

Weekly Plan

Unit 4 Week 3 BB Week 18	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Arrival Centers Gather Stories for Storytelling/ Story Acting	<ul style="list-style-type: none"> Children arrive and have breakfast, and then choose from easy-to-clean up table activities, such as waffle blocks, puzzles, Duplos, etc. Teachers collect and scribe children's stories for Storytelling/Story Acting. 				
Greeting					
(Suggested) Intro to Centers	<ul style="list-style-type: none"> Paint Mixing Labeling Paint Colors 	<ul style="list-style-type: none"> Researching Paint Colors Building a City 	<ul style="list-style-type: none"> Painting the Lion's Cave Mosaic and Mural Puzzles 	<ul style="list-style-type: none"> The Lion's Cave 	<ul style="list-style-type: none"> Tinting and Shading
Centers	<ul style="list-style-type: none"> Creative Arts Tinting and Shading Painting the Lion's Cave 	<ul style="list-style-type: none"> Library and Listening Researching Paint Colors Puzzles (Manipulatives) Mosaic and Mural Puzzles Creative Writing Labeling Paint Colors 	<ul style="list-style-type: none"> Blocks Building a City Science Paint Mixing Dramatic Play The Lion's Cave 	<ul style="list-style-type: none"> Math (Hands-On) Places Scenes Shape Pictures Memory Numbers 	
Thinking and Feedback					

Read Aloud	<i>Nana in the City</i> 3rd Read	<i>The Lion and the Little Red Bird</i> 1st Read	<i>Nana in the City</i> 4th Read	<i>The Colors of Us or Skin Again</i> 1st Read	<i>The Lion and the Little Red Bird</i> 2nd Read
Transition(s)					
Literacy Small Groups	<ul style="list-style-type: none"> • Painting Clay Cities • Color Matching Game • Book Browsing 	See Day 1	See Day 1	See Day 1	See Day 1
Math Small Groups	<ul style="list-style-type: none"> • Snapshots • Memory Number 	See Day 1	See Day 1	See Day 1	See Day 1
<i>Building Blocks</i> Whole Group	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>
Let's Find Out About It Problem Stories	Traffic Signs and Signals	Problem Stories	Problem Stories	Portraits or Self-Portraits	Similar and Different
Story Acting	Refer to Storytelling/Story Acting Guide				



UNIT 4 WEEK 3 - Snapshots
Group 1 2 3 4

Activity/Materials:

Child's Name	Trajectory Level	Comments/ Reflections:
	3 4 5	
	3 4 5	
	3 4 5	
	3 4 5	
Needs Support:	Challenged:	Enhancements/Enrichments:

<p><u>Objectives</u></p> <ul style="list-style-type: none"> To name a number of objects in a group up to 3 To produce a certain number of objects up to 10 	<p><u>Learning Trajectories</u></p> <p><u>3 Perpetual Subitizer to 4:</u> instantly recognizes collections up to 4 and verbally names the number of items (For example, when shown 4 objects briefly, child says, "4.")</p> <p><u>4 Perpetual Subitizer to 5:</u> instantly recognize collections up to 5 and verbally name the number of items (For example, when shown 5 objects, the student says, "5.")</p> <p><u>5 Conceptual Subitizer to 5+:</u> can verbally label all arrangements to 5, using groups (For example, "I saw 2 and 2, and so I saw 4.")</p>
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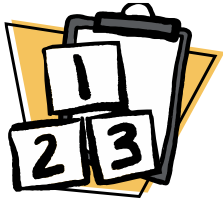


UNIT 4 WEEK 3 - Memory Number
Group 1 2 3 4

Activity/Materials:

Child's Name	Trajectory Level	Comments/ Reflections:
	7 8 9	
	7 8 9	
	7 8 9	
	7 8 9	
Needs Support:	Challenged:	Enhancements/Enrichments:

<p><u>Objectives</u></p> <ul style="list-style-type: none"> To name a number of objects in a group up to 3 To produce a certain number of objects up to 10 	<p><u>Learning Trajectories</u></p> <p><u>7 Producer (Small Numbers)</u>: The next level after counting small numbers is to produce a group of four objects. When asked to show four of something the child produces 4 objects.</p> <p><u>8 Counter (10)</u>: counts structured arrangements up to 10</p> <p><u>9 Counter and Producer (10+)</u>: counts and counts out objects to 10+ (up to 30) and has understanding of cardinality (numbers tell how many)</p>
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BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

Numeracy

Number Jumps (Numerals)

Hold up an appropriate numeral card from 1-9 for all children to see.

