



UNIT 1: FAMILY / WEEK 3

# Watercolor Paintings

Standard Connection:  
 ELA.W.PK4.1b  
 ELA.SL.PK4.5  
 M.MD.PK4.1  
 M.G.PK4.1  
 PD.FM.PK4.4  
 PD.SHS.PK4.3  
 S.PS.PK4.1  
 VA.RE7.1.PK  
 VA.CR2a.2.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"> <li>• <i>Sometimes I'm Bombaloo</i></li> <li>• <i>Oonga Boonga/Crybaby</i></li> <li>• painting with watercolors visual (see Resources)</li> <li>• watercolor paints</li> <li>• paper</li> <li>• brushes</li> <li>• containers for water</li> <li>• paper towels or clean rags</li> <li>• cotton balls</li> </ul>	<ul style="list-style-type: none"> <li>• <b>watercolors:</b> paint using water</li> <li>• <b>paintbrush:</b> a brush for applying paint</li> <li>• <b>dab:</b> a gentle touch or stroke</li> <li>• <b>rinse:</b> to clean with a liquid</li> <li>• <b>illustration:</b> picture</li> </ul>	

## Intro to Centers

**Preparation:** *Set up materials.*

<p>“The illustrators of <i>Sometimes I'm Bombaloo</i> and <i>Oonga Boonga/Crybaby</i> used <b>watercolor</b> paints to create the <b>illustrations</b>.”</p>	<p><b>Show illustrations.</b></p>
<p>“What is similar and/or different about the <b>illustrations</b>?”</p>	<p><b>Children respond.</b></p>
<p>“Today, in Creative Arts, you can create <b>watercolor</b> paintings like the illustrators did. I will follow the visual called “How to Paint with Watercolors”.</p>	<p><b>Model following the visual, defining dab.</b></p>
<p>“What could you do to clean the <b>paintbrush</b> if you want to paint with a new color?”</p>	<p><b>Children respond.</b>  <b>Model rinsing the paintbrush.</b></p>
<p>“If you wanted to paint with a color that is not here in the <b>watercolors</b>, what could you do?”</p>	<p><b>Children respond.</b>  <b>Guide children to understand that they could mix the colors to create a new color, as they did in Color Mixing lesson.</b></p>

### **During Centers:**

Notice if children are using the step-by-step instructions. Encourage children to collaborate on their paintings. Invite them to tell you about their painting and write down their words. Ask children if their painting describes a story they would like to tell.

### **Guiding Questions during Centers:**

- What happens when you add more/less water to your paint?
- How is painting with watercolors similar to or different from painting with tempera paint?
- What shapes are you painting? How do you know you painted a (square, triangle, etc.)?
- How are the illustrations in *Oonga Boonga/Crybaby* similar to or different from the illustrations in *Peter's Chair*?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

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

### **Provocation:**

- Encourage children to use watercolors on their family pictures from Small Group *Draw and Label Family Pictures*.
- Encourage children to use their watercolor paintings as backgrounds in *Building Homes* or *Transporting Babies*.

### **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 students answer Guiding Questions. During Centers, provide a variety of paintbrushes, including bulb, knob, or triangular, depending on the children's needs. Picture card reminders for mixing colors could also be provided.