

Kindergarten Literature

September

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AND SEE THE WORLD

*Children are made readers
on the laps of their parents.*

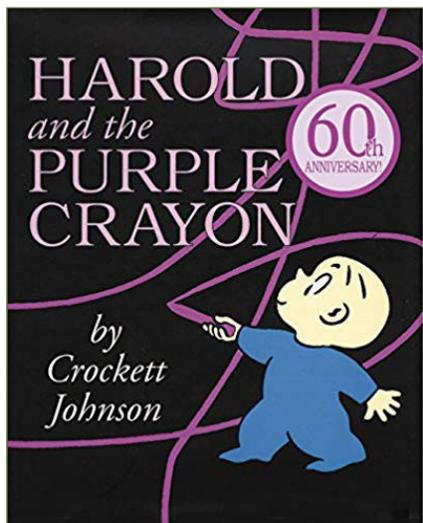


EMILIE BUCHWALD



Harold and the Purple Crayon

By Crockett Johnson



“One evening, after thinking it over for some time, Harold decided to go for a walk in the moonlight.”



David Johnson Leisk, known by his pen name, Crockett Johnson, is both the author and illustrator of *Harold and the Purple Crayon*. Johnson is best known for his comic strip *Barnaby* and the *Harold* series, which includes seven different books. Johnson also teamed up with his wife, Ruth Krauss, to write four picture books, including *The Carrot Seed*, *How to Make an Earthquake*, *Is this You?*, and *The Happy Egg*.



A young boy, Harold, creates his own journey by using his big purple crayon and his vivid imagination. He sets out on a walk, drawing a moon and his path as he goes. His adventures lead him to a variety of places before Harold eventually draws his home and ends up back in his own bedroom.



Who is the main character in the story, and what do we know about him?

Did this story take place in one spot or many? Where did Harold adventure to?

If you were Harold where would you like to go?

Did Harold run into any conflicts on his journey? Explain.

Would you recommend this story to a friend? Why or why not?



"September" by Helen Hunt Jackson (first stanza only)

This week you will introduce the poem to your child by reading it aloud to them several times in a row. Next, invite your child to begin memorizing by having them repeat each line after you, one line at a time. Then, guide them to put each line together with the one after it, building up towards memorizing the entire stanza. Do a little memorization work each day.



Purple Collage. The materials you need for this activity are purple construction paper, a variety of purple craft items (glitter, pom poms, ribbon, yarn, beads, stickers, tissue paper, etc.), scissors, and white school glue. Ask your child to create a piece of art by gluing the craft items onto the purple paper. They can cut or tear items as needed. Encourage your child



to think about what they would like to create before they begin. They may choose to make a design, create an object (a bird, flower, etc.), or perhaps they want to glue their pieces randomly. Any way they want to create is perfect. Collage is a very open-ended art form which provides great flexibility and puts more of an emphasis on the process rather than the product.



Lots of Buildings. Gather a set of unit blocks, a marker, scissors, and masking tape. Have your child turn to the page in the book that reads, "He made lots of buildings full of windows." Have your child share what they see. Encourage them to see shapes, the different window configurations, and the different building heights. Using Harold's buildings as inspiration, have your child build several buildings out of their unit blocks. Set the marker, scissors and tape near their building area in case your child would like to add windows to their buildings by drawing on the tape then sticking it to the blocks.



Lavender Playdough. Gather together the playdough ingredients, from the [recipe at the end of this unit](#), purple food coloring, and lavender essential oil. Invite your child to help you make a batch of lavender-scented playdough. Follow the recipe found at the end of this document to make the playdough, and add in the food coloring and essential oil. After it is made, teach your child how to roll out the playdough into long, thin pieces that resemble snakes. Ask them to use these snake-like pieces to recreate one of the illustrations from the book. After recreating, can your child make an image that is all their own?



Purple Fruit Kabobs. For this activity you will need blueberries, blackberries, purple grapes, and bamboo skewers. Have your child prepare the fruit by washing it thoroughly. Next, show your child the wooden skewers they will use to make the kabobs, giving special attention and instruction on how to avoid being poked by the end of the skewers. Then, ask them to make their own fruit kabobs. Will they make patterns with their fruit? Will they sort it before beginning? Eating fruit, or any food really, is always a bit more fun when it's on a stick!



Go for a Hike. Get out shoes appropriate for hiking and a water bottle. "Harold knew that the higher up he went, the farther he could see." Find a local hiking trail that starts at a lower elevation than where it leads up to. If there isn't a hiking trail nearby, you could also find a big hill in your neighborhood to walk up together. As you work your way up the hill together, stop every once in awhile to take in the view. Ask your child, "What do you see? What do you feel? What do you hear? What is different then when you were lower? Do these things change as you make your way higher and higher?"



