



# Color Squares

Standard Connection:

ELA.RF.PK4.4

ELA.SL.PK4.3

M.G.PK4.2

M.G.PK4.3

S.PS.PK4.3a

PD.FM.PK4.3

PD.FM.PK4.5

VA.CR.3a.1.PK

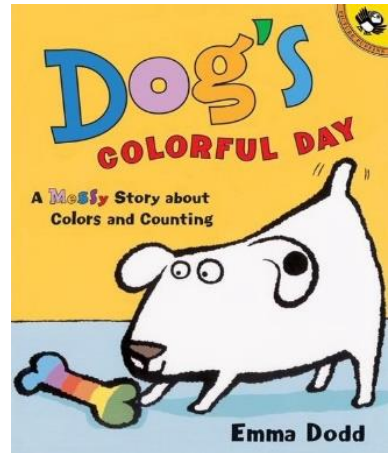
VA.RE.8a.1.PK

## Enduring Understanding(s):

- Different colors appeal to people's aesthetic sensibilities.

## Essential Question(s):

- How do you make your thinking and learning visible to other people?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Dog's Colorful Day</i></li> <li>3" x 3" colored squares</li> <li>9" x 9" black or white squares</li> <li>Velcro</li> <li>magnets</li> <li>magnetic white boards</li> <li>masking tape</li> <li>reference images (see Resource)</li> </ul>	<p><b>diagonal:</b> a slanted, straight line going corner to corner</p> <p><b>grid:</b> a big square with lines drawn from left to right and top to bottom</p> <p><b>horizontal:</b> a straight line that goes from left to right</p> <p><b>line:</b> a long, narrow mark</p> <p><b>spot:</b> a small, round mark</p> <p><b>vertical:</b> a straight line that stretches from the top to the bottom</p>	

Intro to Centers	
<p><b>Preparation:</b> Adjust materials/ preparation depending on the needs of the children. Use Velcro to attach squares and have children work on the vertical (see Resource). Draw grids on the larger squares to define where smaller squares should be placed.</p>	
<p>"In <i>Dog's Colorful Day</i>, what happened to Dog's fur when he went for a walk?"</p>	<p>Show illustrations. <b>Children respond.</b></p>
<p>"Dog's fur was stained with colorful <b>spots</b>. Why do you think they were round?"</p>	<p>Show illustrations. <b>Children respond.</b></p>
<p>"Today in Puzzles (Manipulatives), you can experiment with colors using these materials ."</p>	<p>Show materials.</p>
<p>"You can arrange the small squares on the <b>grid</b> - the big square with lines. Some of the small squares have <b>horizontal lines</b> drawn on them - the <b>lines</b> go left to right; some have <b>vertical lines</b> - <b>lines</b> that go up and down; some have <b>diagonal lines</b> - they go corner to corner. What do you notice when I arrange them together?"</p>	<p>Model. <b>Children respond.</b></p>

### **During Centers:**

Encourage children to describe the different arrangements of their squares, using mathematical language from *Building Blocks* (a square has four straight sides and four right angles). Encourage children to record their designs in Creative Writing and/or Creative Arts.

### **Guiding Questions During Centers:**

- How would you describe your design?
- How is your design similar to or different from your friends' designs?
- What shapes did you make in your design?
- How is arranging colored squares similar to or different from creating a collage?

### **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:**

Allow children to use adhesives to create permanent designs. Encourage children to combine their designs to make a larger design, as in Collaborative Collage. Encourage children to make mosaics and quilts using Beautiful Stuff. Encourage children to make a class/group mosaic or quilt.

### **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 appropriate materials to children with fine motor/spatial/sensory issues. Picture cards of shapes may also be helpful for some children.