What number is this? That right it is ____! Jump safely ____ many times. We are going to count all together in unison.

Repeat with another appropriate numeral between 1 and 10.

Snapshots

Let's use our eyes and our minds to take a quick picture, a snapshot!

Show children an array of 4 dots or counters on a plate. Display the array for 20 seconds or an appropriate amount of time. Then, cover the plate with a cloth or paper.

Take a snapshot with your eyes and your mind. How many dots do you see? Show how many with your fingers.

Give children time to respond.

How did you know there were ____ dots or counters?

Day 2

Patterns:

Listen and Copy

We are going to make a pattern!

Clap and jump 6 times in a pattern and invite children to clap with you.

For example:

One (clap), two (clap), three (jump), pause...

Four (clap), five (clap), six (jump), pause...

Seven (clap), eight (clap), nine (jump), pause...

Continue to the desired number.

Geometry

Guess My Rule

We are going to play a guessing game. I am going to sort shapes into two different piles, and I want you to think about why I am sorting them this way. Watch carefully as I sort.

Sort shapes, one at a time, until there are at least two shapes in each pile.

Hmm, I wonder where this shape goes? Can you point to where you think this shape goes? What do you think my sorting rule is?

Repeat with other shapes and new rules. [Guess My Rule Sorting List A11](#)

Day 3

Numeracy

Number Jumps (Numerals)

Hold up an appropriate numeral card from 1-9 for all children to see.

*What number is this? That right it is ____!
Jump safely ____ many times. We are going
to count all together in unison.*

Repeat with another appropriate numeral between 1 and 10.

Snapshots

Let's use our eyes and our minds to take a quick picture, a snapshot!

Show children an array of 4 dots or counters on a plate. Display the array for 20 seconds or an appropriate amount of time. Then, cover the plate with a cloth or paper.

Take a snapshot with your eyes and your mind. How many dots do you see? Show how many with your fingers.

Give children time to respond.

How did you know there were ____ dots or counters?

Day 4

Patterns:

Listen and Copy

We are going to make a pattern!

Clap and jump 6 times in a pattern and invite children to clap with you.

For example:

One (clap), two (clap), three (jump), pause...

Four (clap), five (clap), six (jump), pause...

Seven (clap), eight (clap), nine (jump), pause...

Continue to the desired number.

Geometry

Guess My Rule

We are going to play a guessing game. I am going to sort shapes into two different piles, and I want you to think about why I am sorting them this way. Watch carefully as I sort.

Sort shapes, one at a time, until there are at least two shapes in each pile.

Hmm, I wonder where this shape goes? Can you point to where you think this shape goes? What do you think my sorting rule is?

Repeat with other shapes and new rules.

[Guess My Rule Sorting List A11](#)

Day 5

Snapshots

Let's use our eyes and our minds to take a quick picture, a snapshot!

Show children an array of 4 dots or counters on a plate. Display the array for 20 seconds or an appropriate amount of time. Then, cover the plate with a cloth or paper.

Take a snapshot with your eyes and your mind. How many dots do you see? Show how many with your fingers.

Give children time to respond.

How did you know there were ____ dots or counters?

Geometry

Mr. Mixup Shapes

Today, we are going to help Mr. Mixup with naming shapes! Remember, we need to stop Mr. Mixup when he makes a mistake.

Have Mr. Mixup start by confusing the names of a triangle and a rectangle.

Repeat using other shapes you would like children to practice.

