

UNIT 1: FAMILY / WEEK 1 & 2

Paintings

Inspired By *Oonga Boonga/Crybaby*

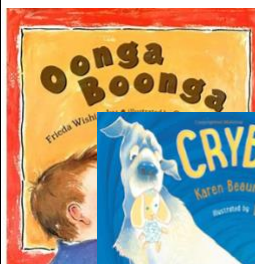
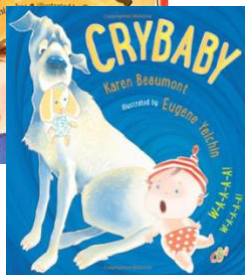
Standard Connection:
ELA.RL.PK4.7
ELA.L.PK4.1
M.CC.PK4.6
M.G.PK4.2
PD.FM.PK4.4
SS.FC.PK4.9
VA.RE8a.1.PK
VA.CR2a.1.PK

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>Oonga Boonga/ Crybaby</i> brushes of different sizes paint Q-tips, cotton balls sponges containers for water 	<ul style="list-style-type: none"> illustrate (-or): A picture/person who creates pictures author: a person who writes a story depict: show in a picture or painting inspiration: to encourage somebody to do something create: to make 	 

Intro to Centers

Preparation: Set up materials.

“The illustrations in <i>Crybaby</i> were created by Eugene Yelchin. What do you notice?” (alter dialogue to fit if using <i>Oonga Boonga</i> .)	Show cover page and a few chosen pages from book. Children respond.
“On this page, the author , Karen Beaumont, wrote that ‘a not so quiet baby cried.’ The illustrator , Eugene Yelchin, depicted this by drawing the birds being startled or scared off of the wire they perched on.”	Show illustration.
“On this page, Karen Beaumont wrote she woke her mother and her father when she cried. How did Eugene Yelchin depict this in his illustration ?”	Show illustration. Children respond.
“Today in Creative Arts, you can create paintings inspired by <i>Crybaby</i> . We have _____ [colors] paint, thick brushes, thin brushes, Q-tips, cotton balls, and tools to help clean the paint off your brushes.”	Show materials as labeling them.
“Maybe you want to paint the baby or the dog from our story, or you can create a picture of something else you are thinking of.”	Model proper use of brushes, Q-tips, cotton balls, sponges, and water cups for rinsing. Model different brush strokes while labeling actions.

During Centers:

- Encourage children to experiment with different brush strokes and different materials.
- Encourage children to notice and describe shapes, colors, and lines in their paintings.

Guiding Questions During Centers:

- How are the colors you are painting with similar to or different from the colors Eugene Yelchin used in *Crybaby*?
- Why is it helpful for illustrations to match the words in a book?
- How can illustrations depict ideas?
- Which illustrations in *Crybaby* inspired your painting?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they encountered and any discoveries they made.

Documentation:

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

Provocation:

In following weeks, add other books to the Creative Arts Center for inspiration. Use children's paintings to reconstruct and/or sequence a story.

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, provide a variety of shapes of paintbrushes for children to use, including those with knob or bulb handles, as available. Grippers can also be added to smaller paintbrushes to make them easier to hold.