

# WISDOM WONDER PROJECT™

Jr. Kindergarten Little Masters  
Collection

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***September***

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**We make the power, magic,  
and mystery of learning  
accessible to our modern world.**



*Every child is an artist. The problem is how to remain an artist once we grow up.*

PABLO PICASSO

One day, when I was in first grade, my mom found me in my room drawing. When she asked me what I was drawing, I confidently replied, "A fox!" She responded, "How do you know how to draw a fox?" Without hesitation, I replied, "My teacher showed me." Upon further investigation, my mom discovered that my teacher was using an Ed Emberly approach to drawing. The fox, in particular, was comprised of various shapes which made it easier for me to be successful. This simple fox may not have looked like a "real" fox, but to me, a child of 6, it looked exactly like I wanted it to. The simple school lesson gave me the confidence to try and draw one on my own, which began a lifelong love of art.

When I was teaching elementary school, I attended a Monart workshop. It brought me right back to my experiences learning how to draw as a young child because Monart teaches the five basic elements of shape and shows children how to translate that information onto paper, resulting in an image. This task of showing students how to take things apart and put them back together gives the child enough structure to be successful. I have applied this method to children as young as 3 years old with great success. In addition to equipping children with the tools they need to draw successfully, it gives them the freedom to be creative because they are free to interpret their drawing as they like.

Several key thoughts are vital to eliminate any negative thoughts around art. For instance, it's never too late to learn. Creating art is a teachable skill available to people of all ages. Also, guess what? You don't have to like everything you create. Period. One of the things I have learned from children is to embrace the process. Sometimes the path that leads to the destination is more fun than the actual end result. Every attempt counts and leads to growth. It's important to learn to



## ***Merideth Eades***

Merideth is one of the founders of SLO Classical Academy's Little Wonders, the first classical preschool in our area. Holding a B.A. in Human Development from California Polytechnic State University, she's coming up on 12 years of working with SLOCA, and before that she worked one on one teaching kiddos how to read. She dreams of writing her own children's book one day, but, for now, is content to be opened to wonder every day by the wonder-full children around her. "It isn't complicated," she says. "Just look around with the expectation that you will be wowed."



appreciate different artists work. This may come as a surprise to you, but using famous works of art for inspiration is not only okay, it's encouraged. It's how the great artists learned. Finally, learning about brush strokes, color palettes, and lines by studying famous artists' work is an effective way to teach children, or to teach anyone for that matter.

There is so much we can learn from children. Children don't have preconceptions about not being able to understand. If you have always shied away from art because you didn't think you could do it, now is your time to learn! I can't think of a lovelier way than side by side with your child.

Warmly,  
Merideth Eades



## ***EQUIPPING YOU: a message to the educator***



### **Flow and Scheduling**

The Wisdom Wonder Project Jr. Kindergarten Little Masters Collection was created to give educators a feast of ideas and activities that directly correlate to one rich and beautiful picture book each month. It is intended to encourage a deep, engaging, and slow rhythm to your weeks and months as you journey through the early years alongside your child. There is not one schedule or one right way to go about each month. This unit is about creating a love for art. It is meant to walk you slowly through each month—not to overwhelm or cause you to rush to check the boxes. It is intended to create time for you and your child to spend together, enjoying the process, and learning. You may want to do all of the activities, you may want to do fewer, or you may even want to add more! Enjoy the feast however you see best.



### **Finding Success in the Journey**

1. Read through the monthly unit.
2. Create your vision for teaching the collection to your child.
3. Look at your calendar and plan out your weeks.
4. Gather the necessary materials .
5. Read the picture book yourself.
6. Engage in the feast of activities and ideas.
7. Enjoy these tiring, but fleeting years.



## Sample Schedule

	DAY 01	DAY 02	DAY 03	DAY 04	DAY 05
WEEK 01	Read and Discuss the Book		Read and Discuss the Book, Exploring Color Activity		Exploring Color Activity
WEEK 02		Read and Discuss the Book, Element Activity		Exploring Color Activity	
WEEK 03		Study a Famous Work, Artist Inspired Project		Element Activity	
WEEK 04	Exploring Color Activity		Element Activity		Element Activity

This schedule is meant to serve as a guide. You will notice three days are devoted to reading and enjoying the book. For some of you, this may feel redundant and unnecessary, but, in our experience, children will often make new discoveries after the second and third reading of a book.



