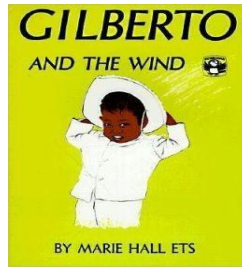




Painting With Straws

**Materials:**

- diluted tempera paint
- straws of different sizes
- small containers for paint and water
- paper
- smocks
- spoons
- eyedroppers or pipettes

Vocabulary:

- Straw
- blow(-ing)
- Wind
- Force
- Gentle
- eyedropper

Preparation: Set up materials.

Intro to Centers:

"In *Gilberto and the Wind*, the **wind blew** Gilberto's balloon and kite. What do you notice?"

"Today in the Art Studio, you can paint with these materials. What do you notice?"

"First, use an **eyedropper** or spoon to drop paint onto the paper. Next, **blow** through the **straw**. What do you notice?"

"What happens if I **blow** with more **force**--harder, or less **force--gently**?"

"When you are finished, be sure to throw your **straw** in the garbage."

Show illustrations.
Children respond.

Show materials.
Children respond.

Model.
Children respond.

Children respond.

During Centers:

Support children in practicing blowing through straws before they begin painting, as they are naturally inclined to inhale rather than blow through a straw. Encourage children to experiment with blowing paint using varying degrees of blowing force. Encourage children to mix colors. Support children in noticing any shapes and/or designs that are created as they blow paint. Encourage children to paint letters and/or numbers by blowing paint with a straw.

Guiding Questions during Centers:

- How does blowing with more or less force affect the paint?
- What would happen if we used thicker paint (rather than the diluted paint we are using)?”
- When you blow through the straw the paint moves. What other things do you think you could move by blowing through a straw?
- How is painting by blowing through a straw similar to or different from painting with a paintbrush?

Thinking & 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 process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to paint with straws by blowing to the rhythm of music, similar to *Painting to Music*, unit 1.

Encourage children to research instruments, i.e., recorder, saxophone, etc. that are played by blowing air.