Dot Sticker Names. The materials you will need for this activity are a piece of recycled cardboard, a Sharpie marker, and purple dot stickers. Start by writing your child's name in large letters on the recycled cardboard making sure to write it the "kindergarten way" (capitalize the first letter with the remaining letters lowercase and all very neat). Next, have your child cover up their name by neatly placing the dot stickers all along each line that makes up each letter. This activity helps to build fine motor skills by requiring the child to use a pincer grasp when removing the dot stickers from the sticker sheet. This grasp is the same grasp used when using a pencil or pen.



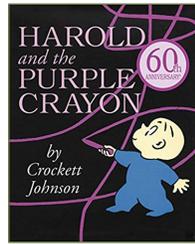
Crayon Resist. For this activity gather watercolor paper, or cardstock, a purple crayon, a paintbrush, a piece of white printer paper, a pencil, watercolor paints, a glue stick, and your child's literature journal. Have your child imagine they are Harold and ask them to draw a simple image with the purple crayon just as Harold did. If they are having a difficult time deciding what to draw, have your



child choose one illustration they enjoyed from the story and recreate it on their paper. Once their drawing is complete, have them watercolor over the entire piece of paper. The crayon will resist the paint. Set the artwork aside. Next, have your child tell you their favorite part of the story. As they share, write their words down on a separate piece of paper. Lastly, take your child's artwork and their dictation and glue it into their literature journal—a special journal which will hold all of their journaling assignments for the entire school year. Be sure to add the date and the title of the book to your child's journal.



Materials



Harold and the Purple Crayon



Purple Crayon



Purple Dot Stickers



Bamboo Skewers

Hiking Shoes
 Lavender Essential Oil
 Nourishment Ingredients
 Purple Craft Items (glitter, pom poms, ribbon, yarn, beads, stickers, tissue paper etc.)
 Playdough Ingredients, recipe at end of document
 Water Bottle
 Watercolor Paper or Cardstock
 Food Coloring
 Literature Journal
 Cardboard, 1 piece

Cardstock
 Construction Paper
 Glue Stick
 Markers
 Masking/Painter's Tape
 Paintbrush
 Pencil
 Scissors
 Sharpie Marker
 Standard Unit Blocks
 Watercolors Paints
 White Glue
 White Printer Paper



Recommended Products



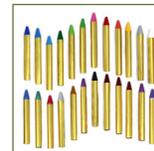
Harold T-Shirt



Block Crayons



Crayon Rocks



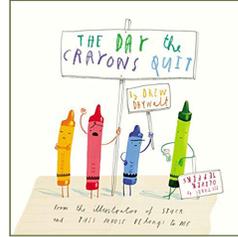
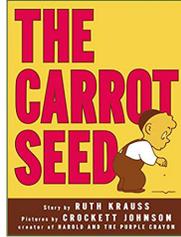
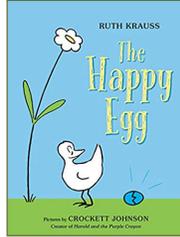
Non-Toxic Face and Body Crayons



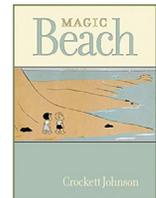
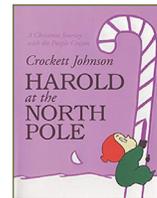
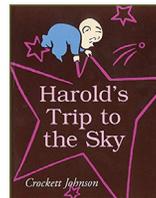
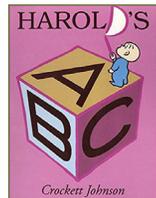
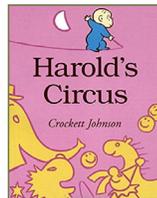
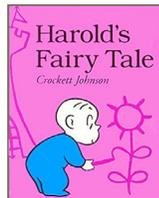
Confetti Crayons