## Book of the Month

The Book of the Month will help children make the connection between books and learning. It is especially important now, in our ever-changing tech world, to teach children to see books as a way for them to get information, as well as make connections with the world around them. Reading also equips children with language that they might now use which is then stored away for later use.



## Book Overview

Each month, you will see a book overview. The purpose of this section is to support you in how to introduce the book to your child by giving you a brief introduction. This is meant to be a springboard for further discussion while you read. Invite your child to look at the pictures and tell you what they notice. You will be amazed at what they point out. Resist the urge to ask questions that require yes or no answers. Aim for a more open-ended approach.



## Element of the Month

Here, you will be exposed to the elements or the "building blocks" of art. All art is composed of at least one or more of the seven elements of art. Those elements are: line, shape, form, value, space, color, and texture. Through the teaching of these various elements, this collection is designed to develop in children the freedom of expression and to create the space for them to practice it.



## Vocabulary

The intent of this section is to increase children's understanding of the elements and mediums used in art by equipping them with the correct terminology. Our goal is to equip them with the language to describe in detail what they see.

This will, in turn, help them communicate clearly with others about art. While this language isn't what they would normally use, giving it to them in the context of a famous work of art makes it more meaningful.



## Exploring Color

The activities in this section will be focused on exploring various aspects of color, from learning the difference between a primary and secondary color to experimenting with color mixing to see what hue, brightness, or brilliance you can achieve. An additional focus is getting children to connect their learning to the world around them, so look for activities that direct them to make connections to nature.



## Element Activities & Projects

The projects designed in this section are meant to expose your child to the different elements of art and to show children how artists use the different elements in their work. These elements are line, shape, form, value, space, color, and texture. They will learn how the artist uses the various elements to convey mood and atmosphere.



## Artist of the Month

In this section, children will be introduced to famous artists. Just like the great works of literature, studying famous artists enriches our children's lives by exposing them to a new language of terms, which will lay the foundation for future learning.



## Study a Famous Work

In this section, children will learn to observe closely, think critically about, and respectfully discuss works of art through provided prompts, such as "What is going on in this picture? What do you see that supports that? What else can you find out?" These discussions will aid in building a more sophisticated vocabulary, which will be added to the child's memory store for later use.



## Artist Inspired Activities

High-quality art, the kind you find created by famous artists, has a depth that is key to sustaining young children's attention. In this section, children will experiment with the various elements and mediums used by the artist in the study to create their own original work of art.





# Materials

All materials are meant to enhance your child's learning experience. Many can be found around the house, while some will need to be purchased. Our goal is to find affordable options for products that can last a lifetime. Links are included for your convenience, but you're welcome to get creative and substitute what you have on hand or find similar options as you see fit.

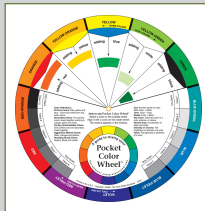
At the end of each unit, you will find a shopping list that contains all materials needed for that month. The materials on that list are pulled from three categories:

- 1. Setting Up Your Space**– These are foundational materials you will need for schooling your child(ren) at this age. You should already have most of these items handy. Use the hyperlink to view the full recommended list on our Little by Little blog.
- 2. Collection Materials**– Some materials will be used in most of the months throughout this particular collection. Some are required, others are just recommended. Before you begin your first month in this collection, plan on purchasing the materials listed below:

*Required:*



[Clear Plastic Paint Bottles](#)



[Color Wheel](#)



[Paint Palette](#)



[Watercolor Paper](#)

*Recommended:*

[Watercolor Paint Jars](#)

- 3. Monthly Materials**– There are also required materials specific to each month. You will find these materials pictured, linked, or listed in the monthly unit. Plan on purchasing these materials before you begin your new lessons.



## Recommended Products

In this section, you can expect to find an array of carefully selected items that we believe will enhance your child's learning experience, above and beyond the unit materials. Our goal is to find products that will last a lifetime, while also keeping affordability in mind. Links for items will be included for your convenience. Happy shopping!



## Recommended Books

Here, you will find suggested picture books to read to your child that correlate with the monthly focus. These books are meant to be used as a springboard for learning and to enrich your time together. Reading books with your child is a collaborative experience with you and your child sitting side by side, possibly snuggled up on the couch or bed, while poring over the pages together.

