



Small Groups: Stains

(High Support)

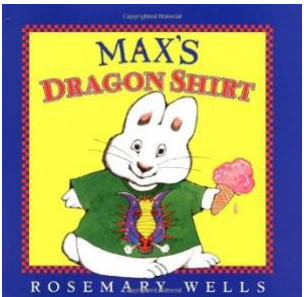
Standard Connection:
ELA.SL.PK4.1
ELA.L.PK4.1d
S.PS.PK4.1
VA.RE7.1.PK

Enduring Understanding(s):

- Color can carry information.

Essential Question(s):

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

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Max's Dragon Shirt</i> • 2-3 colors of tissue paper • 2-3 colors of construction paper • pipettes, eyedroppers, or small spray/squirt bottles • white paper towels, folded in squares • large bowl (to dump extra water) 	<p>colorfast: color does not fade or run</p> <p>experiment: try something</p> <p>fade: get lighter</p> <p>predict: what you think will happen</p> <p>stain: a mark that is difficult to remove</p>	

Procedure

Preparation: *Set up materials.*

Procedure:

- Show illustrations from *Max's Dragon Shirt*, pointing out the **stains** on his clothing. Tell children they will conduct an **experiment** about **stains**.
- Show tissue and construction paper. Ask children to predict what will happen to the colors when the paper is wet.
- Conduct **experiment** by placing one square of construction paper and one square of tissue paper on the paper towel and putting water on them. Discuss what happens.
- Explain to children that the construction paper is **colorfast** - the color does not **fade** - get lighter - or run/drip. Compare and contrast this **experiment** to Crayon Resist.