Recommended Books



Other Books by the Author



Junior K Block Play

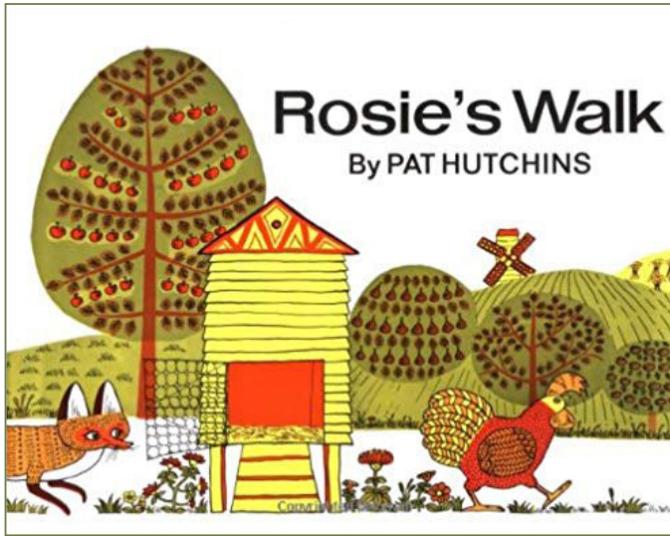
September

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Rosie's Walk

By Pat Hutchins



*“Rosie the hen
went for a walk.”*



Book Overview

Rosie's Walk is a delightful story about Rosie the hen who leaves her chicken coop. As she sets out on her walk, a sly fox follows closely behind trying, unsuccessfully, to catch her. Rosie unintentionally leads the fox on an obstacle course which eventually takes her safely back to the coop.



Vocabulary

across, around, over, through, under, beside



Mapping

Mapping Activity 01—Map Rosie’s Walk. The materials you will need for this activity are butcher paper, white school glue, adult and child scissors, a pencil, colored pencils, cardstock, and a popsicle /craft stick or two. Depending on which method you choose, you might need access to a copier and cardstock. In this activity, you will choose to either draw quick pictures of the places Rosie went on her walk directly onto the map with your child or photocopy the places from the book. If you copy them, do so in black and white, and have your child color them. They will look more individualized on the map that way. The goal for this activity is not to draw high quality pictures, but to use directional words, interact with the places Rosie went on a map, and to practice placing things spatially on a map.

Before beginning the activity, reread *Rosie’s Walk*. When you are done, turn back to the title page, and draw your child’s attention to the picture of Rosie’s farm. The author has included all the places Rosie visited, so see if your child can find each of them. For each place that Rosie went, ask your child if they remember what Rosie did when she got there. Once you have reviewed all the places, tell your child that they will be making a map of Rosie’s farm. Take out the butcher paper, cut off an approximately 2 foot piece, and lay it on the floor or table. Make sure to have the book handy so you can refer to it. Work with your child to decide where to put the first place Rosie visited. If you chose to draw the locations, ask your child to use a pencil to make the drawing and then the colored pencils to give it color. If you are using a copied picture, also give your child the colored pencils to color the picture before they cut it out and glue it to the proper location on the butcher paper map. When finding the locations on the map for the different places Rosie went, don’t forget to use the directional vocabulary words. Repeat this process with all of the places Rosie visited. Next, have your child draw a path connecting all the locations and make sure that the path ends back at her coop.

Now, it’s time to put Rosie on the map. Find a picture of Rosie to either draw or to make a copy of. If you chose to draw her, do so on a white sheet of cardstock so your child can color her in more easily. You are also welcome to let your child draw Rosie if they would like to. If you are copying, do so in black and white so that your child can also color Rosie. Either way, ask your child to cut Rosie out, and glue it on a popsicle stick for a puppet. Glue the stick so that the extra sticks up instead of down, that way your child can hold the top and make Rosie walk along her path. Invite your child to have Rosie walk along her path



as you give them directions on where Rosie should go. Your child might also wish to make a stick puppet of the fox. Feel free to have them add trees, rocks, bridges, streams, etc. for Rosie to have to walk around to practice more directional vocabulary.

Mapping Activity 02—Follow The Leader. This activity can be done either inside or outside. You do not need any materials, just a space that has things you can go over, under, across, around, and through. If it's a nice day and you live near a park, then pack a picnic and head on over. However if you need to stay inside, this activity can easily be adapted for that. Tell your child that they are going to take a walk like Rosie except that they won't be on a farm; their walk will take place either at a park, in a backyard, or inside a house or school. Tell your child they get to decide where to go and you will follow along. Remind them to use the directional words from the story as well as others, such as under, across, around, through, inside, outside, and over. Find a starting place together, and have your child mentally map out a route as they go. Tell them they can go inside the bathtub, climb over the bed, climb under the table, walk around the couch, etc. Have fun with this. When your child is finished, then it's your turn to lead your child on a path. After you have both had a chance to lead, revisit all the places your child had you go, and ask your child if they remember what they had you do in each place. Then, revisit the places you had your child go and see if they can remember what they had to do in each place. This is a fun game that you can play anytime you need a filler activity. Repeat it as often as you would like.



