



Powerful Shirts

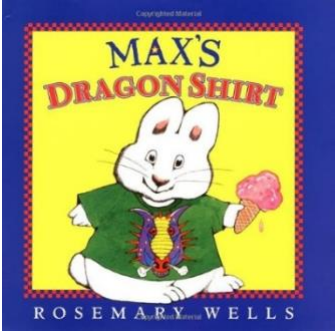
Standard Connection:
ELA.RL.PK4.9
ELA.SL.PK4.1a
M.MD.PK4.3
S.ES.PK4.3a
PD. FM.PK4.4
PD. FM. PK4.1
VA.CR2a.3.PK
VA.CR3a.1.PK

Enduring Understanding(s):

- Color can be used to communicate ideas, thoughts, and feelings.

Essential Question(s):

- How do people honor and respect a diverse range of feelings, opinions, and identities?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Max's Dragon Shirt</i> • paper bags and template (see Resource) • Beautiful Stuff • paint • paintbrushes • writing utensils • smocks • adhesives (glue, tape, etc.) 	<p>depict: to show or represent</p> <p>design: a plan to make or show something</p> <p>dragon: a mythical (not real) monster</p> <p>powerful: having great strength</p> <p>strong: having power to do something</p>	

Intro to Centers	
Preparation: <i>Set up materials</i>	
<p>“In <i>Max’s Dragon Shirt</i>, Max and Ruby went to a department store to buy pants for Max, and Max saw a shirt that he really wanted. What do you notice?”</p>	<p>Show illustration. Children respond.</p>
<p>“How did Max feel when he wore his dragon shirt?”</p>	<p>Children respond.</p>
<p>“Dragons are strong and powerful. What else is strong and powerful?”</p>	
<p>“When do you feel strong and powerful?”</p>	<p>Show Materials. Model.</p>
<p>“Today in Creative Arts, you can create shirts using these materials. Design a shirt that depicts something strong and powerful, or a time when you were strong and powerful.”</p>	

During Centers:

Compare and contrast Loveys (Unit 2) with Powerful Shirts. Compare and contrast the dragon in *The Seven Chinese Sisters* and the dragon on Max's shirt. Encourage children to refer to their Animal Research (Unit 3) for inspiration. Encourage children to describe their shirts inspired by *Dog's Colorful Day* ("a red spot of jam", "an orange splash of juice", etc.).

Guiding Questions During Centers:

- What is the inspiration for your Powerful Shirt?
- How is a Powerful Shirt similar to or different from a lovey?
- How is the _____ (red) on your powerful shirt similar to or different from the _____ (red spot of jam) that stained Dog's fur?
- How can we sort the powerful shirts? (shirts with animals, shirts with people, etc.)

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to keep their Powerful Shirts at school to use with Brave Capes (Unit 4 Week 2). Encourage children to create a class book, "We Are Powerful," about how they are strong and powerful in the classroom, with their family, with their friends, etc.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of materials such as adapted scissors and paintbrushes with knob or bulb handles to meet children's fine motor needs. Have books available for reference to remind children of the various stories you read.