# Jr. Kindergarten Little Masters

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## ***September***

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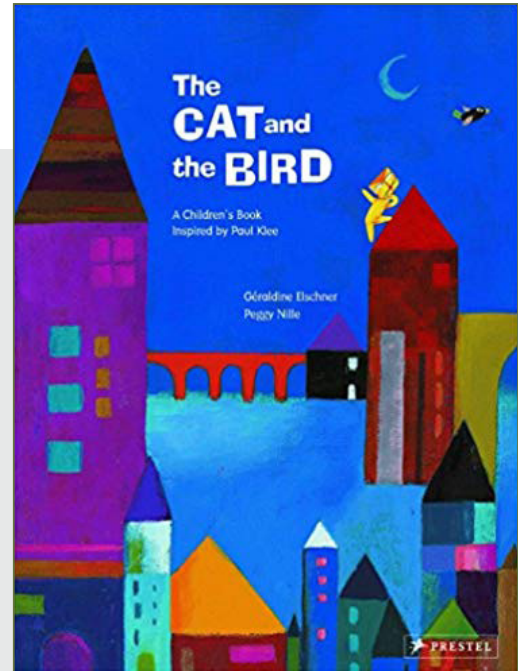


# *The Cat and the Bird*

By Paula Bossio

*"Art is a line around  
your thoughts."*

– GUSTAV KLIMT



## **Book Overview**

*The Cat and the Bird* is based on the famous painting "Cat and Bird" by Paul Klee. It is a delightful story about a cat who is trapped in a house and longs to be free like the bird she sees out her window every day, until one day the bird sets her free to dance and sing on the rooftops. The illustrator brilliantly captures the beauty of Paul Klee's style throughout the story, culminating with his famous painting, "Cat and Bird." Children and adults will enjoy this book and will leave with an appreciation for Klee's work.



## Element of the Month: LINE

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



## Element of the Month: COLOR

Definition: an element of art made up of three properties: hue, value, and intensity. Children will be introduced to the names of certain colors, they will experiment with hue by adding white or black, and they will see how color value changes.



## Vocabulary

*Primary color, secondary color*



## Exploring Color

**Activity 01**—Color Mixing Using Milk. The materials you will need for this activity are tempera paint, paintbrushes, small glass jars, cardstock or printer paper, two spoons, milk, and your color wheel. For this activity, your child will be exploring by mixing color tempera paints with milk, or a nondairy option. Before you begin, bring out the book, *The Cat and the Bird*, and invite your child to flip through the pages with you again, pointing out the different colors the illustrator used. The illustrator uses both warm and cool colors in the pictures. An easy way to explain the difference is to tell them warm colors are on the side of the color wheel that has red, orange, and yellow and cool colors are on the other side with blue, green, and purple. Ask your child how they feel when they see the pages with the warm colors. Ask them the same question when you show them the pages with the cool colors. Which colors does your child prefer? Discuss which colors are primary and which are secondary. Once you're done discussing the various colors, tell your child that it's time to mix some colors! Place three jars on the table and have your child squeeze out red, yellow, and blue paint into each jar, until they are about about  $\frac{1}{4}$  full. Help your child pour in 1 T of milk, or a non-dairy option, and stir until mixed. What happened to the color? Now give your child a piece of paper and have them place it on



the table in front of them. Using a spoon, have your child scoop out a spoonful each of two different colors of paint and gently dump it at the top of the cardstock, cardstock will hold up better for this activity. You can even tape two pieces together on the back if you would like more space for your child to paint. Tell your child that they are going to mix the paints with their finger. Start by taking a little bit of paint from each pile and placing it in the middle of the paper. Invite your child to mix the two colors together. Add a little more of just one of the colors. What happens to the color? Does it change? Continue experimenting with adding different amounts of paint to each and seeing what colors you make. After they are finished painting, set the painting aside to dry and wash up. Round off the activity by having your child think of a name for their new colors. This can be silly or simple.