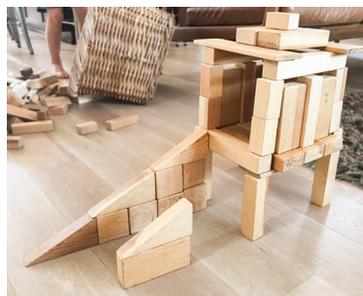
Building

Building Activity 01—Build Rosie's Coop. The materials you need for this activity are unit blocks and the book, *Rosie's Walk*. Before you begin, bring out the book and show your child Rosie's coop. Involve them in discussion about it and ask them to describe it. "Is it flat on the ground or elevated? How does Rosie get into her coop? What shape is the roof? What shape is the body of the coop?" Now, take out the unit blocks and look through them together. Tell your child that they are going to use the blocks to build Rosie's coop. Discuss with them which blocks they would like to start with. It is important for you to resist the urge to direct your child. Whether or not the end result looks like Rosie's coop is not important; it is the process that your child goes through that holds the value. Take a moment, sit back, and allow your child's creativity to take over.



When I did this with my son, I was amazed at what he came up with. In my wildest dreams, I never would have imagined being able to conceptualize the coop looking the way it did when he was complete. When he started building, it fell down several times, but instead of getting frustrated, it was a wonderful opportunity for him to push through and try something different. He went through a few different iterations of it, with the roof one way, then another, and then still another. When children are given an opportunity to wrestle with something, they learn to persevere, which is a skill that they will need as they get older. You are the one who knows your child and how far to let them wrestle, but often, we step in a little too early. I find it helpful to ask questions when my child is beginning to feel frustrated. Since my son is a little older than your child, the pictures that are included are meant to show you the progression of his coop, not something to model after or compare to.

Building Activity 02—Build Rosie's Farm. For this activity, you will need unit blocks and farm animals. Before you begin building, look through the book together, and ask your child some questions about what they would see on a farm. "What kinds of animals and buildings do you see? What makes a farm different from other places? Would you find a farm in the city or the country?" Now, invite your child to use their blocks and farm animals to build their very own farm. If you still have Rosie's coop up, they can build near that so the coop can be on the farm. Start by asking them to plan out where they will put everything. Where will their animals live? If the weather is nice, it might be fun to take this activity outside. As your child is





building, ask them to describe what they are doing. Stay connected and engaged while they are building, and you will marvel at the wonder and creativity in your child's mind.



Puzzles & Shapes

Puzzles & Shapes Activity 01—"I Spy" Shapes. The only material you need for this activity is the book of the month. *Rosie's Walk* is filled with many recognizable shapes. Find a comfy place to sit with your child while you open up the book and play a fun "I Spy" game of shapes. If you aren't familiar with the game "I Spy" it goes something like this: Say to your child, "I spy with my little eye a shape that is orange and has three sides." Then your child tries to find something that fits that description. If they need more clues, give them the clues by using the directional vocabulary words for the item's location on the page. After they find that shape, continue to give them more to find by using color, number of sides, and things like straight or curvy, tall or short. Take turns with your child playing the game. Ask a few questions per page, then turn to the next until you finish the book. This is a fun game that can be played almost anywhere.

Puzzles & Shapes Activity 02—Outline Puzzle. This activity requires you to make the puzzles in advance of the lesson. The materials you will need are the colorful wood blocks, construction paper, a pencil, and a Sharpie marker.

To prepare the first puzzle, lay a piece of paper on a table or hard surface. Decide what shape you would like to make, but keep it farm related, such as a coop, beehive, barn, etc. You are going to build the puzzle flat on the paper. Lay out the blocks directly on top of the paper, trying to keep the number of blocks you use to no more than 10. Once you are done, get your pencil and trace around the perimeter of your puzzle to make the outline. Once you move the blocks away, trace over the pencil in a Sharpie to make the outline stand out more. Repeat these steps to make a few more outline puzzles. Your child is going to recreate the coop (or what you built) by using the same blocks and making them fit in the outline. If you think this will be too tricky for your child, then you can trace each individual block inside the outline to help them know where to place the blocks. You can even make the paper reversible, where one side has each block traced and the other only has the outline. Sometimes, just tracing one whole block is enough to get them started. It also helps to only give them the blocks they need.



You might want to write on each paper which blocks to use so you don't forget. For longevity, you can laminate or use contact paper on both sides of these puzzle papers.

Now it is time for your child to play with the puzzles. Invite them to the table, and set out one of the traced puzzles. Hand your child the various blocks you used, and see if they can recreate the building by putting the blocks inside the shapes, making sure to match sides and corners. If it proves to be too tricky, you can flip it over to the side with the individual blocks, if you made them this way. You can also give them a clue by showing them where one block goes, then letting them work out the rest from there. Let your child work on each puzzle, and save them to use again and again.



