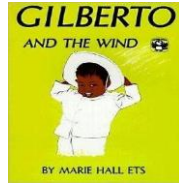




Wind Illustrations


Standards:

CA.VA.PS.1 - 5
 ELA.SL.CC.PS.1 - 3
 ELA.W.PD.PS.1


Materials:

- *Gilberto and the Wind*
- *A Letter to Amy*
- paintbrushes
- paint cups
- paint
- writing/ drawing utensils
- images of wind resource
- samples of children's Small Group documentation from Unit 2, Week 1, Small Group: What Can Air Move?

Vocabulary:

- depict: show
- technique: a way of doing something
- observation: something you see or hear
- illustration/ illustrator: person who makes pictures

Preparation: Set up materials.

Intro to Centers:

"In *Gilberto and the Wind* the illustrator used several different kinds of lines to **depict**- show- how the wind moved. What do you notice?"

"In *A Letter to Amy* Ezra Jack Keats used a different **technique** to illustrate the wind. What do you notice?"

"In our Small Group *What Can Air Move*, you recorded your observations of the wind moving different objects. How are your recorded observations similar to or different from the illustrations in *Gilberto and the Wind* or *A Letter to Amy*?"

"Today in the Art Studio you can use these materials to create wind illustrations."

Show illustrations.
Children respond.

Show illustrations.
Children respond.

Show children's documentation from Small Group What Can Air Move.

Children respond.

Show materials.

During Centers:

Encourage children to mix paint colors. Support children in experimenting with different kinds of brushstrokes 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.

Guiding Questions during Centers:

- How is your wind illustration similar to or different from the wind illustrations in *Gilberto and the Wind*?
- How does your brushstroke or choice of color(s) affect how your wind illustration looks?
- What inspired you to create your wind illustration?
- How could you illustrate the wind being helpful? How could you illustrate the wind being unhelpful?

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:

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.

