



Skin Again

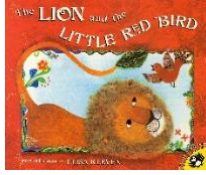
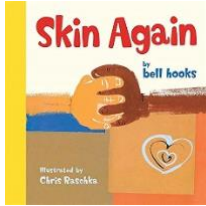
Standard Connection:
ELA.RI.PK4.10
ELA.W.PK4.6
S.T.PK4.1
PD.FM.PK4.1
PD.FM.PK4.4
VA.CN10a.1.PK

Enduring Understanding(s):

- Colors can be mixed to make new colors.

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>Skin Again</i> • <i>The Lion and the Little Red Bird</i> • additional fiction and informational books featuring color • paint color samples from a hardware store, if possible • images of paint color samples (provided) 	<ul style="list-style-type: none"> • containers of child-created paints, from Science Center • writing and drawing tools (pencils, markers, colored pencils, pens) • paper (various sizes) • labels (various sizes) • tape 	<p>inspire: to offer someone an idea</p> <p>label: a picture or words attached to an object that tells what it is</p> <p>research: study to find out more information</p>	 

Intro to Centers	
<p>Preparation: <i>At the Library and Listening Center, set up the books and paint samples. At the Creative Writing Center, set up writing and drawing tools, paper, labels, tape, and containers of paints.</i></p>	
<p>“Chris Raschka illustrated the pictures in <i>Skin Again</i> using paints. What do you notice about the illustrations and the colors?”</p>	<p>Show Illustrations. Children respond.</p>
<p>“When we buy paints at the store, they are labeled with the paint names. Why do you think they are labeled? How would that be helpful?”</p>	<p>Show images. Children respond.</p>
<p>“We have learned that color names can be inspired by objects, nature, and emotions. In <i>The Lion and the Little Red Bird</i>, the Lion creates paint colors using things in nature like green trees in the forest and orange flowers.”</p>	<p>Show illustrations.</p>
<p>“Today in Creative Writing you can research colors using these paint color samples and these books. Then you can write labels with names for different colors. You can name and label the paints you mix in Creative Arts.”</p>	<p>Show images.</p>

During Centers:

Encourage children to use a variety of strategies to create labels (sounding out, copying a model, dictating, using illustrations, etc.). Refer to pages in *The Lion and the Little Red Bird* where colors are compared to or connected to known objects (“orange as a butterfly,” “orange as the setting sun”). Encourage children to collaborate with a partner; for example, perhaps one child researches and another writes labels.

Guiding Questions During Centers:

- What inspired you to name/ label this paint _____?
- What kind of illustration could someone create with this paint?
- What did you learn from your research about the color _____?
- Why do people make labels for things? What else do you label?
(For example, writing names on artwork, labeling classroom Centers)

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered and strategies used.

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:

Encourage children to label paint sample cards from Tinting and Shading. Create a paint mixing and labeling station in Creative Arts for children to create paint as needed.

Differentiation/Accommodation:

Strategically pair children who need more support with a partner that may be better at researching or writing, depending on the child’s needs. Provide a variety of writing utensils or even letter stampers to meet students’ fine motor needs. Keep the book available as a visual reference as the children work. For a child who needs extra support to share during Thinking and Feedback, create a mini schedule for the child to use to explain the process they followed when they completed their activity. Use symbols or pictures to help the child remember key words to use when they share.