



WEEK 2 Day 2

Art Easel: Life Cycle and Habitat Paintings 2

Children use their observational skills and learn a new watercolor technique that allows them to show additional details.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>materials: items needed for an activity</p> <p>represent: to show</p> <p>habitat: a place where animals live</p> <p>surroundings: the space around a person or animal</p> <p>technique: a way of doing something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● watercolor or tempera paints ● brushes of different sizes ● images, photographs, and books about the life cycle of frogs ● paper of different sizes and shapes ● pencils ● children’s drawings from Week 1 ● thin and thick markers, colored and black <p>Prepare a pencil sketch of tadpoles and surroundings, and then add paint to it. This painting will need to be dry for the Intro to Centers; see explanation in the lesson below. This technique works best for watercolor painting on a table but can be done on a dry tempera painting as well. Finer brushes are recommended for painting details.</p>
Intro to Centers	<p><i>You’ve been working to accurately represent frog life cycles and habitats at the easel. Now it’s time to add some color to your drawings.</i></p>

	<p><i>This is a new technique, called watercolor and ink. To demonstrate, I'm going to use a drawing of a tadpole I made.</i></p> <p>Reference any photograph or illustration used as a model.</p> <p><i>You can work from one of your completed drawings from last week or make a new one, since you are all such experts now.</i></p> <p><i>I've already added color with watercolor paints. You can see that I painted carefully in the lines of my pencil sketch. The paint is dry now.</i></p> <p>Show the materials for adding color and lines: paints, brushes, markers. Briefly review the watercolor steps taught previously, and again highlight use of the model photograph or illustration.</p> <p><i>While you are waiting for your painting to dry, you can look through our books for more inspiration and maybe even begin a new sketch. It's also okay to do this next step, the ink step, on another day, instead of waiting.</i></p> <p><i>Watch how you can use a marker to outline and add details to the painting.</i></p> <p>Think aloud while using a fine line marker to trace the original pencil drawing and to add additional details over the painted sketch. Consider how best to use thin and thick markers, and whether to use all black lines or colors. Model some of each.</p>
During Centers	<p>Encourage children to thoughtfully choose a drawing to color, perhaps asking the opinion of other children. Remind them to reference other images/ books. Point them to the steps for watercolor painting. Talk with them about their decisions and plans for adding strong lines, whether thick or thin, color or black. Support them if they become dissatisfied and help them identify strategies for making an illustration they are happy with—or starting a new illustration.</p>
Facilitation	<ul style="list-style-type: none"> ● What details of this part of the life cycle are important to show? How will you show them? ● What information can you include about the habitat to help the viewer understand more about the life cycle? ● How does drawing over the painting help you show more details?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>