

Hear: Listening to Paint

During this concept the children used their ears to listen to the way paint sounds. First the children used squirt bottle to paint with, and they listened to the paint sounds and described what they heard. Afterwards the teachers encouraged the children to think of ways they could make the paint sound different, such as loud and quiet. The children came up with different ideas, and together they worked to implement some of their ideas. One way the class made paint sound quiet was to paint with feathers. One way they made the paint sound loud was to drum with paint. At the end of the week we threw paint off of a tall climber and listened to what type of sound it made.



What does paint sound like?

“Quiet” –Adi
“Slow” - Zoe



Quiet Paint



Loud Paint



Standards: Science: 24. Explores tone, pitch and quality of sound, 19. Explores ways of moving things, 18. Demonstrates understanding of fast and slow, 11. Engages in scientific inquiry, 9. Participates in simple spontaneous exploration, 6. Uses familiar objects to accomplish a purpose, 3. Uses one or more senses to observe and learn, 2. Explores and compares different sensory materials. ELA: 6. f. Names words in categories, e. Understands new words, b. Understands direction words, a. Describes attributes, 9. Records findings and asks questions, 10. Communication. Social Studies: 13. Engages in problem solving, 14. Increases ability to make independent choices, 15. Demonstrates awareness of outcomes to choices.

Hear: Listening to Paint

The children thought of different ways that they could make the paint sound quiet. The children first started off by painting with feathers, and then they were inspired to think of other things. They children mostly came up with implements that they could paint with. Each child came up with an item and then worked with a teacher to find their item. They then painted with it and discussed what they heard while painting.

How can you make paint sound quiet?

“Fireflies” –Oliver

“Ants” –Adi

“Paintbrushes” –Ellie

“Pencils” –Erica

“Leaves” –Oliver

“My fingers” –Zoe

“Paintbrushes” –Nina

“Papers” -Luka



What did your item sound like?

“This is quiet” [paintbrush] –Ellie

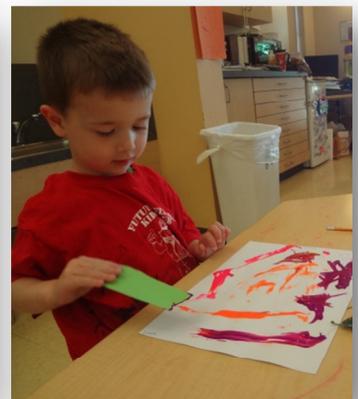
“This is quiet” [Pencil] –Erica

“It’s quiet, I hear it making a bumpy sound” [leaf] –Oliver

“Nothing again” [paper] –Luka

“It sounded louder” [paper] –Zoe

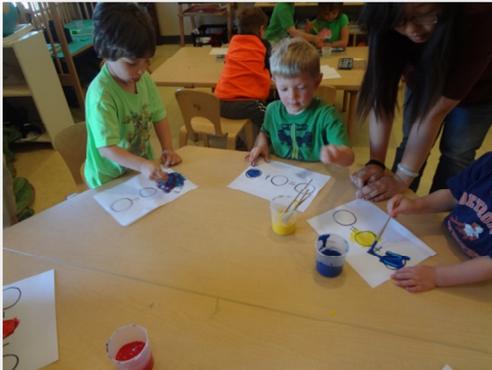
“It sounded like this (no noise)”
[paintbrush] -Nina



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Sight: Mixing-Making Colors

In our first week of sensory experience with paint and color, the class focused on the vision sense. The class studied what happens when colors are mixed. The children started off by experimenting and predicting what they thought would happen when the colors mixed together. After some trials, they made some graphs to better understand what would happen when two colors are mixed together and what color resulted.



Standards: Science: 25. Explores familiar sources of light and color, 11. Engages in scientific inquiry 19. Explores ways of moving objects 9. Participates in simple explorations with others 6. Uses familiar objects to accomplish a purpose 3. Uses the senses to observe and learn 2. Explores and compares materials that provide sensory experiences, 1. Explores parts and wholes of familiar objects. ELA: 1. Identifies print, 2. Prints names and other words 6.a Describes attributes e. Understands new words 9. Records findings & asks questions 10. Communicates experiences Math: 18. Graphs according to one attribute 19. Reads a floor or table graph.

Sight: Mixing-Making Colors

After figuring out what the primary colors made when mixed together, the class decided to look into what happens when they added black and white. The children first predicted what was going to happen and then experimented with different colors and white and black. Finally the students graphed what happened when the colors were mixed on their own papers.