Extension Activities

Extension Activity 01—Painting with Warm Colors. *Rosie's Walk* is full of warm colors. The materials you will need for this activity are tempera paints, paintbrushes, glass jars for paint, a paint palette or plate, a jar of water, and cardstock. Before beginning, pull out the book, *Rosie's Walk*, and ask your child what colors they see. With your child, discuss how Pat Hutchins, the author/illustrator, uses primarily warm colors for the illustrations. Take out the yellow, red, blue, white, and black paints. Tell your child they will be mixing the paints together to make the colors in the story. Invite your child to start by putting some yellow in a jar, and add a little bit of red to make the secondary color orange. Have them stir it up well so that it is fully mixed. Draw your child's attention to the different variations of orange in the book, from dark to light. Guide them to experiment mixing to see if they can make the different shades by putting blobs of orange paint from the jar onto a plate or palette and then adding bits of black or white to them to make the different shades. Have your child repeat these steps by mixing blue and yellow to make green. Ask them to add in either black or white to darken or lighten the green. Get out the cardstock and have your child use these new colors, along with the warm primary colors, to paint a picture of their choosing.

Extension Activity 02—Make a Ramp. Your child gets to explore the simple machine of an inclined plane with this activity. You will only need unit blocks for this activity. In the story, there is a coop with a ramp that Rosie walks up to get inside. Explain to your child that a ramp is a sloping surface that Rosie used to get from one level to the next.



Because Rosie's coop was on stilts, she needed a ramp to get inside. Discuss with your child other places or things that have ramps. Some examples are moving vans have ramps to get the furniture inside, stores have them to deliver heavy cargo, buildings have them for accessible access, parking garages have them for cars to drive on, etc. Tell your child that they get to build a ramp, and ask them where they want to make their ramp. Help them gather the blocks they want to use, and invite them to begin planning and building. Watch them first without offering any suggestions to see what they will make. If they ask you for help, try to encourage them to figure it out for themselves. Of course, there is a fine balance between encouraging support and putting your child in a stressful position. You know your child best and when to step in, but as stated before, sometimes we tend to step in too quickly. Allowing your child some time to grapple with a problem is good. It teaches them important problem-solving skills that they will draw on their whole life. If they do need your assistance, you can start by asking them questions to help lead them to figuring out the solutions on their own. Once your child has built a ramp, have them share with you how they built it.

Now, ask your child how they will use the ramp. If they have toy cars, they could drive the toy cars up up the ramps and let them roll down. Balls are also a fun toy to roll down a ramp. Invite your child to look around the house or room and collect things they think will go down a ramp. Suggest trying something that doesn't roll so they can make inferences from that. Ask them, "Can you roll a block down the ramp?" Continue experimenting with different objects. They can even make the ramp taller so that the block does slide down.

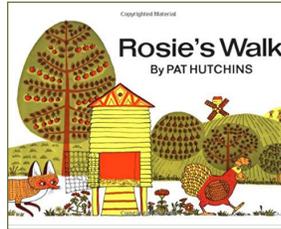
Extension Activity 03—How High Can You Build It? To practice building tall towers, you need the colorful wooden blocks and our book of the month. Have your child gather their colorful blocks and bring them to a table or the floor, but you want a stable surface to work on. Take out the book *Rosie's Walk* and flip through the pages, pointing out the various heights of the farm structures to your child. Tell your child that they will practice building a tall tower, like the mill or the grain silo, as high as they can build until it falls. It can be disappointing for children when towers fall, but letting them know up front that we are expecting them to fall will help them not be disappointed. Have them experiment with different foundations. Ask them to try building with a small block on the bottom and then work your way up to a large stable foundation. How high can they build the tower? What happens if they build starting with a large block? How high can they build then? Have your child build a few more towers with different bases before joining in to see who can build the tallest tower. After that, you can try building



one together, each taking turns adding a block. How high can you get it together before it falls? Ask your child what they noticed about the different towers? Have a discussion with your child about how to build tall towers and what they learned from this experimentation together.



Materials



Rosie's Walk



Farm Animals



Butcher Paper

Cardstock
 Colored Pencils
 Colorful Wood Blocks
 Construction Paper
 Glass Jars for Paint
 Jar of Water
 Paint Palette or Plate

Paintbrushes
 Pencil/Pen
 Popsicle Sticks
 Scissors, adult and child
 Sharpie Marker
 Standard Unit Blocks
 Tempera Paints
 White School Glue



Recommended Products



Plush Hen



Folding Wooden Barn



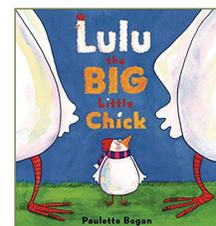
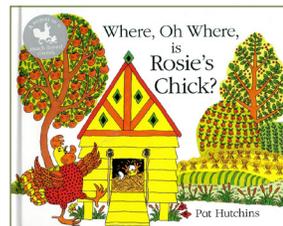
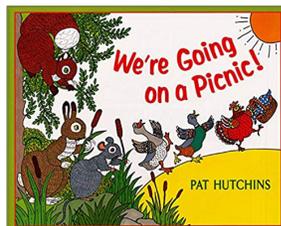
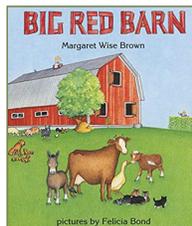
Clear Contact Paper



Playmobil Farm
Animals



Recommended Books



Expressions of Gratitude

Thank you to my friend and colleague, Susie, who has steadfastly stood by giving me words of encouragement, a listening ear, and grace as I embarked on this journey.

