

Can the children **act out a thin, straight line**? Remind them to keep their feet together and be as thin as they can be. What will they do with their arms?

Ask the children to focus on the **fuzzy line** and the **straight line**, and tell them that you are going to make **two special sounds**. After they have heard both the sounds, they must decide which line looks most like the sound they have heard.

- 🎧 Make the first sound by giving a long, even blast of the **whistle**.
- 🎧 Then make the second sound by rubbing the **bristles of a hair brush** back and forth across the edge of a table.

Once the two sounds have been made, ask the children to respond with their choices. Which line looks more like the sound of the whistle and which looks more like the scratchy sound? Adults would, no doubt, choose the long straight line to represent the whistle and the fuzzy line to represent the sound of the hair brush rubbing back and forth. What will the children choose? There are no wrong answers.

Step 3: Introducing a Dotted Line

Examine with the students the line samples on student booklet **page 8**. Discuss the dotted lines. Dots can make a line—a line made with dots. Here the dotted line is made with dashes. Point out the wavy lines, the scribbly zigzag lines and the loopy lines. Can the children draw a long, loopy line in the air?

Make a slow, knocking sound, or repeatedly ring a bell, tap a pencil, or click your tongue. Suggest that repeating dots or dashes might help to describe the repeating sound of a bell ringing or someone knocking on the door.

Next, refer to the **newsprint**, and ask the children to **draw a straight line, a fuzzy line and a dotted line**. Vary the instructions by asking them to try a tiny fuzzy line, a fat fuzzy line, a long straight line and a short dotted line. Can they draw a dotted line that makes a circle?

Provide the following auditory clues and have the children use a **second piece of newsprint** to draw one of these three lines as a response to the auditory clue. (The first two are a repeat of the preceding exercise.)

- 🎧 a whistle blowing
- 🎧 a hair brush scratching
- 🎧 a long, loud train whistle
- 🎧 a cat scratching at the door
- 🎧 a leaky tap, drip, drip, dripping

Step 4: Creating Patterns

On the **construction paper** provided, have the children draw their own **line patterns**. Refer to the samples on student booklet **pages 6, 7 and 8**, suggesting that the children either copy from those patterns or design their own. Tell them they can draw a pattern that is made up of all straight lines or all wavy lines, or they can use as many different kinds of lines as they like and mix them together in the same pattern. The children can also color their patterns as they create them.