“They get darker the more black you put in.” –

Michael

“Wow Michael, you’re an artist!” –Adi

“It made dark blue!” –Nina

“I made pink, I made aqua!” – Luka

“I made light blue!” –Luka

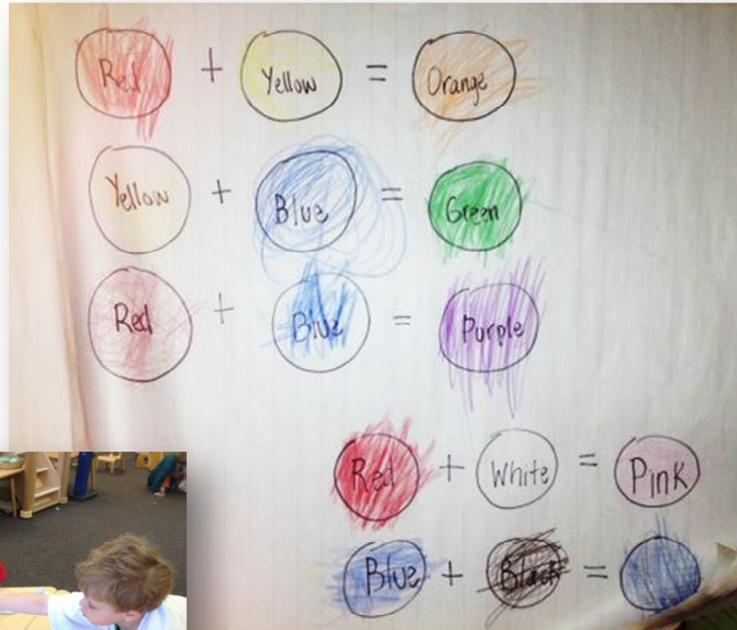
“I used white and red to make pink.” –

Ellie

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Sight: Mixing-Making Colors

After practicing and experimenting all week, the children made a whole class chart to document what they learned. They graphed which colors turned into which other colors when mixed together. To reinforce what they learned, they used pipettes to mix water colors and make new colors.



“I mixed that and that and made this.”

—Luka

“I made the whole earth.” —Michael

“I made a big puddle.” —Adi

“It’s blending in.” —Oliver

“I was trying to make the whole United States with different colors.” —

Ellie

“I’m just making teeny drops.” —

Michael

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Taste: Making Paint

During the second week of sensory experiences with paint and color, the class focused on the sense of taste. The children first made a general type of edible paint with flour, water and salt. The children tasted the paint and then talked about how it tasted. The children then discussed how they could make the paint taste different by adding different ingredients. The class charted their ideas and then made paints with those ingredients. Each time the children made a new paint, they tasted it and then painted with it. The class worked on using descriptive words to describe how the paint tasted such as salty, sweet and fruity.



Making Paint



Painting with our edible paint

Standards: Science: 11. Engages in scientific inquiry, 10. Offers ideas and explanations, 9. Participates in simple scientific exploration, 6. Uses familiar objects to accomplish a purpose, 3. Uses one or more of the sense to observe and learn about objects, 2. Explores and compares materials. ELA: 1. Identifies print, 2. Prints, 6. Describes attributes, 9. Records findings, 10. Communicates. Math: 1. Counts, 2. Demonstrates one-to-one correspondence. SS: 13. Engages in problem solving, 14. Demonstrates ability to make independent choices, 15. Demonstrates awareness of outcomes.

Taste: Making Paint

The children tried the different types of paint that they made and often did not like the taste. Most often they said the paint was yucky! While making the different types of paint, the children wrote out the recipes and the different ingredients that they added.



Tasting Paint



Writing the Paint Recipe

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Touch: Mixing Materials

To begin discovering how the feel of paint can vary, the children looked at adding different materials to paint. The children were asked how paint could be made to feel more thick, thin, foamy and sticky. The children came up with different ideas, and the teachers helped to guide them to come up with materials that would work well. The children ended up adding soap, water, flour, and corn syrup. The children then used these mixtures to finger paint with.



Children's Descriptions

"Turned thick. It's ice cream." –Zoe

"I made purple dough." –James

"It smells delicious." –Oliver

"It turned purple. The flour helped it mix."

–Adi

"I think it feels like paint." –Ben

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Touch: Feeling Paint

During our investigation into how paint feels, the class talked about how they could feel things with their skin. Then the children tested how paint felt with their hands, their feet, and then their whole bodies. During this investigation the class read the book, I Ain't Gonna Paint No More by Karen Beaumont. Using this book, the children worked on rhyming skills to figure out what part of the body the child in the book was going to paint next. The children then had the opportunity to paint all the body parts on a baby doll. The culminating experience was working together to paint a big sheet with our whole bodies.



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