



Mosaic and Mural Puzzles

Standard Connection:
 ELA.RF.PK4.1
 ELA.RL.PK4.4a
 M.MD.PK4.3
 S.PS.PK4.3a
 PD.FM.PK.4.1
 VA.RE7a.1.PK
 VA.RE7.2.PK

Enduring Understanding(s):

- Color can carry information.
- Colors 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>The Lion and the Little Red Bird</i> • mosaic and mural images (see Resource) • poster or tag board • Ziploc bags • basket or box to store puzzles • trays 	<p>cave: a natural hole or hollow in the earth</p> <p>mosaic: a picture or design made with many small colored pieces of glass, tile, or stone</p> <p>mural: a large picture painted on or made a part of a wall or ceiling</p>	

Intro to Centers	
Preparation: <i>Set up materials.</i>	
“In <i>The Lion and the Little Red Bird</i> , the lion painted a mural on the wall of his cave . What do you notice?”	Show illustrations. Children respond.
“How is a mural similar to or different from a mosaic ?”	Show illustrations and children’s work. Children respond.
“Today in Puzzles (Manipulatives), you can solve mural and mosaic puzzles.”	
“We solved this puzzle. Is it a mural or a mosaic ? How do you know?”	Model solving puzzle. Children respond.

During Centers:

Encourage children to describe their puzzle-solving strategies (if they put all the edge pieces together first). Encourage children to count the number of pieces in the puzzles. Scaffold puzzle-solving by providing images of completed puzzles for children to reference.

Guiding Questions During Centers:

- What strategy did you use to solve this puzzle?
- Does your puzzle depict a mural or a mosaic? How do you know?
- How is your puzzle similar to or different from your friend's puzzle?
- How are mosaics and murals similar to and different from collages? (Reference Ezra Jack Keats' art and/or child-made collages.)

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 process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Allow children to create puzzles using their Mosaics. Take a walk or a field trip to view murals in the neighborhood or around town.

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, have a range of number of puzzle pieces (some puzzles with five pieces, some with seven, etc.) to match children's level of challenge.