



# Painting a Woodland/Swamp

Standard Connection:

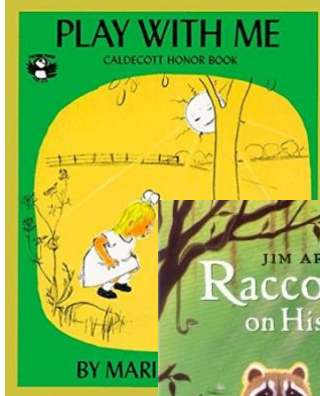
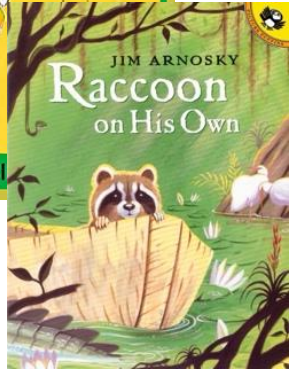
ELA.W.PK4.1  
ELA.L.PK4.6  
M.MD.PK4.2  
S.PS.PK4.2  
SS.OW.PK4.1  
PD.FM.PK.4.4  
VA.CR2a.3.PK  
VA.CN10.1.PK

## Enduring Understanding(s):

- Light affects people, animals, and things.

## Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Play with Me</i></li> <li><i>Raccoon on His Own</i></li> <li>images of woodlands and painting examples (see Resource)</li> <li>green, yellow, brown, white, blue, and black paint</li> <li>children's Woodland/Swamp Research</li> <li>variety of paintbrushes</li> <li>sponges</li> <li>markers</li> <li>small cups for paint and water</li> <li>butcher-roll paper</li> <li>smocks</li> <li>Beautiful Stuff</li> </ul>	<p><b>flooded:</b> covered with water</p> <p><b>setting:</b> where a story happens</p> <p><b>swamp:</b> flooded woodland</p> <p><b>woodland:</b> a forest with many trees</p>	 

Intro to Centers	
Preparation: Set up materials	
"In <i>Play with Me</i> , the girl sat by a pond in a <b>woodland</b> . What do you notice?"	Show book cover. <b>Children respond.</b>
"In <i>Raccoon on His Own</i> , the raccoon floated down the water in a <b>swamp</b> . What do you notice?"	Show book cover. <b>Children respond.</b>
"How is the <b>woodland setting</b> - where the story happened - similar to or different from the <b>swamp setting</b> ?"	<b>Children respond.</b>
"A <b>woodland</b> is a forest with many trees. A <b>swamp</b> is a <b>woodland</b> that has been <b>flooded</b> - covered in water."	<b>Show resource.</b>
"Today, in Creative Arts, you can create a <b>woodland</b> or <b>swamp</b> painting using these materials. What do you notice?"	Show materials. <b>Children respond.</b>
"How will you use these paint colors to show the different parts of a <b>woodland/swamp</b> ?"	<b>Children respond.</b>

### **During Centers:**

Encourage children to mix paint colors to create tints and shades. Encourage children to label the parts of the settings depicted in their paintings. Encourage children to use Woodland/Swamp Research. Encourage children to depict reflections in their paintings similar to the illustrations in *Play with Me* and *Raccoon on His Own*.

### **Guiding Questions During Centers:**

- How is your painting similar to or different from the illustrations in *Play with Me* or *Raccoon on His Own*/your friends' paintings?
- How did you create the tint(s)/shade(s) you used in your painting?
- How can create a collaborative painting with a friend(s)?
- How did you use your Woodland/Swamp Research to create your painting?

### **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 Beautiful Stuff to add animals to their paintings after they dry. Use paintings as backdrops for Blocks and Dramatic Play. Encourage children to add Mylar or other reflective materials to their paintings to depict reflections in the settings.

### **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 and painting materials, such as knob or bulb paintbrushes and grippers for pencils to meet the children's fine motor needs.