Thank you to the Little Wonders staff who I have had the privilege to learn and grow with. It's never a dull moment, and my life is richer having you all in it.

Thank you to my family who has patiently endured the piles of books and notes while writing this.

References

Blocks and Beyond by Mary Jo Pollman

Preschool Little Masters

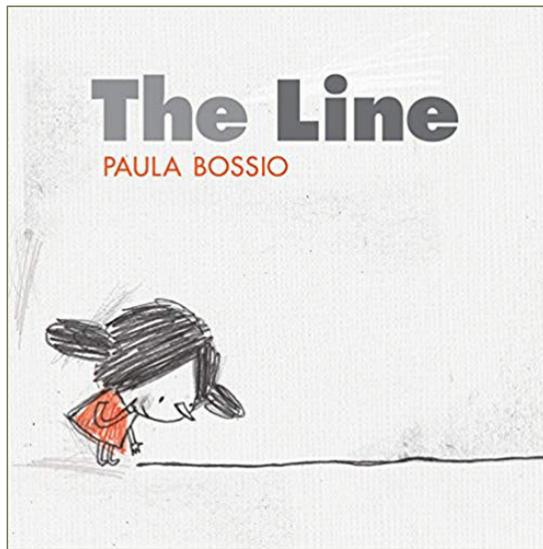
September

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The Line

By Paula Bossio



“A line is a dot that went for a walk.”

– PAUL KLEE



Book Overview

The Line is a wordless picture book about a little girl who finds one end of a very special line. This line has the amazing ability to transform itself into a myriad of things, including a slide, a bubble, and even a hungry monster. Children will love the playful surprise ending. You will find similarities between this story and *Harold and the Purple Crayon* by Crockett Johnson.



Element of the Month

Line—an element of art defined by a point moving in space. A line may be two or three dimensional, descriptive, implied, or abstract.



Vocabulary

line, thick, thin, broad, stroke, bend, square, triangle, circle, rectangle



Exploring Color

Before you get started let's get your Tempera paint bottles ready. I like to mix a little water with my paints to make it easier for the children when squeezing. Use your plastic paint bottles from the Collection Materials, squeeze enough paint to fill them halfway up, then top them off with $\frac{1}{4}$ cup of water. Now, shake, shake, shake!!! Use these paint bottles, refilling as needed, whenever tempera paints are listed in the materials.

Exploring Color Activity 01—Mixing Red. For this activity, you will need the color wheel, a paint palette, the tempera paint bottles, paintbrushes, cardstock, and a small jar of water. Red is a primary color. Take out your color wheel and ask your child to find red. We're going to use the primary color red, with white and black to make different shades of red. Start by squeezing small blobs of each of the three colors of paint, about the size of a quarter, onto the paint palette. Invite your child to use their paintbrush to take a little paint from the red and place it on their paper. Then, ask them to take a little white and add it to the red to see what happens. Repeat, mixing red with black paint. Guide them to keep experimenting with mixing various amounts of red with white and black while paying attention to the different hues it makes. Using the paint already on their palette, have your child paint a picture. What can they make?

Exploring Color Activity 02—Making Purple. The coloring mixing continues with purple. Gather your color wheel, a paint palette, the tempera paint bottles, paintbrushes, cardstock, and a small jar of water. Purple is a secondary color. You make purple by mixing two primary colors, red and blue, but don't tell your child that yet. Begin by squirting red and blue onto your child's paint palette. Ask them to use their paintbrush to put a little red and then a little blue on their paper together and then mix it up. What discoveries do they make? What color do they see now? What happens when they add a little white or black? Invite your child to use the paint on the palette to paint a picture. When they are finished painting, look at the color wheel again. Show them the different purples in between red and blue. Did they see those different hues when they were painting?



