



Painting with Straws

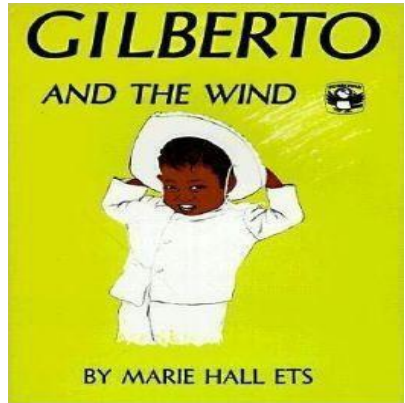
Standard Connection:
 ELA.RF.PK4.1f; ELA.RF.PK4.2d;
 M.MD.PK4.1; S.PS.PK4.4;
 PD.FM.PK4.4; PD.SHS.PK4.1;
 VA.CR1a.2.PK; MU.RE9a.1.PK

Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Gilberto and the Wind</i> diluted tempera paint (primary colors, white, black) straws of different sizes small containers for paint and water white paper of different sizes markers smocks spoons eyedroppers or pipettes 	<p>straw: a hollow tube</p> <p>blow/blowing: create air movement</p> <p>wind: movement of air</p> <p>force: energy</p> <p>gentle: calm, easy</p> <p>eyedropper: tool for placing a small amount</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>Gilberto and the Wind</i> , the wind blew Gilberto's balloon and kite. What do you notice?"	Show illustrations. Children respond.
"Today in Creative Arts, you can paint with these materials. What do you notice?"	Show materials. Children respond.
"First, use an eyedropper or spoon to drop paint onto the paper. Next, blow through the straw . What do you notice?"	Model. Children respond.
"What happens if I blow with more force - harder, or less force - gently ?"	Children respond.
"When you are finished, be sure to throw your straw in the garbage."	Children respond.

During Centers:

Support children in practicing blowing through straws before they begin painting, as they are naturally inclined to inhale rather than blow through a straw. Encourage children to experiment with blowing paint using varying degrees of blowing force. Encourage children to mix colors. Support children in noticing any shapes and/or designs that are created as they blow paint. Encourage children to paint letters and/or numbers by blowing paint with a straw.

Guiding Questions During Centers:

- How does blowing with more or less force affect the paint?
- What would happen if we used thicker paint (rather than the diluted paint we are using)?
- When you blow through the straw, the paint moves. What other things do you think you could move by blowing through a straw?
- How is painting by blowing through a straw similar to or different from painting with a paintbrush?

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 paint with straws by blowing to the rhythm of music, similar to Painting to Music, Unit 1. Encourage children to research instruments (recorder, saxophone, etc.) that are played by blowing air.

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 extra opportunities for children who need it to practice blowing through straws. Provide picture cards of letters/numbers/shapes as needed for support.