



Raindrop Illustrations

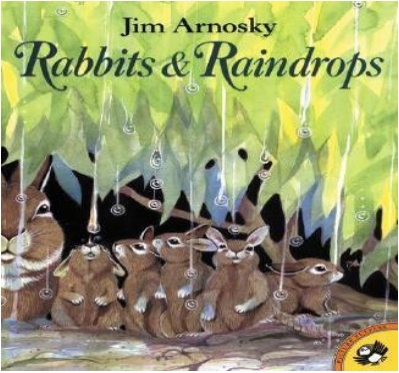
Standard Connection:
ELA.SL.PK4.3
ELA.L.PK4.1c
M.MD.PK4.2
S.ES.PK4.1
PD.FM.PK4.4
PD.SHS.PK4.1
VA.CR2a.2.PK

Enduring Understanding(s):

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

Essential Question(s):

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Rabbit and Raindrops</i> • sheet protectors or sheets of laminating film • contact paper • small spray bottles • markers • smocks • towels • samples of children's crayon resist illustrations 	<p>spray: apply tiny drops of water</p> <p>drip: water falling, one drop at a time</p> <p>absorb: soak up, take in</p> <p>waterproof: keeps water off</p> <p>raindrops: water falling from clouds</p>	

Intro to Centers	
Preparation: Set up materials	
<p>“In <i>Rabbits and Raindrops</i>, the mother rabbit sheltered her babies from a rain shower under the hedge, because their fur was not waterproof - it could not keep out the rain. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“The rain dripped off the rabbits’ fur. Today in Creative Arts, you can create raindrop illustrations using these materials. What do you notice?”</p>	<p>Show samples of children’s work. Children respond.</p>
<p>“First, draw on the sheet protector/laminating film with a marker, then spray water on your drawing, making the water drip like raindrops. What do you predict will happen? Why?”</p>	<p>Show materials. Children respond.</p>
<p>“The sheet protector/laminating film is waterproof - it doesn’t absorb the water.”</p>	<p>Show materials.</p>

During Centers:

Support children in experimenting with spraying more or less water. Encourage children to experiment with working on more/less of a vertical incline and to notice how the water moves differently. Encourage children to use rain/water sound vocabulary (“drip,” “splat,” “plop,” etc.).

Guiding Questions During Centers:

- How is this technique similar to or different from crayon resist?
- What happens when you spray more or less water on your illustration?
- How is your raindrop illustration similar to or different from the rain illustrations in *Rabbits and Raindrops* and/or *One Dark Night/Thunder Cake*?
- What other water-repellent materials are in our classroom/school? How do you know?

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:

Compare and contrast illustrations made on porous paper to illustrations created on sheet protectors/laminating film or other water-repellent materials. Take raindrop illustrations outside to observe what happens if rain falls on them.

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 materials for children to use to spray water on the paper, depending on their fine motor skills.