**Activity 02—Color Mixing in Plastic Bags.** You will need plastic ziplock baggies, tempera paint, paintbrushes, paper, and masking/painter's tape. Before beginning the activity, tell your child they will be mixing paint colors again but this time in plastic baggies. Have them take out three baggies and the red, yellow, and blue tempera paint. Squeeze a small amount of red paint into one bag, yellow paint into the second bag, and blue paint into the last bag. You will have one bag of blue, one of yellow, and one of red. Next, have them add a little red to the blue bag. Push some of the air out of the bag, close the zip opening, and secure with tape. Repeat by adding yellow to the red bag, zipping it, and securing it with tape. Lastly, finish the yellow bag by adding blue to it, zipping, and securing it at the opening with masking tape. Now, take the baggies to a window and help your child tape them to the window, low enough for them to be able to reach. Once the bags are taped to the window, invite your child to mix the paint in the bag by rubbing their finger on the bag. While they are mixing the colors together to make a new color, reinforce the learning by asking them to tell you what colors they put in the bag and then what color it made? Talk about the primary colors that went into the bag and the secondary color they made. Why is it called a secondary color? Because you need other colors to make it! You can go through this with them for each bag they mix. Once they have mixed all the colors together, take the bags off the window, cut a corner out of each bag, and pour each color into a small glass jar. You can also cut the top off and use the paint straight out of the bags, but spilling will occur. Give them three paintbrushes and some paper, and invite them to paint a picture with their secondary color paint.

**Activity 03—Paper Press Color Mixing.** For this activity, gather together newsprint or butcher paper, tempera paint, and empty squeeze bottles. Start the activity off by giving your child a large piece of the newsprint or butcher paper. With them, fold the paper in half and then open it back up. Next, help your child pour red, yellow, blue, and white paint into four of the bottles, putting only one color in each bottle, and cap



them up. Before using the paint bottles, draw your child's attention to the paper, pointing out the two sides. Tell them that they are going to squeeze paint onto one side of the paper only, but leave the other side empty for now. Give them as much time as they need to squeeze the paint onto the paper. Remind them that if they put too much paint in one spot, the paper may rip. Once your child is finished squeezing, help them fold the blank side of the paper over the top of the painted side, gently push down, and rub their hands across the paper. Once they are finished, help them carefully open the paper again to reveal the mixed paint. Ask your child what colors they see. Can they tell you what primary colors made the new secondary colors? Lay the painting aside to dry and repeat the activity as many times as your child would like.

**Activity 04—Tissue Paper Color Mixing.** For this activity, you will need colored tissue paper, liquid starch, paintbrushes, glass jar, printer paper, and a protective table cover. Before beginning the activity, choose several red, yellow, and blue pieces of tissue paper. Cut them into small squares. Place the jar on the table and pour some liquid starch into it. Have your child lay a piece of white printer paper onto the table and paint the surface with starch. Then, ask them to begin laying pieces of tissue paper on top of the starch, covering all the white of the paper with tissue paper. Now, show them how to layer a square of tissue paper on top of a square already on the paper, but in a different color to 'mix' the colors. Have your child paint starch on top of that added square, what happened to the colors? If you lay a yellow tissue paper on top of the red what happens? Does it make a new color? Continuing layering tissue paper on top of the other pieces to see what different colors you can make.



## Element Activities & Projects

**Activity 01—Crayon and Watercolor Resist.** Who doesn't love the magic of a crayon resist painting? The materials you need for this activity are block crayons, watercolor paper, watercolor paints, small jars for the watercolors, paintbrushes, and water. These particular watercolors will need to be mixed beforehand. Follow the directions on the back of the jars. I love these watercolors because a little goes a long way and your child gets more practice with mixing colors. For mixing, storing, and painting with the watercolors, use either the small glass jars with lids linked in Setting Up Your Space or the the glass jars that sit in a handy and beautiful wood tray linked in the Recommended Collection Materials.



Before beginning, take out your block crayons and a piece of paper. Block crayons are a great tool to work with because you are able to get different variations of lines from them. Have your child choose one crayon and invite them to draw a line on their paper. Most children use the corner of the crayon to draw, with but with block crayons, you can use the sides and even the faces to draw. Show them how to lay the crayon flat on the paper and pull it across. Ask them how they would describe the line. Is it thick or thin? Now have them turn their crayon on the long side and drag it across the paper both to the side and down, without turning the crayon. It will make two different thicknesses of lines. Have your child describe the lines to you. Now have your child turn their crayon so the short end (there are two short ends of this particular crayon and they are the same) is touching the paper, and then drag it across the paper. Again, it will make two different lines depending on the direction you drag it.

