



Read Aloud: *Skin Again*

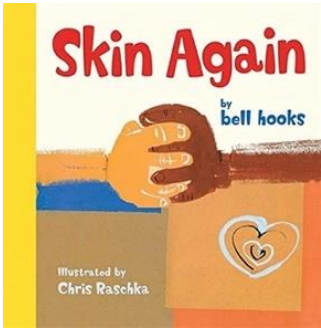
Standard Connection:
ELA.RL.PK4.1-7,9-10
ELA.SL.PK4.1-4,6
ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- Color is an identifying feature of many natural things.
- There is an infinite variety of colors.

Essential Question(s):

- How do people honor and respect a diverse range of feelings, opinions, and identities?

Materials	Vocabulary	
<ul style="list-style-type: none"> • <i>Skin Again</i> • vocabulary word picture cards 		
Books		
	<p>covering: something that lies on top of something else and might provide a layer of protection</p> <p>future: a time that is still to come</p> <p>history: a collection of stories that explain what has happened in the past</p> <p>identity: who or what a person or thing is</p>	<p>imagine: to picture or think of something in one's mind</p> <p>past: a time that already happened</p> <p>present: the time that is happening right now</p> <p>trace: to find or discover by investigation</p>

First Read	
Preparation: <i>Set up materials</i>	
<p>Children will:</p> <ul style="list-style-type: none"> • listen to a story read aloud • demonstrate increasing levels of sustained and focused engagement • show a steady increase in the number of words in listening vocabulary • develop understanding of main events 	
<p>“Today we will read a new book. The title of this book is <i>Skin Again</i>. Bell Hooks is the author; she wrote the words. Chris Raschka is the illustrator; he painted the pictures.”</p>	<p>Show cover.</p>
<p>“What do you think this book is about?”</p>	<p>Children respond.</p>
<p>“Sometimes looking at the words helps us understand what the author means. Let’s start reading again and stop to look at a word.”</p>	<p>Reread pp. 1-4</p>

<p>“What is a covering?” [Point to the word.]</p>	<p>Show the vocabulary card and define the word, using gestures and inviting children to copy or add their own.</p> <p>Give relevant, readily available examples.</p>
<p>Guide children through the Turn and Talk routine. “You each have a partner. Turn your body so you and your partner can see and talk to each other.”</p>	<p>Support children to turn to their partners.</p>
<p>“Now talk to your partner: What is a covering?”</p>	<p>Circulate to support children’s conversations.</p>
<p>Bring children’s attention back to the whole group, and ask again, “What is a covering?”</p>	<p>Children respond.</p>
<p>“This book’s title is <i>Skin Again</i>. Bell Hooks uses the word covering to mean <i>skin</i>. Our skin is a covering for our bodies. She writes that our skin is ‘just a covering,’ but that covering is important! Our skin is part of who we are. When we look in the mirror, our skin is one part of us that we see.”</p>	<p>p. 9</p>
<p>“My skin looks good to me because _____. [Complete this sentence authentically; for example, “... it connects me to my family; ... it is a beautiful color; ... it is part of my whole body; ... it matches _____.”]</p>	<p>Roll up sleeve and model.</p>
<p>Invite children to look at and describe their own skin, using the sentence frame: “My skin looks good to me because _____.”</p>	<p>Children respond.</p>
<p>“We will read this book again soon and keep thinking about why skin, our covering, is important.”</p>	
<p>Discussion Question(s):</p> <ul style="list-style-type: none"> • How are the people in the book different from each other? • How are they the same? 	

Second Read

Preparation: *Set up materials.*

Children will:

- Recall some main events when asked
- Link characters' basic emotions to their actions
- Use their own experiences to understand characters' feelings and motivations
- Express the main idea of the story or other text in a way that shows increasing understanding

"Today we will look closely at the illustrations and think about the words. Chris Raschka made paintings to illustrate this book."

Reintroduce the text, showing the cover and reading the title, author, and illustrator.

"What does this illustration make you think about?"

pp. 11-12
Children respond.

"What does this illustration make you think about?"

pp. 21-22
Children respond.

"**Identity** means all the things that tell who someone is. How I look is one part of my **identity**. What I like and what I'm good at are other parts of my **identity**, but you can't see those things by looking at me. What is an important part of your **identity**?"

p. 9
Children respond.
Encourage them to make connections when they surface similarities, and affirm differences.

"What does Chris Raschka's painting show on these pages?"

p. 12
Children respond.

"How do we learn about what is inside someone else?"

Children respond.

"At Centers today, you will begin to make paintings of yourselves. You'll start by showing the skin you're in, because that's an important and beautiful part of who you are."

Discussion Question(s):

- How are the illustrations in *Skin Again* similar to or different from the illustrations in *Nana in the City*?

Third Read

Preparation: *Set up materials.*

Children will:

- Chime in and read the story with the teacher
- Practice saying and using story-related vocabulary words
- Recall main events and characters in the story.

Note:

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in the phrase.

Discussion Question(s):

- How can you relate the message from *Skin Again* to your own life or experience?
- Can you share a time when you felt different or special, just like the characters in the book?

Fourth Read

Preparation: *Set up materials.*

Children will:

- Act out one or more scenes from the story
- Explore character motivations and emotions
- Recall main events from the story

Note: With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- How do the illustrations help you understand the story?
- How do the characters in the book feel about themselves? About each other?
Can you explain why?