



UNIT 6: THINGS THAT GROW / WEEK 2

Chinese Calligraphy


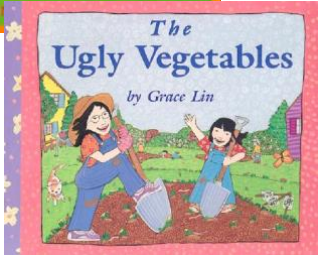
Standard Connection:
 ELA.SL.PK4.1a; ELA.W.PK4.1
 M.CC.PK4.2; M.MD.PK4.3
 S.T.PK4.1; S.T.PK4.2
 SS.FC.PK4.4; PD.FM.PK4.5
 PD.SHS.PK4.5; VA.CR1a.1.PK
 VA.CN11.1.PK

Enduring Understanding(s):

- Living things are part of interdependent systems.

Essential Question(s):

- How do people impact the environment in positive or negative ways?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Zinnia's Flower Garden</i> <i>The Ugly Vegetables</i> black tempera paint variety of paintbrushes pieces of cardboard of various thickness ink pads or sponges with black paint on trays images of Chinese calligraphy (see Resources) paper 	<p>brushstroke: lines made with swipes of a paintbrush</p> <p>calligraphy: symbols that represent words</p> <p>sign: a written label or direction</p> <p>symbol: pictures that represent words</p>	 

Intro to Centers		
Preparation: Set up materials.		
"In <i>Zinnia's Flower Garden</i> and in <i>The Ugly Vegetables</i> , Zinnia, the girl, and her mother made garden signs . What do you notice?"	Show illustrations. Children respond.	
"The vegetable garden signs are written in Chinese calligraphy - symbols that represent words. The flower garden signs have pictures and words."	Show illustrations.	
"Here are images of Chinese calligraphy . What do you notice?"	Show images. Children respond.	
" Calligraphers use paintbrushes and ink to make different brushstrokes - thick, thin, long, and short."	Show illustrations.	
"Today, in Creative Arts, you can experiment with Chinese calligraphy using these materials. What do you notice?"	Show materials. Children respond.	

During Centers:

Encourage children to create garden signs for Building a Garden and Garden Center. Compare and contrast Chinese calligraphy to Squiggle, Line, and Dot Paintings. Encourage children to make classroom signs using Chinese calligraphy. Compare and contrast Chinese calligraphy to other symbol systems, i.e., alphabets, numbers, graphics, etc.

Guiding Questions During Centers:

- How is Chinese calligraphy similar to or different from letters, words, and pictures?
- What kinds of brushstrokes did you use to create your Chinese character(s)?
- How is your Chinese calligraphy similar to or different from the illustrations/images/your friend's?
- What symbol could represent you?

Thinking and Feedback:

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

Documentation:

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to research Chinese calligraphy and other symbol systems. Invite a family or community member who can write Chinese calligraphy to visit the classroom.

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 paintbrushes (particularly the size of the handle) to meet children's various fine motor needs.