Exploring Color Activity 03—Making Orange. Again, you will need your color wheel, a paint palette, the tempera paint bottles, paintbrushes, cardstock, and a small jar of water. Orange is a secondary color. You make orange by mixing two primary colors, red and yellow, but don't ruin the surprise by telling them yet. Even though these color mixing activities might be getting repetitive for you, the repetition is just what your child needs. By doing this same process with different colors, they learn the process more thoroughly and how to play with colors on their own in the future. Begin, again, by squirting red and yellow onto the paint palette. Ask them to experiment by putting a little of each onto their paper and mixing it up. What discoveries are there this time? What happens if they add a little white or black? Invite your child to use the paint on their palette to paint another picture. When they are finished painting, look at the color wheel again. This time, ask if they can find the red and then the yellow. What color is in middle? Is that the color they made too? Also discuss what happened when they added white and black.

Exploring Color Activity 04—Making Green. For your child to mix the last secondary color, you will need your color wheel, a paint palette, the tempera paint bottles, paintbrushes, cardstock, and a small jar of water. Green is a secondary color. You make green by mixing two primary colors, blue and yellow. Again, don't tell your child yet. Begin by squirting blue and yellow onto the paint palette. Ask them to experiment by putting a little of each onto their paper and mixing it up. Are they still surprised by the discovery when the paint creates a new color? Before asking them to add a little white or black, ask them if they have a prediction for what will happen when each of those is added. After experimenting with the black and white, invite your child to use the paint on their palette to paint another picture. When they are finished painting, look at the color wheel again. Ask if they can find the blue and then the yellow. What color is in middle? Is that the color they made too? Did they see those hues when they were mixing?



Element Activities

Element Activity 01—Dot on a Walk. This month's focus is on lines. As the quote states above, "A line is a dot that went for a walk." That is where we will start, with a dot. Lines can be thick, thin, wavy, straight, curved, and zig-zag. For this activity, you will need a protective tablecloth, Q-tips, toothpicks, sticks, paintbrushes, tempera paint bottles, cardstock, a paint palette, and a small jar of water. Set out the protective tablecloth, the painting tools, paint, and paint palette. Have your child choose a color to use. Give them the choice to either use the



color right out of the bottle or mix a color of their own. Invite them to begin by making a dot with one of the tools, then making a line from that dot, like "a dot that went for a walk." After that, encourage them to try the different tools and the different ways of making dots and then lines. Can they make straight, bent, or broad lines? What happens when they press down hard on the paper with each of the tools? Does the line change? What about if they press lightly? Invite your child to turn the paintbrush so that only the edge of the bristles are on the paper. What happens to the line? Allow your child to make lines in as many ways and for as long as they would like.

Element Activity 02—Line Matching.

Your child will practice painting lines by matching their line to yours. The materials you need for this activity are paintbrushes, tempera paint, cardstock, a paint palette, and a small jar of water. You paint a line, and they paint a line. Each of you should have a paintbrush, whatever color(s) of paint you would like, and cardstock. Begin at the top of the paper and work towards the bottom. Take a brush in your hand and make a line. It can be thin or thick. Have your child make a line on their paper. Now compare the two lines. Ask your child what they notice? Do the lines look the same? If not, how are they different. Dip your brush in paint, and press the bristles down onto the paper as hard as you can, and make a line. Ask your child to do the same. What happened? Why?

Now try placing the bristles as lightly as you can onto the paper and make a line. What happens and why? Continue trying different types and sizes of lines, such as short, long, wiggling, and zig-zag. You will each end up with an interesting piece of artwork full of lines.



Element Activity 03—Large Movement Painting. Large movement uses the entire arm to move the paintbrush and encodes the learning in a new way for your child. For this activity, gather a large piece of newsprint or butcher paper, paintbrushes, tempera paint, a paint palette, a small jar of water, music with a beat, and a protective tablecloth. Lay the large piece of paper on the floor on top of the protective tablecloth, turn on some music, and paint lines on the paper using large movement following the rhythm of the music. Encourage your child to paint from one end of the paper to the other with one line. Listen to the tempo



and follow it by moving your brush slowly as the music slows down and quicker as the music speeds up. How do the lines change as the tempo changes? What happens when they try to match the tempo with a wiggly line? For a change of perspective, try hanging the paper up on a wall or a fence outside. Experiment using different types of music. You can also try incorporating music that has drums and then piano. How do the different instruments influence the strokes? Take your time leaning into this experimental activity with your child. Save your child's painting to use as wrapping paper, or cut it up and give the pieces as gifts.

Element Activity 04—Shared Painting. You will need cardstock, tempera paints, paintbrushes, a paint palette, and a jar of water. Before you paint, have your child choose which color they want to use then squeeze it out onto the paint palette. Now, tell your child that you will be making a painting together by taking turns adding to each other's lines. Start by making a dot on the paper and then ask your child to draw a line, starting at the dot you made and continuing until they feel like stopping. Keep taking turns picking up where each other leaves off until your child feels finished. Remind your child that lines can be straight, zigzag, wiggly, and curved. Step back together and look at what you made. You can repeat these steps, but this time, change colors with each line.



