



## PERFECTLY PRETTY PYSANKY EGGS

Grade Band: K-1

Content Focus: Visual Arts & ELA

### LEARNING DESCRIPTION

Egg decorating in the Spring is a popular tradition in the United States and in many other parts of the world. In Ukraine, people use hot wax and colorful dyes to make beautiful and delicate decorations. In this lesson, students will learn how to mimic the Ukrainian Pysanka egg decorating process using wax and watercolors while demonstrating their understanding of the long letter/sound of U.

### LEARNING TARGETS

Essential Questions	"I Can" Statements
How can I use wax sticks and watercolor paints to create a geometric and organic design that mimics the process of designing Ukrainian Pysanky Eggs?	I can use wax sticks and watercolor paints to create a geometric and organic design that mimics the process of designing Ukrainian Pysanky Eggs.
What is the difference between the long and short U sound?	I can identify lines, shapes, and colors in Pysanky designs.
How are line and shape used to create interesting designs?	I can mimic the Pysanka Egg decorating process by incorporating elements of art to create a unique design.
	I can say and use the long letter U to incorporate into my Pysanka egg design.
	I can identify words that use the long U sound.

### GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Kindergarten:	Kindergarten:



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<p>ELAGSEKRF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Demonstrate basic knowledge of long and short sounds for the given major vowels.</p> <p><b>Grade 1:</b> ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>VAK.CR.2 Create works of art based on selected themes.</p> <p>VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p> <p><b>Grade 1:</b> VA1.CR.2 Create works of art based on selected themes.</p> <p>VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p>
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## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Kindergarten:</b> <b>READING - Literary Text</b> <b>Principles of Reading</b> <b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills when decoding words.</p> <p>3.2 Associate long and short sounds of the five major vowels with their common spellings.</p> <p><b>Grade 1:</b> <b>READING - Literary Text</b> <b>Principles of Reading</b> <b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>2.1 Distinguish long from short vowel sounds in spoken single-syllable words</p>	<p><b>Anchor Standard 1:</b> I can use the elements and principles of art to create artwork.</p> <p><b>Anchor Standard 2:</b> I can use different materials, techniques, and processes to make art.</p>

## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>• <u>Tradition</u> - The handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Color</u> - A way that we describe an object based on the way that it reflects or absorbs light</li> <li>• <u>Line</u> - A straight, one-dimensional figure that connects two points</li> </ul>



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- Pysanka (Pysanky - plural) - A hand-decorated Ukrainian Easter egg with intricate designs

- Shape - A two-dimensional object; can be geometric or organic
- Space – Distances or areas around, between, and within components of an artwork

## MATERIALS

- [Pysanka Egg Presentation](#)
- [Long U handout](#) (one for every two students)
- [Shapes and lines handout](#) (one for every two students)
- [Egg template](#) printed on white cardstock paper (one per student)
- Watercolor paints/brushes
- Wax sticks
- Clear tape (if needed)
- Black thin markers
- Paper plates, cups of water, paper towels and a messy mat or butcher paper to cover work space

## INSTRUCTIONAL DESIGN

### Opening/Activating Strategy

- Begin the lesson by reading the poem about the letter U (slide 2 of the PowerPoint).
  - Repeat and have students say the highlighted long U words in the poem.
- Pass out the [Long U handout](#)—one copy for every two students.
  - Ask students to work with a partner to apply their knowledge of the long U by circling pictures that start with the long U sound.
- Explain to students that they will use the long U letter knowledge and the elements of art, line, shape and color, to design and create a piece of art.

