so that you can squeeze the paint onto each paper plate.

Demonstrate and have students pinch their disc while they paint the front and sides. (They don't need to paint the back.) When the painting gets close to their hands, have them put the disc down onto their plate to finish painting.

Similarly, have them paint all sides of the half balls, using their toothpicks to hold down the ball halves in order to finish painting. (Save the toothpicks.)

While they paint, squeeze more paint onto their plates and distribute wet wipes as needed.

When they are finished, collect the brushes and put them into the bucket of water (until after class when they can be washed out). Have the students move their plates to a drying area.



## CONTINUE OR DO IN NEXT SESSION

**[2]** Have students remove the felt from their bags. Explain that the cape is the larger piece and the arm unit is the narrower one. They should choose which color they would like for the cape and the opposite color for the arms. If they don't have the color combination they'd like, they may trade with another student. (Have extras to accommodate all.)

Demonstrate and have students set the chenille stem that is the same color as their arm felt (narrow piece) onto it, running the long way. Then have them roll the felt with the chenille stem inside of it. (The roll should be about 1 1/2" diameter and the chenille stem should be even with the felt ends.) In the middle of the length, push the paper clip onto it to hold. Then run a line of tacky glue under the edge of the felt on each side of the paper clip. Let it dry, without bending it.

Demonstrate and have students use the other long chenille stem to weave in and out of the slits in the felt.



**[3]** Demonstrate and have students gently gather the cape felt to the middle of the chenille stem length and bring together the two ends. Before twisting, have students make sure that they can get three fingers into the gathered area. Then twist the chenille stem for about 1 1/2 inches.

Check each student's gathered area and use the wire cutter to trim off each end, leaving the 1 1/2" twisted end. While you're holding it, bend it back at the base of the twist (toward the center of the gathered circle). Then bend it straight up about 1/2", ready to later go inside the foam disc. Ask students not to adjust the stem – that you have it ready to go for them.



**[4]** Because felt doesn't slide well when it's against other felt, demonstrate and have students twist and slide off their paperclips from their sleeve unit. Then have them place that middle area against the back of the gathered cape

and push the paperclip down onto both of them to secure. (Use glue gun if necessary.)

**[5]** If you continued on and the painted foam pieces are not dry, take a break now so that they can be completely dry.

Have students collect their plates of painted pieces and select their hair color and style (in order for them to know how many lengths of yarn to take).

Instruct them to cut out their masks. Show them how to hold the point of their closed scissors, against the hole area on the mask and gently push to make a small hole. Snip out around it to make it larger so that the scissors can fit better. Then, bring the top blade of the scissor up from the bottom to cut out the eyehole along the pencil line. Also, cut out along the outside of the mask.

As they finish, have them wrap the mask around their disc and take it to you to hot glue the overlap on the back. (Be sure the mask tabs on back are not angled up or down.)

Show them how to bend the short chenille stem into a smile and then band back both ends about 1/4" to insert into the disc for the mouth. Push the edge of the pony bead into the foam for the nose and use tacky glue to hold. Use the same glue to attach the eyes inside the mask holes.

For short hair and bangs, have students use their scissors to cut 1" – 2" lengths from 18" yarn lengths. Show them how to fold the lengths in half and use a toothpick to push the yarn inside of the fold, into the foam. (No glue is needed.)



**[6]** For ponytail (or two pigtails) align five 18" lengths on one end. Then fold into thirds on the table. Pinch all together the fifteen strands at one end and use another length to tightly tie and knot to hold about 1 1/2" from the end of all the lengths. Then wrap each tie around the area several times and knot to hold. Trim off excess. Have students cut the loops on the other end. Then have them take their head disc and ponytail to you to hot glue it onto the head disc.



**[7]** To attach the head, have students push their toothpick into the bottom of the disc to make a starter hole. Then have them press the head onto the twisted chenille stem of the cape. Adjust the cape gathers to nestle around the head. (Hot glue if necessary.)

