



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"> <i>Sometimes I'm Bombaloo</i> <i>Oonga Boonga/Crybaby</i> How to Paint with Watercolors (see Resource) watercolor paints paper brushes containers for water paper towels or clean rags cotton balls/sponges 	<ul style="list-style-type: none"> watercolors: paint using water paintbrush: a brush for applying paint dab: a gentle touch or stroke rinse: to clean with a liquid illustration: picture 	

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

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.