



Dream Paintings

Standard Connection:
 ELA.SL.PK4.4
 ELA.L.PK4.5d
 M.MD.PK4.1
 S.PS.PK4.3a
 SS.FC.PK4.9
 PD.FM.PK4.4
 PD.FM.PK4.5
 VA.CN10.1.PK
 TH.CR1a.1.PK

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Dreams</i> • <i>Hooray, a Piñata!</i> • <i>Dog's Colorful Day</i> • paint • paintbrushes • paper 	<p>depict: to show</p> <p>dream: what a person sees and hears in their mind when they are sleeping</p> <p>neighbor: someone who lives near you</p>	

Intro to Centers	
Preparation: Set up materials	
“In <i>Dreams</i> , Roberto and his neighbors dreamed while they were sleeping. What do you notice?”	Show illustrations. Children respond.
“How did Ezra Jack Keats depict their dreams ?”	Children respond.
“What do you think this neighbor is dreaming about? Why?”	Children respond.
“Today in Creative Arts, you can use these materials to illustrate a dream .”	Show materials.

During Centers:

Encourage children to guess what kinds of dreams their friends are depicting. Compare and contrast illustrations of dreams in *Dreams* to illustrations of dreams in *Hooray, A Pinata!* and *Dog's Colorful Day*. Encourage children to write descriptions of their dreams in Creative Writing. Encourage children to act out their dreams in Dramatic Play. Encourage children to construct an apartment building like the one in *Dreams* and use their illustrations in the windows.

Guiding Questions During Centers:

- How is your dream illustration similar to or different from your friend's/Ezra Jack Keats' dream illustration(s)?
- How did you mix the paint to create the colors you needed?
- How are Ezra Jack Keats' illustrations of dreams similar to or different from the illustrations of dreams in *Hooray, A Pinata!/Dog's Colorful Day*?
- How would a depiction of a dream be similar to or different from a depiction of a nightmare?

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 play *Charades*, i.e., one child acts out a dream, and other children guess what the dream is about. Encourage children to create a class mural of dreams in windows similar to the illustrations in *Dreams*.

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 each activity that meet the children's fine motor and sensory needs, such as a variety of writing materials to write dream descriptions and different sizes/types of blocks for the construction activity.