



Classroom Color Search

Standard Connection:

- ELA.RL.PK4.4
- ELA.W.PK4.1
- M.CC.PK4.3
- M.MD.PK4.3
- S.PS.PK4.1
- SS.OW.PK4.2
- VA.RE7a.1.PK

Enduring Understanding(s):

- There is an infinite variety of colors.
- Colors can be mixed to make new colors.

Essential Question(s):

- How is color used to communicate ideas, thoughts, and feelings?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Dog's Colorful Day</i> • child-made Classroom Maps • writing and drawing utensils • clipboards • camera 	<p>map: shows us where we are and where we need to go</p> <p>record: to write down important information</p> <p>search: to look very carefully to find something</p> <p>stain: a spot or colored mark</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.
“The stains were on different parts of Dog's fur. What do you notice?”	Children respond. Guide children to use positional vocabulary (“The green spot is next to the purple marker stain.”)
“Here are the classroom maps you made. What do you notice?”	Children respond.
“Your maps show the different parts of our classroom. Today in Creative Writing, you can use your maps to search for - find - different colors in our classroom.”	
“ Record where you find different colors using these materials.”	Model. (For example: Make a green dot in the meeting area for the green rug.)

During Centers:

Encourage children to collaborate in pairs or small groups. (One child finds the colors and another child records on the map.) Encourage children to label their maps. Encourage children to trade maps with each other and guess why they recorded a color on their map.

Guiding Questions during Centers:

- How is your classroom map similar to or different from a subway map?
- How is hunting for colors in the classroom similar to or different from Max looking for Ruby at the store?
- How is the color (red) you found in the classroom similar to or different from the color (red) that stained Dog's coat?
- How many _____ (color) things did you find in the classroom? Is that more or less than _____ (color) things in the classroom?

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 create maps of the playground/school to hunt for colors there. Encourage children to create and analyze graphs showing the number of items of each color they found. ("There are four green tables in our classroom and 6 brown cubbies. There are more cubbies than tables.")

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 partner children together to help one another find colors and record on map, as well as to trade and guess.