



Box Lid Paintings (Table)

Standard Connection:
 ELA.SL.PK4.2
 ELA.L.PK4.1c
 M.MD.PK4.2
 S.PS.PK4.1
 PD.FM.PK4.4
 PD.SHS.PK4.3
 VA.CR2a.1.PK
 VA.CR2a.2.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>Rabbits & Raindrops</i> • <i>Thunder Cake</i> • <i>One Dark Night</i> (or) sample of children's <i>Crayon Resist Art</i> and <i>Straw Paintings</i> • white paper cut to fit inside box lids • construction paper or large index cards • water-based markers • box lids • eye dropper or small squeeze bottles • containers for water • smocks 	<p>design: plan</p> <p>drip: a small drop of liquid</p> <p>tilt: to lean</p> <p>repel: keep off/ keep out</p> <p>predict: what you think will happen</p>	

Intro to Centers	
Preparation: Set up materials.	
<p>"In <i>Rabbits & Raindrops</i>, when the rain dripped on the baby rabbits their fur did not repel - keep out - the water, and they started to get wet. Their fur did not protect them from the rain. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"In <i>One Dark Night</i>, the rain dripped off the mother cat's fur when she brought the kittens into Jonathan's house. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"In <i>Thunder Cake</i>, the rain didn't drip; it 'poured down on the roof.'"</p>	
<p>"Today in Creative Arts, you can create designs by dripping water on your drawing inside a box."</p>	<p>Prepare to model.</p>
<p>"First, draw a design on the paper with markers. Then, drip water on the design. What do you notice?"</p>	<p>Model. Children respond.</p>
<p>"What do you predict will happen if I tilt the box lid?"</p>	<p>Children respond.</p>

During Centers:

Encourage children to collaborate (one child drips the water, and another child tilts the box lid). Encourage children to mix colors by tilting the box at different angles. Compare and contrast box lid paintings to Crayon Resist and Straw Paintings art.

Guiding Questions During Centers:

- How is your box lid painting similar to or different from crayon resist/painting with straws?
- What do you predict would happen if you weren't using a box lid?
- What happens when you use more or less water?
- How is the water dripping on your painting similar to or different from the water dripping on the rabbits in *Rabbits & Raindrops* / the cats and kittens in *One Dark Night* / rain pouring from the roof in *Thunder Cake*?

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:

- Add objects (marbles, golf balls, etc.) to box lids. Compare and contrast designs made with objects to designs made with just water dripping. Encourage children to create a collaborative painting by lining large bins with paper.
- Use box lid paintings as backdrops for *Rabbit Habitats*. Incorporate box lid paintings into *Storm Stories*.

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, partner children strategically so that those who need extra support can receive help from their peers. Provide samples of *Crayon Resist* and *Straw Paintings* to support children as they compare and contrast the projects.