



UNIT 2: FRIENDS / WEEK 4

# Collaborative Creations with Beautiful Stuff

Standard Connection:

ELA.RI.PK4.10

ELA.L.PK4.5b

M.G.PK4.4

SS.FC.PK4.6b

S.ES.PK4.3a

PD.FM.K4.4

PD.SHS.PK4.2

VA.CR3a.1.PK

VA.PR5a.1.PK

## Enduring Understanding(s):

- Friends usually share and help one another.

## Essential Question(s):

- How do you deal with and express complex feelings in productive and creative ways?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Hooray, a Piñata!</i></li> <li>• Beautiful Stuff</li> <li>• trays</li> <li>• variety of paper of different sizes and colors</li> <li>• variety of adhesives</li> <li>• images of artwork (see Resource: Unit 1, Week 1: Collage)</li> </ul>	<p><b>natural:</b> not made by people</p> <p><b>recycle:</b> use again</p> <p><b>design:</b> to create</p> <p><b>collaborate:</b> work together</p>	

Intro to Centers	
<b>Preparation: Set up materials.</b>	
<p>“In <i>Hooray, a Piñata!</i>, Clara and Samson <b>collaborated</b> to create paper hats and decorations for her birthday party. What do you notice?”</p>	<p><b>Show illustrations.</b> <b>Children respond.</b></p>
<p>“How was Clara’s birthday party similar to or different from Peter’s birthday party in <i>A Letter to Amy</i>?”</p>	<p><b>Show illustrations.</b> <b>Children respond.</b></p>
<p>“You have <b>collaborated</b> to gather and sort Beautiful Stuff - <b>natural</b> and <b>recycled</b> materials. What do you notice?”</p>	<p><b>Show Beautiful Stuff.</b> <b>Children respond.</b></p>
<p>“Today in Creative Arts, you can use Beautiful Stuff to create <b>collaborative designs</b> and <b>structures</b> that we will display at our celebration.”</p>	

### **During Centers:**

Encourage children to write and draw labels for their creations to display at the celebration.

Encourage children to use mathematical language to describe shapes and the positions of materials (above, below, next to, etc.).

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

- Why did you choose to use these materials?
- How is using Beautiful Stuff the same as or different from painting/drawing/writing?
- How is creating with Beautiful Stuff the same as or different from *Collaborative Collage* and *Pair Painting*?
- How is collaborating with your friends similar to or different from how Matthew and Tilly or Clara and Samson collaborated?

### **Thinking and Feedback:**

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

### **Documentation:**

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

### **Provocation:**

Invite children to integrate Beautiful Stuff throughout the classroom. Discuss with children how to replenish Beautiful Stuff collections.

### **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 writing materials for creating labels and visual supports for mathematical language (shapes and position words).