To attach the hands, have students pinch the arm chenille stem about 1/2" away from the end and push it into the edge of one painted half ball. Repeat with the other hand. Fold arm unit to create elbows so that hands can extend onto small sheet of paper.

After student writes paper, use a couple of pins to hold the inside of the cape (close to the head) onto the bulletin board. Set student's written work inside the hands, pinning if needed.

## REFERENCES

*Super Cat* by Jeanne Willis (series)

*Melvin Beederman SUPERHERO The Curse Of The Bologna Sandwich* by Greg Trine

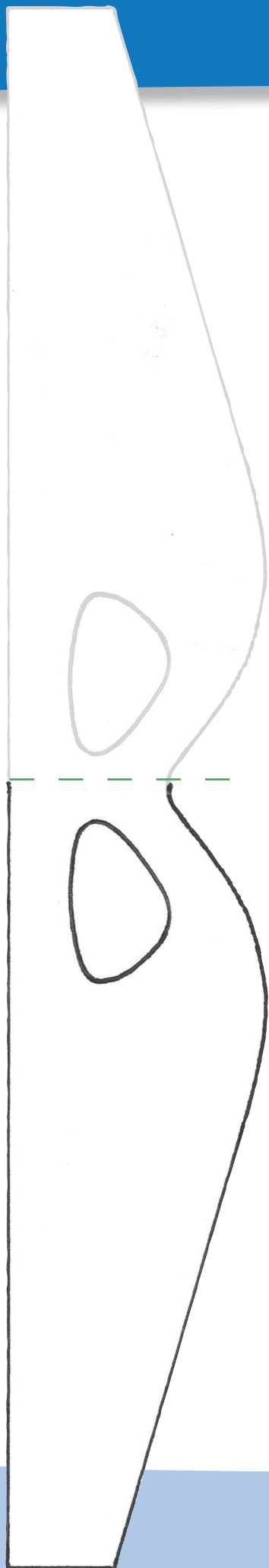
*Captain Awesome* by Stan Kirby (series)

*On Their Way – Celebrating Second Graders As They Read and Write* by Jane Fraser and Donna Skolnick

## PATTERN

Print at 100%

FOLD

**MODIFICATIONS****To simplify project:**

- You can hot glue the arm and cape together during the paint-drying break.
- It isn't necessary to paint the foam at all, but this doesn't allow for important diversity.

**To expand project:**

- Use another disc for a body and use the arm unit technique to make legs for a full body super hero.
- Have students use this technique to make occupational and when-I-grow-up characters

**For multiple ages:**

- Younger and older students can work side-by-side with younger students painting and the older ones doing the detail work.
- Younger students can write about a hero they admire, while older students can write about the human characteristics they believe are necessary for heroism.

**ADDITIONAL IDEAS**

- As a class or group, make a jumbo super hero, using large foam discs or foam cake forms, and felt from bolts.
- If students take home their super heroes to show their parents, it can lead to important character and values discussions with the adults.
- Encourage the students to use their imagination in making up games with their super heroes.


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**TIPS**

- When students are removing their paperclips from the sleeve unit, don't have them pull it back off by going straight up. Have them twist it sideways and off. If the end keeps catching on the felt, bend the paper clip enough to get it off. Then press the paper clip back into place. To reattach the paper clip to both the arm unit and cape, open it in the reverse direction so that it's now tight when you slip it back down onto them. If you're still having problems, use a different paper clip, or hot glue the arm unit to the cape.
- Make a chart to put beside the yarn containers, indicating the number of 18" lengths that are needed for each hairstyle.
- Prepare the painting area, covering the tables if needed. Allow for plenty of space for each student. Have a large plastic-lined garbage can ready.
- If the acrylic paint seems too thick, walk around with a squeeze bottle (not a squirt bottle) of water and put a few drops of water on each student's puddle of paint. Or, if you know it in advance, add a little water to the paint in the container and shake well, to thin the paint to the consistency of cream. This will go down into the pores of the foam more easily.
- Have extras of everything.