Once your child has experimented with all the different lines the block crayon can make, take out another piece of paper. For the purpose of this activity, tell your child they will be using one of the short ends and a corner of the crayon to make lines. Invite them to start drawing various lines on their paper. They can trade out their crayon for a different color if they want. Once they are satisfied with the lines they have drawn, have them put the crayons away. Now it's time for the watercolors! Set out the jar with water to rinse the paintbrush and the watercolors. Since your watercolors are already mixed, it's time for painting. Invite your child to choose a color (because this is a wash, they will only use one color), and then direct them to use their brush to paint over the crayon lines they made on the paper. They will likely paint right on top of the crayon line, as if tracing it. So when directing them, tell them to start at the very top corner of the paper and drag their brush across the whole paper, left to right. Tell them they are going to cover the whole paper with watercolor paint, so remind them to keep dipping their brush into the paint and dragging their brush across the paper. As they are painting ask them what they notice when the paint hits the crayon? Were they surprised to see that the paint doesn't stick? Keep painting and even making more pictures. I like to save these once they are dry and turn them into cards!

**Activity 02—Chalk and Water.** The materials you will need for this activity are outdoor chalk, a small jar (or plastic container) of water, and printer paper if you are not simply drawing on the sidewalk. This activity is really fun for outside. However, if you don't live in an area where you can draw outside, then you can easily adapt this activity to paper. Use the same directions for both. Start the activity by giving your child the chalk and water. If you're outside, then use a plastic container to avoid any broken glass. Ask your child to draw a line with the dry chalk. Now, invite your child to dip their chalk into the water, and then draw lines on either the sidewalk or paper. What changes did they notice? Do the colors look different? How does it feel? Keep experimenting by dipping





different colors of chalk into the water and drawing with them. Ask your child how many different lines they can make. Can they make curved lines? What shapes can they make with a curved line? If your child has drawn on paper, save the artwork because they also make great cards. If you are outside, you can take a picture of their sidewalk drawings, print it, and turn it into a cards. Homemade cards always make people happy.

**Activity 03—Painting with String.** For this activity, you will need yarn or string, printer paper, tempera paint, empty squeeze bottles, and a shallow tray or paper plate for paint. Before beginning, prep your materials by cutting several 12-inch lengths of yarn and preparing your paint bottles by adding paint to them. Next, invite your child to choose which color they would like to start with, and then squirt that color onto the plastic tray. There are a couple of ways to use the yarn to paint with and we will use it both ways. First, will be holding the yarn taut to make a straight line. This is achieved by having your child wrap the yarn around each pointer finger (you might need to help them with wrapping one of the fingers) and pulling the yarn tight before running it through the paint. Once there is paint on the yarn, have your child gently touch the paper, making sure to keep the yarn taut. The second way is by dangling the yarn over the paint, gently dipping it into the paint, and then placing it on the paper. Ask your child how the lines are different? Repeat the directions with different colors of paint. If holding the yarn in their hands is proving to be too difficult, then have them use clothespins. Open and close the clothespin over the one end of the yarn then tie it around the end of the clothespin so it doesn't come off. Repeat this with the other side. This helps little hands hold and manipulate the string onto the paper. Continue painting with the string for as long as your child wants to continue.

**Activity 04—Painting with Cardboard.** For this activity, gather cardboard, printer paper, tempera paint, empty squeeze bottles, and a shallow tray or paper plate for the paint. Before beginning, get your materials ready by cutting various sizes of cardboard squares and rectangles. They should fit easily in your child's hand. Next, have your child squeeze some paint onto a tray or paper plate. Now that your materials are ready, it's time to paint. Show your child how to dip the cardboard into the paint all along one edge, and then press the edge onto the paper like a stamp. Ask your child what they notice? Can they use the lines the cardboard makes to make a shape by placing them together on the paper? What type of shape can they make? How many different ways can they make a line? Can they make the line standing straight up tall and one lying across the page? Keep encouraging them to dip the cardboard into the paint and explore how to use it on the paper. Next, can they place the cardboard onto the paper and then drag it across? What happens? Invite them to press and drag some more, layering colors on top of each other. Continue with the activity until your child feels finished with it.