### Work Session

#### SESSION 1 – Building Background

- Discuss the word “traditions” and ask students to share different traditions from their own cultures.
  - Discuss different traditions around the world and explain that they will be learning about a specific tradition in a country that starts with the long U letter.
- Display images of locations around the world that start with the long U such as the Universe, United States, and Ukraine, (emphasize the long U sound when saying).
  - Tell students that one of the traditions in Ukraine is to create decorative eggs called Pysanky (“PIH-sahn-kih”); practice saying the word with students. Images of Pysanky can be found on slide 5 of the presentation
- Using the presentation, display images of decorative Ukrainian eggs and ask the students to share what they notice about them.
  - Students may notice the colors, shapes and lines.
  - Ask students if it reminds them of any tradition that is practiced in the United States every Spring.
    - Allow students to share their egg-decorating traditions.



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- Explain to students that in Ukraine people use hot wax and different colored dyes to decorate eggs.
  - Discuss the tradition with students (slide 9).
- Explain to students that they will be mimicking the process that the Ukrainian people use to create their own Pysanky Eggs using line, shape and color.
  - Introduce visual art vocabulary to students and draw several types of lines, shapes, and colors (primary, secondary). Use slides 10-11 for examples.

## SESSION 2 – Application

PREWORK – Print a large black outline of an egg onto a piece of 8 ½ x 11 pieces of white cardstock paper (see template in “materials” section).

- Explain to students that they will create their own Pysanka Egg using wax sticks and watercolor paints. They will use line, shape and color in their designs.
- Model the egg decorating process for students.
  - Using one wax stick at a time, place it inside the egg template so that each end of the wax stick is touching the edges. This will create the first organic shape. Discuss each shape so that students understand that the lines created by the wax sticks will create the shapes.
  - Tell students they will need to press down hard so the wax sticks will adhere to the paper. If needed, add a piece of clear tape to each end so that they will stay in place.
  - Repeat the process of pressing down wax sticks until all sticks are gone.
  - Discuss the created shapes as geometric and/or organic, and model how to create one or the other if not created.
  - Explain to students they will use the handouts to help them create different lines.
  - Once all wax sticks are secure, demonstrate how to use watercolor paints (either primary or secondary) to paint the different shapes. Tell students they can paint directly on the wax sticks, being sure to keep the wax sticks secured to the paper.
  - Show students how to start painting close to the wax lines first, and then fill in the space with the rest of the paint.
  - When the egg is complete, peel off the wax sticks to reveal a white line.
  - Allow the watercolor to dry.
  - Model the last step by selecting an object to draw from the prior application activity (circling long U images).
    - Using black marker, draw a picture of the object.
    - Repeat using another object until all shapes have different drawings of long U images. (If students struggle with drawing the images, they can create different “U” s in the shapes)
- Distribute student materials:
  - Egg template
  - Watercolor paints/brush
  - Cup of water
  - Wax sticks (3-4)
  - Paper towels
  - [Shapes and lines handout](#) (one for every two students)
- Explain to students that they will follow step-by-step directions so that they have time to carefully create their artwork.



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- Walk the students through the process one step at a time, pausing in between so that they have adequate time to complete each part of the process.

### Closing/Reflection

- Allow volunteers to share their Pysanky Eggs with the class.
  - The students will explain what long U images they drew in each shape.
  - Students listening can repeat the long U word as the students share.

## ASSESSMENTS

### Formative

Teachers will assess students' understanding of the long U sound by assessing the application activity and reviewing anecdotal notes of different learning activities.

### Summative

#### CHECKLIST

- Students can identify lines, shapes, and colors in Pysanky designs.
- Students can mimic the Pysanka Egg decorating process by incorporating elements of art to create a unique design.
- Students can say and use the long letter U to incorporate into their Pysanky designs.
- Students can identify words that use the long U sound.

## DIFFERENTIATION

#### Acceleration:

- Students can use more than three wax sticks to create more intricate designs on their Pysanky Eggs.
- Students can write long U words for the images they drew on their Pysanka shapes.
- Students can come up with their own words that have the long U sound.

#### Remediation:

- Students can create a Pysanka using two wax sticks and one image of a long U sound/letter or just draw a long U in the egg shape.

## ADDITIONAL RESOURCES

NA

*\*This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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