

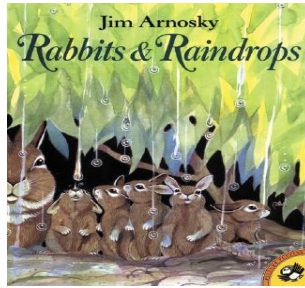


## Raindrop Illustrations



### Standards:

ATL.IC.PS.1, 3, 5  
CA.VA.PS.1, 3, 4, 5  
PHD.FM.PS.6  
S.ES.PS.2-3



### Materials:

- *Rabbit And Raindrops*
- sheet protectors or sheets of laminating film
- contact paper
- small spray bottles
- markers
- smocks
- towels
- samples of children's *Crayon Resist* illustrations

### Vocabulary:

- spray
- drip
- absorb
- waterproof
- raindrops

**Preparation:** Set up materials.

### Intro to Centers:

"In *Rabbits And Raindrops*, the mother rabbit sheltered her babies from a rain shower under the hedge, because their fur was not **waterproof**--it could not keep out the rain. What do you notice?"

"The rain **dripped** off the rabbits' fur. Today in the Art Studio, you can create **raindrop** illustrations using these materials. What do you notice?"

"First, draw on the sheet protector/laminating film with a marker, then **spray** water on your drawing, making the water **drip** like **raindrops**. What do you **predict** will happen? Why?"

"The the sheet protector/ laminating film is **waterproof**--it doesn't **absorb** the water."

*Show illustrations.*

*Children respond.*

*Show samples of children's work.*

*Children respond.*

*Show materials.*

*Children respond.*

*Model.*

*Children respond.*

### ***During Centers:***

Support children in experimenting with spraying more or less water. Encourage children to experiment with working on more/less of a vertical incline, and to notice how the water moves differently. Encourage children to use rain/water sound vocabulary, i.e., “drip,” “splat,” “plop,” etc.

### ***Guiding Questions during Centers:***

- How is this technique similar to or different from crayon resist?
- What happens when you spray more or less water on your illustration?
- How is your raindrop illustration similar to or different from the rain illustrations in *Rabbits And Raindrops* and/or *One Dark Night*?
- What other water repellent materials are in our classroom/school? How do you know?

***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:***

Compare and contrast illustrations made on porous paper to illustrations created on sheet protectors/ laminating film or other water repellent materials. Take raindrop illustrations outside to observe what happens if rain falls on them.