Andy Warhol

ARTIST
OF THE
MONTH



Artist of the Month

Andy Warhol was a famous American artist and a leader in the modern art movement known as Pop art. He melded together the worlds of advertising, visual arts, and celebrity that flourished in the 1960's. Some of his best known works are of common everyday objects, such as *Cambell's Soup Cans*. The Andy Warhol Museum in Pittsburg, the city of his birth, is the largest museum in the United States dedicated to a single artist, and it has a sweeping collection and archive of his work.



Illustration of Cats by ANDY WARHOL

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Study a Famous Work

Andy Warhol created this painting using the "blotted line" technique, which is a combination of simple drawing and printmaking. Pay attention to the free flow way in which the cats were drawn. Discuss the painting with your child. "I wonder why the artist chose to use the colors red, orange, and purple? How do those colors make you feel? I see many different types of lines, what do you see? Thinking back to our story, *The Line*, do you see any similarities between the lines in the book and the ones Mr. Warhol used in his drawings of cats?"



Artist Inspired Project

Animal Illustration. For this piece of art you will need two styrofoam trays, liquid watercolors, black acrylic paint, two pencils, cardstock, adult scissors, a Sharpie marker, watercolor paper, paintbrushes, a small jar of water, and a paint palette. If you have not taken the time to prepare the watercolor paints in small jars according to the instructions, do that now as well. They will store in the jars and be ready to pull out and use at anytime. You are going to use Andy Warhol's *Illustration of Cats* for your child to make their own illustration of an animal; it can be a cat, dog, fish, hamster, etc. This is a two-step project so feel free to stretch it out over a couple of days.

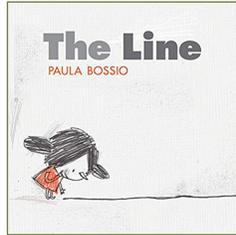
Have your child choose the animal they would like to draw. You might want to give them only a few options! Take out the styrofoam tray and a pencil, and place it in front of your child. Get a sheet of printer paper and another pencil for you, and cut the paper to the same size as your child's tray. Use the paper and pencil to demonstrate each step (the steps are described below) before you ask your child to do the step on the tray. Depending on what animal you both are drawing, turn the tray either landscape (horizontal) or portrait (vertical).

Use these directions to draw an example for each step and then guide your child through the same step. It can be tricky to draw on the styrofoam, so assist your child as much as they need. Find the center. One inch up from center, start drawing the eye with your pencil. Bring their attention to the curve of the eye. Next, draw the nose and mouth. If you are drawing a fish, for example, then you will only be drawing the profile, so talk about why you'll only be drawing one eye. You may want to show them in the mirror what this means, or if you have a camera on your phone, take a picture of your child's profile and show it to them. Now, draw the head and body. Keep referring to Mr. Warhol's simple drawing and remember to keep the lines simple.

After the animal is complete, have your child paint over the lines with black acrylic paint, then help your child press a piece of cardstock over the tray while it is still wet to make the print. Remember that acrylic paint is not washable! Let the paint dry. After the paint has dried, ask your child to choose two different colors of watercolor paint, mixing additional colors as needed. Using a small paintbrush, invite your child to paint their animal print. Show your child how to not use too much water by touching the brush to the side of the jar before painting. Set the painting aside to dry, and press it under a heavy book if needed once dry. Using the Sharpie, help your child sign their name on the painting, then hang it up to enjoy.



Materials



The Line



Styrofoam Trays



Black Acrylic Paint

- Music With a Beat
- Newsprint or Butcher Paper
- Q-tips
- Sticks
- Toothpicks
- Water
- Clear Plastic Paint Bottles
- Color Wheel
- Paint Palette
- Watercolor Paper

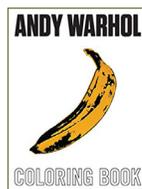
- Cardstock
- Jar of Water
- Liquid Watercolors
- Paintbrushes
- Pencils
- Printer Paper
- Scissors
- Sharpie Marker
- Tempera Paint



Recommended Products



Andy Warhol Puzzle



Andy Warhol Coloring Book



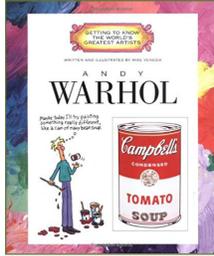
Adjustable Wood Table Easel



Acrylic Paint Set



Recommended Books



Expressions of Gratitude

Thank you to my friend and colleague, Susie, who has steadfastly stood by giving me words of encouragement, a listening ear, and grace as I embarked on this journey.

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References

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