



UNIT 1: FAMILY / WEEK 1

Printing With Objects

Standard Connection:

- ELA.SL.PK4.2
- ELA.L.PK4.1d
- M.CC.PK4.6
- M.G.PK4.4
- PD.FM.PK4.2
- PD.FM.PK4.4
- SS.FC.PK4.3
- SS.OW.PK4.1
- VA.CR3a.1.PK
- VA.PR5a.1.PK

Enduring Understanding(s):

- Families share experiences, traditions, and activities that can be represented through artistic expression.

Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

| Materials | Vocabulary | Books |
|---|--|-------|
| <ul style="list-style-type: none"> • <i>Peter's Chair</i> • tempera paint • paper • sponges or paper towels (for ink pads) • trays • objects for printing: natural and recycled materials • smocks • images of prints (see Resources) | <ul style="list-style-type: none"> • print: make letters, words, or pictures on paper or fabric • press: push with your fingers or hand • ink pad: soft material that is soaked with ink often used for rubber stamping or fingerprints • design: plan • create: make • technique: a way to do something | |

Intro to Centers

Preparation: *Set up materials*

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|--|---|
| <p>“Ezra Jack Keats used two techniques- ways to do something- to create the illustrations for <i>Peter's Chair</i>. He used collage and he also used printing- placing an object on an ink pad and then pressing the object on paper. What do you notice?”</p> | <p>Show illustration. Children respond.</p> |
| <p>“Why do you think he used two different techniques for his illustrations?”</p> | <p>Children respond.</p> |
| <p>“Here are images of prints created by artists. How are these prints similar to or different from the illustrations in <i>Peter's Chair</i>?”</p> | <p>Show images. Children respond.</p> |
| <p>“Today in Creative Arts, you can experiment with these materials to create your own prints.”</p> | <p>Show materials. Model.</p> |



During Centers:

- Encourage children to create different designs by changing the orientation of the object.
- Encourage children to collaborate (one child dips the object in paint, the other presses it on the paper).
- Encourage children to add prints to their paper collages.
- Encourage children to use their prints as settings/scenery in Dramatic Play and Blocks.

Guiding Questions During Centers:

- How is printing similar to or different from painting?
- How is your printing (on collage) similar to or different from Ezra Jack Keats' illustrations in *Peter's Chair*?
- How can you mix colors using the printing technique?
- How is your print similar to or different from your friends'?

Thinking and Feedback:

- Invite children to share their processes.
- Encourage children to describe any challenges they encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Invite children to use the printing technique to create letters and words.
Encourage children to find other materials in the classroom and outside for printing.
Encourage children to predict what kind of print an object will create.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, support children with fine motor challenges to press objects onto paper. Use various sized objects or add a dowel or block to objects to serve as a handle.

