

# DANDELION WISHES

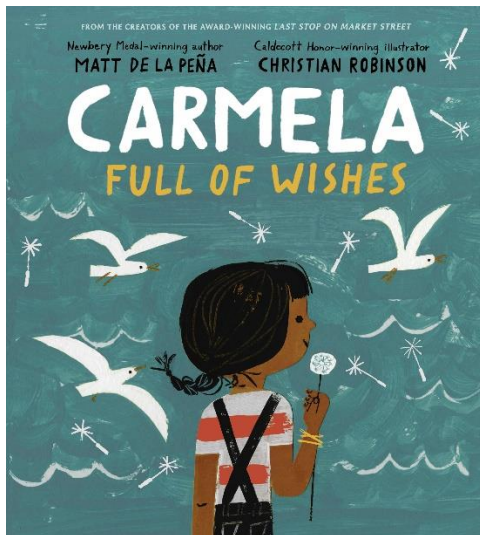
A PAINTING PROJECT CELEBRATING WISHES

Inspired by the book: *Carmela Full of Wishes*

GRADES: PreK-K



## BASED ON



*Carmela Full of Wishes*, written by Matt de la Peña and illustrated by Christian Robinson

## OBJECTIVES

- Students will create a dandelion painting using different methods of mark-making.
- Students will learn about the beliefs that surround dandelions and wishing.

## CONCEPT

Students will create a painting of a wish symbolized through the imagery of dandelions. This project will involve Q-tips, paint and paper to create different types of marks.

## MATERIALS

Black construction paper, white & green washable paint, Q-tips, white pencil, palettes, smocks.

## VOCABULARY

**Wish** – a desire or hope for something to happen.

**Mark-making** – the creation of different lines, patterns and shapes on a surface.

## PROCEDURE

### Pre-class Prep:

- Using a white marker or pencil, write out “This wish belongs to \_\_\_” on the back of each paper, and “Make a wish!” on the front of each paper.
- Prepare a palette for each student with a small amount of white and green paint and two Q-tips.

### Artmaking Activity:

- Read *Carmela Full of Wishes* to the class, along with any additional stories or activities.
- Give each student a smock, paper and pencil.
- Students write their name on the back of their paper on the line after “This wish belongs to:”
- Students flip their papers to the front and paint lines with the green paint and a Q-tip, which will be stems.
- Students use the other Q-tip and the white paint to dot around the top of their stems, creating the dandelion flowers. You can encourage students to add details, such as dandelion flowers flying.

## ADDITIONAL RESOURCES & ACTIVITIES

Spanish keywords in *Carmela Full of Wishes*:

**Wish** – deseo.

**Dandelion** – diente de león (This translates to “lion’s tooth,” the sharp petals on a dandelion were said to look like teeth of a lion).

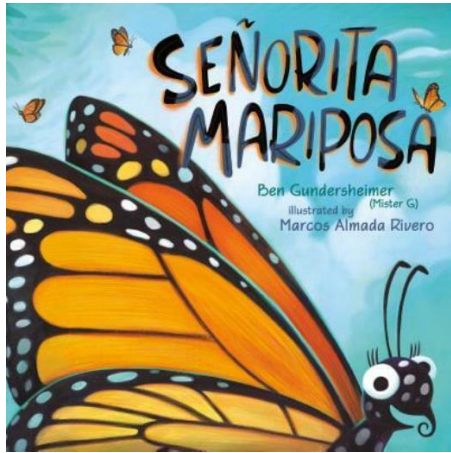
**Birthday** – cumpleaños.

**Bracelets** – pulsera.

**Brother** – hermano.

When each of these words is said in the story, students can learn the Spanish word and an associated action, such as shaking their wrists for “pulsera” the way Carmela shakes her bracelets in the book.

Similar stories to accompany:



*Señorita Mariposa*, written by Ben Gundersheimer and illustrated by Marcos Almada Rivero.  
*All the Way to Havana*, written by Margarita Engle and illustrated by Mike Curato.

#### EXAMPLES OF STUDENT WORK

