

Icy Paintings



What You Do

Background: Painting with blocks of colored ice can provide a unique experience for young children. Watching how colors blend and spread introduces children to new color combinations and the concept of cause and effect. Offer a collection of drawing and painting tools to enhance the experience.

Materials: plastic floor covering, plastic mat, or large towels; containers of various sizes and shapes in which to make ice (e.g., small milk cartons, muffin pans, small tin cans); large bowl of water; measuring cups; trays or plates; food coloring; wooden craft sticks or dowels; paper; shallow trays or boxes; paintbrushes; paint; markers, crayons, or other additional art tools (optional); painting smocks or large adult-size shirts to protect children's clothing

Prepare the area where the water-filled containers will be by covering the floor with a mat, plastic cover, or large towels. Add a few drops of food coloring to each container to lightly tint the water. Freeze the water for about 30 minutes, then put a craft stick or dowel in each container to create a handle. Refreeze until the water is frozen solid. Remove the ice from the containers and set the ice blocks on a tray or plate.

- 1. Invite the children to explore the ice. Encourage children to experiment with grasping the ice “paints” and moving them across paper.**
- 2. To document the experience, take photographs of the children as they experiment painting with ice.**
“I’m taking photos of you painting with the blue ice, Celeste.”
- 3. Continue the experience until the children begin to lose interest, the ice melts, or the ice’s size makes it a choking hazard. Display the children’s artwork and your photographs at children’s eye level.**

P10

Exploring Sand and Water

Primary Objective: 7
Demonstrates fine-motor strength and coordination

b. Uses writing and drawing tools

Related Objectives: 8a, 9a, 11d, 21b, 26, 33

Including All Children

- Place paper on plastic trays with sides or on shallow boxes to define the space for painting and to contain the melting ice.
- Offer children handles that allow them to grasp and manipulate the ice blocks with control. Freeze paintbrushes with large, easy-grip handles in the water or wrap a soft, textured material, such as a small washcloth or a sponge, around the craft sticks or dowels.
- To increase vocabulary and comprehension, describe your actions and explain what the child is doing.**
- Ask children to repeat a word that you have said and modeled. For example, say, “You’re using the purple ice to paint. Purple—can you say, ‘purple’?”**

Teaching Sequence

RED	Offer the child an ice block to explore under your close supervision. “Here’s an ice block. Can you touch it with your hand? You’re tapping the red ice with your fingers. It feels very cold! It’s wet because it’s melting.”
ORANGE	Invite the child to experiment moving the colored ice blocks on the paper. “You’re holding two ice blocks, Hope. I wonder what happens if you push the ice across the paper. Do you want to try?”
ORANGE	Invite the child to explore grasping the ice blocks and using them to paint. “You’re pressing the ice block into the paper to make little circles. How else can you use the ice?”
YELLOW	Invite the child to paint, print, or draw with the ice blocks or paintbrushes. Notice how the child grasps and uses the tools. “You’re using the green ice block to make big stripes along the bottom of the paper. How can you make small marks? Oh, you’re using the small paintbrush to make tiny marks.”
GREEN	Invite the child to paint, print, or draw using the ice blocks, paintbrushes, or additional art tools. Watch how he holds and uses the tools. “Tell me about your work, Tyler. Oh, you used the blue and the red ice blocks. Yes, you can use markers to sign your name. That’s a good idea.”

See *The Creative Curriculum® for Infants, Toddlers & Twos, Volume 3: Objectives for Development & Learning* for the progression of development beyond the green colored band for this objective and dimension.

Questions to Guide Your Observations

- How did the child use her fingers or hands while painting with the colored ice? (7b)
- In what ways did the child share ideas during the activity? (9a)
- How did the child use her senses to explore the ice? (11d)

Additional Ideas

- Closely supervise children when exploring ice cubes. Smaller ice cubes may pose a choking hazard. Avoid using standard ice-cube trays. Remove ice blocks that are melting and have become too small to use safely.

Related LearningGames®

- 65. Matching Colors

Objective 9

Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 2a, 8a, 9b, 10a, 11a, 11d, 12b, 14a, 24, 25, 33

What You Do

- 1. Notice when a child is interested in something and use lots of rich language to describe it.** “Jeremiah, I see you looking at the orange truck. It has big, bumpy wheels and I see two red lights on the back. It has a compartment for holding things. It looks like this one is full of gravel and big rocks.”
- 2. Encourage children to add their own ideas.**

- **Use detailed descriptions to draw children's attention to ordinary objects.** “Let's put on your sneakers so we can go outside. I see they are green with an orange star on the side. The bottoms feel rough and bumpy.”

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