



Mosaics

Standard Connection:

- ELA.RL.PK4.9
- ELA.RI.PK4.4
- M.CC.PK4.1
- M.G.PK4.2
- SS.FC.PK4.6a
- PD.SHS.PK4.1
- PD.FM.PK4.4
- S.PS.PK4.1
- VA.CR2a.1.PK
- VA.RE8a.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"> • <i>Dog’s Colorful Day</i> • colored squares • paper • images of mosaics (see Resource) • adhesives • writing utensils • glue • glue brushes • Q-tips 	<p>mosaic: a picture or design made with many small colored pieces</p> <p>square: a shape with 4 equal sides</p> <p>stain: a spot or colored mark</p> <p>tile: a flat piece of baked clay used to cover objects</p>	<p>Emma Dodd</p>

Intro to Centers	
Preparation: <i>Set up materials.</i>	
“In <i>Dog’s Colorful Day</i> , Dog’s coat was stained . What do you notice?”	Show illustrations. Children respond.
“When the _____ dripped on Dog’s coat, it made a round spot. All the spots together made Dog’s coat colorful.”	
“Here are images of colorful squares arranged together - mosaics . What do you notice?”	Show images. Children respond.
“ Squares in mosaics are called tiles .”	
“Let’s create a mosaic . Some of the tiles will be touching each other, and some will not. What do you notice?”	Children respond.
“Today in Creative Arts, you can create mosaics using these materials.”	Model. Demonstrate rotating the tiles.

During Centers:

Compare and contrast creating Mosaics to creating Color Squares. Encourage children to describe their mosaics using position words (next to, under, etc.). Encourage children to use tiles to create letters/numbers in their mosaics. Support children in counting how many squares of each color they used in their mosaics. Support children's attempts to replicate mosaics in images (Resource).

Guiding Questions During Centers:

- How many squares (of each color) did you use to create your mosaic?
- How does the size of each square affect the number of squares you use and the arrangement of the squares in your mosaic?
- How is a mosaic similar to or different from a collage?
- How is your mosaic similar to or different from your friend's mosaic?

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:

Take a field trip/walk to see mosaics in the community. Create a bar graph of the colors and numbers of squares children used in their mosaics. Encourage children to represent their graphs using linking cubes or Unifix cubes.

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 letter/number cards for students to copy for their mosaics.