



Brave Capes

Standard Connection:

- ELA.RL.PK4.4a
- ELA.W.PK4.1a
- M.MD.PK4.3
- PD.FM.PK4.4
- S.ES.PK4.3a
- VA.CR1a.2.PK
- VA.CN10.1.PK

Enduring Understanding(s):

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

Essential Question(s):

- How are colors used to communicate ideas, thoughts, and feelings?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Nana in the City</i> • child-made Powerful Shirts • examples of Loveys (from Unit 2) • pillowcases or fabric • large white construction paper • permanent markers • Beautiful Stuff • adhesives • clothespins • string • smocks 	<p>brave: ready to face danger</p> <p>busy: doing something or working on something</p> <p>cape: sleeveless clothing that hangs over the back</p> <p>knit: to make clothing by joining loops of yarn by hand with long needles or with a machine</p> <p>loud: big sound</p> <p>scary: causing fear</p>	

Intro to Centers	
Preparation: <i>Set up materials</i>	
“In <i>Nana in the City</i> , the city was scary , busy , and loud . What do you notice?”	Show illustrations. Children respond.
“Nana knit a cape for the boy, and he felt brave when he wore it. What do you notice?”	Show illustrations. Children respond.
“Why do you think Nana used the color red for the boy’s cape ?”	Children respond.
“Today in Creative Arts, you can make brave capes like the boys with these materials.”	Show materials.

During Centers:

Encourage children to compare and contrast Brave Capes to Loveys/Animal Coverings. Encourage children to collaborate, (one child creates a Brave Cape, another child helps fasten the cape). Compare and contrast the characters' emotions depicted in *Nana in the City* to *Sometimes I'm Bombaloo*. Encourage children to draw and write stories about when they felt brave.

Guiding Questions During Centers:

- How does your cape make you feel brave?
- How could a Brave Cape be helpful?
- How is a Brave Cape similar to or different from an Animal Covering/Powerful Shirt?
- How is the way the boy felt about the city similar to or different from the way Max felt about the department store?

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 discuss different ways they can navigate strong emotions. Encourage children to research stories about children demonstrating bravery (*Ruby Bridges*, *the Little Rock Nine*, 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, strategically pair children together to help one another create and fasten capes. Visual supports such as picture cards can help children compare and contrast emotions.