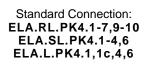


UNIT 4: THE WORLD OF COLOR / WEEK 3-4 Read Aloud: *Skin Again*



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	Ve	ocabulary
 Skin Again vocabulary word picture cards 	covering: something that lies on top of something else and might provide a layer of protection	inside: not outside [define with classroom examples]
		past: a time that already happened
	dream: a strong wish or hope	present: the time that is happening right
Books	fantasy: make-believe	now
Skin Again bell hooks bell hooks bell hooks	future: a time that is still to come	real: true, not fake
		story: how someone describes
	history: a collection of stories that explain what has happened in the past	themselves [as in, What's your story?]
		trace: to find or discover by
	identity: who or what a person or thing is	investigation
		wide: [define with gesture of arms
	imagine: to picture in one's mind	opened wide, contrasted with hands held closely together, "narrow"]
	mina	

First Read

Preparation: Set up materials

Children will:

- 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

"Today we will read a new book. The title of this book is *Skin Again*. Bell Hooks is the author; she wrote the words. Chris Raschka is the illustrator; he painted the pictures."
"What do you think this book is about?"
Children respond.
"Sometimes looking at the words helps us understand what the author means. Let's start reading again and stop to look at a word."



"What is a covering ?" [Point to the word.]	Show the vocabulary card and define the word, using gestures and inviting children to copy or add their own. Give relevant, readily available examples.		
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."	Support children to turn to their partners.		
"Now talk to your partner: What is a covering ?"	Circulate to support children's conversations.		
Bring children's attention back to the whole group, and ask again, "What is a covering ?"	Children respond.		
"This book's title is <i>Skin Again</i> . Bell Hooks uses the word <i>covering</i> 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. 9		
"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"]	Roll up sleeve and model.		
Invite children to look at and describe their own skin, using the sentence frame: "My skin looks good to me because"	Children respond.		
"We will read this book again soon and keep thinking about why skin, our covering , is important."			
 Discussion Question(s): How are the people in the book different from each other? How are they the same? 			

