

Take a look at more writing through art

Painting With Water

On a warm, sunny day, Dana arrives for her home visit with 2-year-old Angel. With help from Angel's mom, Dana finds plastic cups, pails, and paintbrushes of different sizes. "What do you think we'll do with these without any paint?" she asks Angel. They go outside, where Angel's mom fills the cups with water. "We're going to paint the deck," Angel's mom tells Angel. "Try to paint it and see what happens." Angel is fascinated by the way the wood darkens wherever she touches it with her paintbrush. "Keep going," her mom says. "See if you can paint the whole thing." The three of them paint with water together. They make designs, different shapes, and even some letters on the wooden deck. They are having so much fun that they begin painting on the house and even the sidewalk!



Variety in Classroom Centers

During a free-play period in Miss Lisa's toddler class, many of the children go straight toward the art and writing centers. Miss Lisa wants to set up her classroom to encourage more creative work. She asks María, her center's early intervention specialist, for some ideas. María suggests she talk with the toddlers about what they might paint. Miss Lisa talks to the children about what colors and brushes they might use. "You're using the big brush for the red," Miss Lisa comments. "And what color are you going to use with the little brush?" At the table, another child uses a nontoxic marker to make dots on a piece of colored paper. "What are you making here?" María asks the boy. "Can you tell me about it?" Three children at another table share trays of paint that they push with cotton balls on shiny white paper. "Look at all that pink you're using," Miss Lisa comments. "What shape are you making there?" The children's art/drawing play is guided and enhanced by the adults' interest and attention.



Glitter Glue

In Ms. Perez's inclusive toddler class, there are some children who are already beginning to write letter-like forms. Others are not as interested in writing or drawing. Ms. Perez has an idea for how to interest her reluctant "writers," including Kara, who has Down syndrome. Ms. Perez gathers a few students at a big table with glitter glue. She shows them how a little pressure on the modified bottles gets the glue flowing. Kara struggles to get started, and Ms. Perez uses hand-over-hand guidance to show her where to squeeze. Once she gets the glue going, she laughs and points at her paper. "Great, Kara," Ms. Perez says. "You've got red glitter coming out!" The children practice leaving glitter tracks all over their papers. Kara squeezes the bottle of glitter glue some more. Then, along with the others, she pushes the glitter around on her paper with her hands. The children make lines and whorls as Ms. Perez encourages them to experiment.