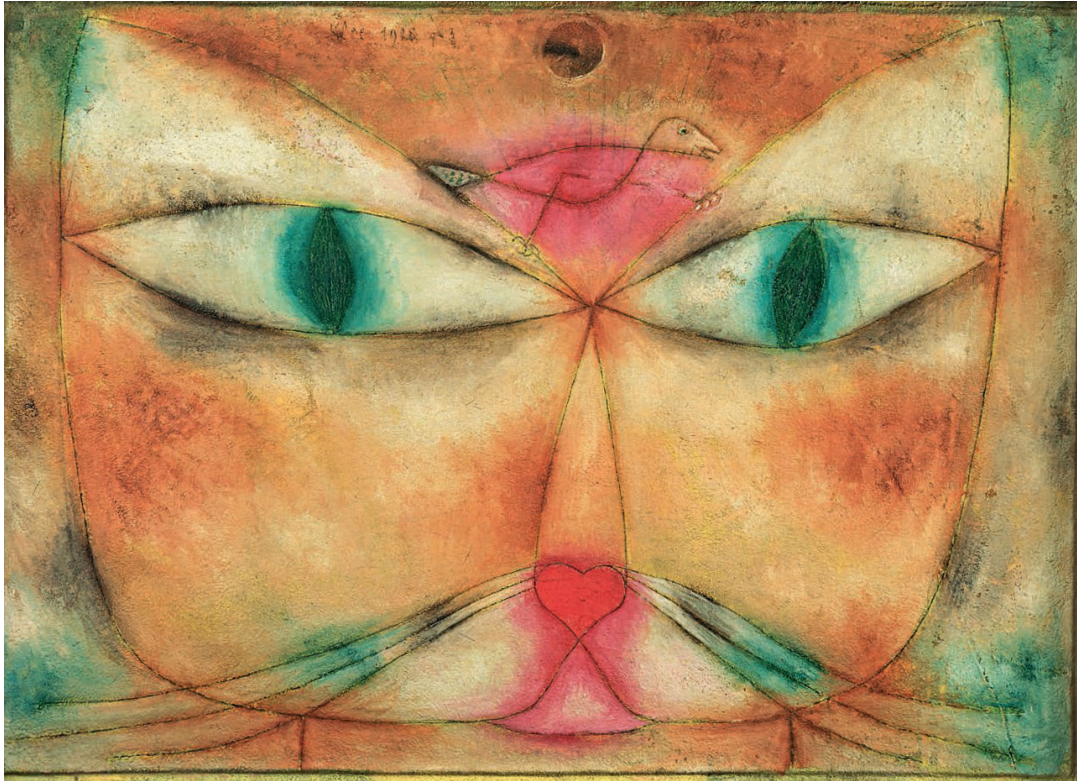
# Paul Klee

ARTIST  
OF THE  
MONTH



## Artist of the Month

In 1879, Paul Klee was born in Switzerland to a musical family. In Paul's early years, he was so talented on the violin that he spent most of his youth focusing on his music. It's unclear whether Paul's rebellion as a teenager or boredom with music led him to pursue the visual arts, but whatever the reason, he abandoned music and went on to pursue a degree in fine arts. In addition to producing art, Klee also spent a considerable amount of time teaching. Toward the end of his life, he suffered from a disease that caused him great discomfort; this suffering is reflected in his art from that time. "Cat and Bird," "Senecio," and "Castle and Sun" are some of his most notable works.



*Cat and Bird by PAUL KLEE*



## Study a Famous Work

There are so many of Paul Klee's works that are worth exploring, but his painting "Cat and Bird" is one of my favorites to use with children. The simplicity of the subject draws a child in. It's something they can relate to: a cat and a bird. How simple is that? However, when you take a moment to pause and contemplate, the position of the cat in the picture is as if he is trapped, and the bird in the middle of his forehead indicates that, perhaps, that he is only imagined. Discover the depth waiting to be uncovered by examining this painting together. What colors do you see? How do those colors make you feel? Do they remind you of anything? How many different shapes do you see? Why do you think the artist had the cat take up so much space on the canvas? When you stare into the cat's eyes, what do you see? I wonder what the bird is doing?



## Artist Inspired Project

Klee's Cat. For this activity, you will need chalk pastels, Q-tips, and a Sharpie marker. Before beginning, open the book for the month and flip to the back where the "Cat and Bird" painting is. Spend some time looking at it with your child. Discuss it using the questions from Study a Famous Work above as a guide. Help them to pay attention to the way the lines come together.

