



# Using Brave Capes

Standard Connection:  
 ELA.RL.PK4.3  
 ELA.RF.PK4.2  
 S.PS.PK4.3a  
 SS.OW.PK4.4  
 PD.FM.PK4.5  
 PD.SHS.PK4.1

**Enduring Understanding(s):**

- Different colors appeal to people's aesthetic sensibilities.
- 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"> <li>• <i>Nana in the City</i></li> <li>• child-made Brave Capes</li> <li>• child-made Powerful Shirts</li> <li>• clothespins</li> <li>• string</li> <li>• adhesives</li> </ul>	<p><b>brave:</b> not afraid</p> <p><b>cape:</b> sleeveless clothing that hangs over the back and shoulders</p> <p><b>helpful:</b> giving aid or assistance</p> <p><b>powerful:</b> having or using force</p> <p><b>scary:</b> causing fear</p>	

Intro to Centers	
<b>Preparation: Set up materials.</b>	
<p>“In <i>Nana in the City</i>, the boy thought the city was <b>scary</b>. What did his grandmother do to help him feel <b>brave</b>?”</p>	<p>Show illustrations. <b>Children respond.</b></p>
<p>“How did the boy show that he was feeling <b>brave</b>?”</p>	<p><b>Children respond.</b></p>
<p>“Here are <b>brave capes</b> and <b>powerful</b> shirts that you made in the Creative Arts. What do you notice?”</p>	<p>Show child-made <i>Brave Capes</i> and <i>Powerful Shirts</i>. <b>Children respond.</b></p>
<p>“Today in Dramatic Play and Blocks, you can wear your <b>cap</b>es. How can you act <b>brave</b> and <b>powerful</b>?”</p>	<p><b>Children respond.</b></p>

### **During Centers:**

Support children in deciding whether to wear their cape, shirts, or both together. Assist children in fastening their capes with clothespins, string, etc. Encourage children to refer to *Nana in the City* and/or *Max's Dragon Shirt*. Encourage children to draw pictures and write stories about themselves being brave and powerful. Encourage children to collaborate and consider whether it is easier to be brave individually or with a friend. Children may reference superheroes in their play; support them in comparing and contrasting superheroes to bravery/heroism that real people demonstrate.

### **Guiding Questions During Centers:**

- How is your *brave cape* or *powerful shirt* similar to or different from your friend's *brave cape* or *powerful shirt*?
- How is being brave similar to or different from being powerful?
- Can you be brave without being powerful?
- Can you be powerful without being brave?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Research brave and/or powerful community/family members (school nurse, firefighter, grandparent, etc.). Encourage children to act out their stories of being brave and powerful. Arrange a field trip to a fire station or arrange for a firefighter to visit children in their classroom.

### **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 a variety of fasteners to meet children's fine motor needs. Provide picture cards that show people being brave to help children role play.