



Wind Illustrations (Easel)

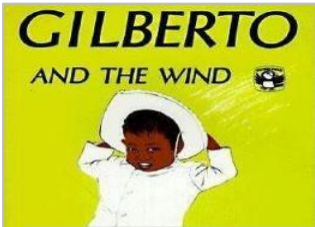
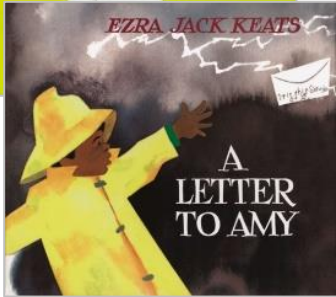
Standard Connection:
 ELA.RL.PK4.1
 ELA.L.PK4.1e
 M.MD.PK4.2
 S.PS.PK4.1
 S.PS.PK4.4
 PD.FM.PK4.4
 VA.CR2.1.PK
 VA.PR4a.1.PK

Enduring Understanding(s):

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

Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials		Vocabulary	Books
<ul style="list-style-type: none"> • <i>Gilberto and the Wind</i> • <i>A Letter to Amy</i> • different sizes of paintbrushes • paint cups • paint • different colors of paper • Q-tips, cotton balls, sponges • smocks • containers filled with water • spoons 	<ul style="list-style-type: none"> • mixing trays, palettes, containers • plastic bags • labels • chalk, charcoal, oil pastels • media/medium • writing/drawing utensils • black felt-tip pens • images of wind (see Resource) • samples of children's documentation from U2W1 Small Group: <i>What Can Air Move?</i> 	<p>depict: show</p> <p>technique: a way of doing something</p> <p>observation: something you see or hear</p> <p>illustration/illustrator: person who makes pictures</p>	 

Intro to Centers	
Preparation: Set up materials.	
<p>“In <i>Gilberto and the Wind</i>, the illustrator used several different kinds of lines to depict - show - how the wind moved. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“In <i>A Letter to Amy</i>, Ezra Jack Keats used a different technique to illustrate the wind. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“In our Small Group, <i>What Can Air Move?</i>, you recorded your observations of the wind moving different objects. How are your recorded observations similar to or different from the illustrations in <i>Gilberto and the Wind</i> or <i>A Letter to Amy</i>?”</p>	<p>Show children's documentation from Small Group, <i>What Can Air Move?</i> Children respond.</p>
<p>“Today in Creative Arts you can use these materials to create wind illustrations.”</p>	<p>Show materials.</p>

During Centers:

Encourage children to use any paint colors that were mixed and created during Unit 3, Week 1, Center Activity: *Storm Pictures*.

Support children in experimenting with different kinds of brush strokes and colors to create different kinds of wind illustrations. Encourage children to use quantity vocabulary to describe “how much” wind, rain, etc., there is in their illustrations - is there a little bit? A lot? A huge amount? A tiny amount?

Encourage children to use velocity/intensity vocabulary to describe their illustrations- “There’s a strong wind,” “The wind is blowing gently,” etc. Encourage children to use their wind illustrations to supplement their play in Blocks or Dramatic Play.

Guiding Questions During Centers:

- How is your wind illustration similar to or different from the wind illustrations in *Gilberto and the Wind* or *One Dark Night / Thunder Cake*?
- How does your brushstroke or choice of color(s) affect how your wind illustration looks?
- What inspired you to create your wind illustration?

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:

- Use Beautiful Stuff to create sculptures of the wind and its movement.
- Use clay or combine clay with Beautiful Stuff to create three-dimensional wind representations.

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/materials for wind illustrations. Picture cards with descriptive words may also be helpful (strong, gentle, etc.) for children to describe their illustrations.