



Small Groups: Stains

(High Support)

Standard Connection:

ELA.SL.PK.4.1

ELA.L.PK.4.1d

S.PS.PK.4.1

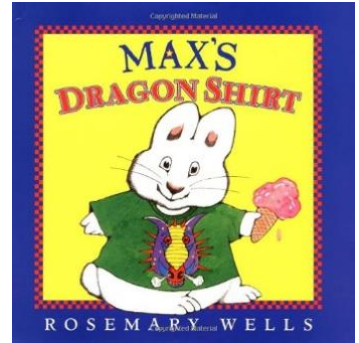
VA.RE.7.1.PK

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 paper2-3 colors of construction paperpipettes, eyedroppers, or small spray/squirt bottleswhite paper towels, folded in squareslarge bowl (to dump extra water)newspapersmocks	<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.