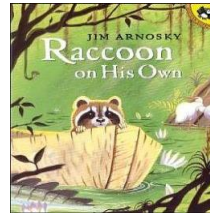
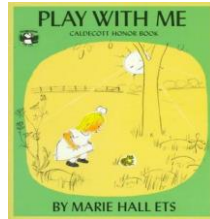




Painting A Woodland/Swamp



Standards:
 ATL.EP.PS.1 -5
 CA.VA.PS.1-5
 CA.DE.PS.1 -3
 ELA.IT.D.PS.3
 S.LS.PS.4, 6



Materials:

- *Play With Me*
- *Raccoon On His Own*
- Woodland Swamp Images
- green, yellow, brown, white, blue, and black paint
- variety of paintbrushes
- sponges
- markers
- small cups for paint and water
- butcher-roll paper
- smocks

Vocabulary:

- setting--where a story happens
- woodland
- swamp--flooded woodland
- flooded--covered with water

Preparation: Set up materials.

Intro to Centers:

"In *Play With Me*, the girl sat by a pond in a **woodland**. What do you notice?"

Show illustrations.
Children respond.

In *Raccoon On His Own*, the raccoon floated down the water in a **swamp**. What do you notice?"

Show illustrations.
Children respond.

"How is the **woodland setting**--where the story happened--similar to or different from the **swamp setting**?"

Children respond.

"A **woodland** is a **forest** with many trees. A **swamp** is a **woodland** that has been **flooded**--covered in water."

"Today, in the Art Studio, you can create a **woodland** or **swamp** painting using these materials. What do you notice?"

Show materials.
Children respond.

"How will you use these paint colors to show the different parts of a **woodland/swamp**?"

Children respond.

During Centers:

Encourage children to mix paint colors to create tints and shades. Challenge children to label the parts of the settings depicted in their paintings. Encourage children to reference *Woodland Research*. Help children to depict reflections in their paintings similar to the illustrations in *Play With Me* and *Raccoon On His Own*.

Guiding Questions during Centers:

- How is your painting similar to or different from the illustrations in *Play With Me* or *Raccoon On His Own*/your friends' painting?
- How did you create the tint(s)/shade(s) you used in your painting?
- How can create a collaborative painting with a friend(s)?
- How did you use your *Woodland Research* to create your painting?

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 use Beautiful Stuff to add animals to their paintings after they dry. Use paintings as backdrops for Blocks and Dramatization. Encourage children to add mylar or other reflective materials to their paintings to depict reflections in the settings.