To begin this project, you will need to show your child how to turn their paper so that the long side of the paper is facing them, this is the landscape position. Once your child has their paper in landscape, it's time to show them the materials they will be using. When guiding children in drawing faces, I prefer starting with the eyes. My experience is that it helps the children center the picture and alleviate running out of room for the rest of the picture. Before drawing, have your child find the center of the paper and using a pencil draw a small dot. Have your child switch over to a Sharpie marker, and, starting at the dot, draw a curved line up and out for the top of the eye. Repeat on the other side. Then, starting at the end of the curved line, draw a curved line down and meet back at the dot. The next feature you will draw is the nose. Ask your child what shape they see. Hearts can be tricky so you may want to show them how to draw one on a separate piece of paper and remember, it doesn't have to be perfect. Before they draw the heart nose, have them place two fingers as a way to measure the space between the eyes and nose and then draw it. Now look at the lines that connect from the middle of the eyes down to the sides of the heart and draw them on your paper. Now it's time for your child to draw the outline of the cat's face. Direct their attention to the point where the eyes meet. Guide your child to draw a line that starts in the middle and curves up and out, stopping just above the outside edge of the eye. Repeat this step, but on the other side. Finish off the top of the head by drawing a line from one top edge to the neck, curving the line up a bit. Now direct your child's eyes to the bottom of the heart. Instruct your child to put their Sharpie right at the bottom tip of the heart and draw down, out and up to connect it with the previous line. Have your child add the whiskers and bottom chin. Starting on either side of the mouth, have your child draw two lines, one on each side to create the neck. Lastly, draw your child's attention to the bird right above the eyes of the cat. This bird is created using one line that crosses over itself. Show your child how to start on the far left of the top curve, draw a sloping line curving up and over the back to the underside of the head and stop at the beak point. Have them draw a zig zag in for the open beak, and then draw another tighter curve up and to the left for the top of the head. Then, that curve swoops down to the left to create the belly of the bird before sloping up to come to a point right above the beginning of your line. Drop the line down to meet the starting point and complete the bird.





Now it's time to color the cat in. Bring out the pastels and put them in front of your child on the table. If they have never used chalk pastels before, give them a blank piece of paper and let them explore a bit. Show them how the chalk has a long side, edges, and short ends. All of these will make a different mark. I let my children break their pieces in half because it makes it a bit easier to use. Show them how the flat side makes a wider mark than if they use an edge or corner. Tell them that a little bit of chalk pastel goes a long way and that they will use a Q-tip to spread the chalk around. This helps keep unwanted chalk from getting all over their paper which can be frustrating for children. Now it's time to decide on which colors your child wants to use. This is the part of the process that I like to give children the creative license to use the color of their choice. However, giving them a little structure is helpful. Invite the children to choose three colors. Ask them to decide what color the cat's eyes, mouth/nose and face should be. Now it's time to color. Remind them that a little goes a long way and to use their Q-tips to spread the chalk around. This takes practice so don't be surprised if they need to add more color to make it darker.



## Materials



[The Cat and the Bird](#)



[Block Crayons](#)



[Chalk Pastels](#)



[Outdoor Chalk](#)

Liquid Starch  
Milk or Cream,  
non-dairy is also fine  
Newsprint or Butcher Paper  
Ziplock Bags  
Color Wheel  
Watercolor Paper  
Cardboard  
Cardstock  
Colored Tissue Paper  
Paintbrushes

Protective Tablecloth  
Masking/Painter's Tape  
Q-tips  
Shallow Tray or Paper Plate  
Sharpie Marker  
Small Jar for Water  
Tempera Paint  
Watercolor Paints  
White Printer Paper  
Watercolor Jars  
Yarn or String



## Recommended Products



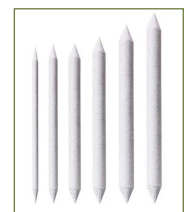
[Stuffed Cat](#)



[Stuffed Bird](#)



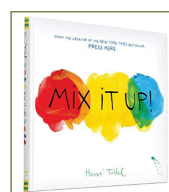
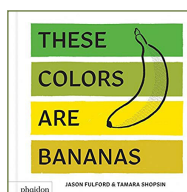
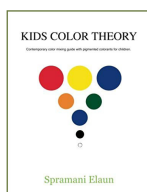
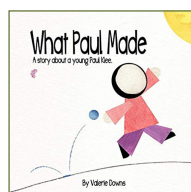
[Prismacolor Chalk](#)



[Blending Tool](#)



## 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.