Materials List

Centers

Materials

Creative Arts



Tinting and Shading (Easel):

- *The Colors of Us (or Skin Again)*
- box
- paper plates
- tempera paint: primary colors, black, white
- paper
- paper towels or small sponges
- plastic spoons
- small containers for paint, water
- smocks
- paint brushes
- Tints of/Shades of recording sheet (see Resource)
- paint sample cards from hardware or paint store

Painting the Lion's Cave (Table):

- *The Lion and the Little Red Bird*
- large sheets of butcher paper
- paintbrushes
- paint
- cups for paint and water
- smocks
- paper
- clipboards
- writing utensils
- images of murals (see Resource)

Blocks



Building a City:

- *Nana in the City*
- *Matthew and Tilly*
- *A Letter to Amy*
- variety of blocks
- large paper
- clipboards
- writing utensils
- Beautiful Stuff
- sample child-made classroom map(s)
- vehicles, traffic signs, and people figures
- cut-out signs for community buildings (see Resource)
- images of cities (see Resource)

Dramatic Play



The Lion's Cave:

- *The Lion and the Little Red Bird*
- murals created by children
- materials to hang murals (tape, string, etc.)
- writing utensils
- Beautiful Stuff

Science



Paint Mixing:

- *The Colors of Us (Skin Again)*
- *The Lion and the Little Red Bird*
- tempera paint
- plastic spoons, paintbrushes, popsicle sticks – for mixing paint
- clear plastic containers
- covers for containers (lids, aluminum foil, plastic wrap)
- smocks

Library and Listening



Researching Paint Colors

- *The Colors of Us (or Skin Again)*
- *The Lion and the Little Red Bird*
- fiction and non-fiction books about color
- paint samples
- child-created paints
- paint containers
- writing utensils
- paper and/or ready-made labels
- tape

Puzzles (Manipulatives)



Mosaic and Mural Puzzles:


- *The Lion and the Little Red Bird*
- mosaic and mural images (see Resource)
- poster or tag board
- Ziploc bags
- basket or box to store puzzles
- trays

Creative Writing



Labeling Paint Colors:

- *The Colors of Us (or Skin Again)*
- *The Lion and the Little Red Bird*
- fiction and non-fiction books about color
- child-created paints, from Science Center
- writing utensils
- paper and/or ready-made labels
- tape

Small Groups		Materials
Independent		Book Browsing <ul style="list-style-type: none"> book collection in Library and Listening Area unit books sets of vocabulary word picture cards from present and previous units
Medium Support		Color Matching Game: <ul style="list-style-type: none"> <i>Dog's Colorful Day</i> and other unit books color and color word cards, 1 set per 2 children (see Resource) large color paint chip cards or colored felt squares, 1 set per 2 children
High Support		Painting Clay Cities: <ul style="list-style-type: none"> <i>Nana in the City</i> clay cities made by children tempera paint (various colors) paintbrushes of different sizes containers for water palettes or plates for mixing the colors Q-tips, cotton balls, sponges (as alternate tools) smocks images of cities or towns (see Resource)
Large Group		Materials
Read Alouds 		<ul style="list-style-type: none"> <i>The Lion and the Little Red Bird</i>, vocabulary word picture cards <i>The Colors of Us</i> (or <i>Skin Again</i>), vocabulary word picture cards

SWPL Clipboard Directions



“Apples and Bananas”: song lyrics

Max’s Dragon Shirt: book

Interesting-Sounding Words: *Max’s Dragon Shirt*

“Looby Loo”: song lyrics

Alphabet Memory Pocket Chart Game:

pocket chart, upper- and lowercase alphabet cards (1 set each)

“Come On and Join In the Game”: song lyrics

“Ten Little Fingers”: poem, poetry poster

“The Green Grass Grows All Around”: song lyrics

Cat’s Colors: book

Can You Think of Words that Rhyme with ____?: *Nana in the City, Cat’s Colors, The Lion and the Little Red Bird, Bringing the Rain to Kapiti Plain*

“Head, Shoulders, Knees, and Toes”: song lyrics

Alphabet Memory Pocket Chart Game:

pocket chart, upper- and lowercase alphabet cards (1 set each)

“Barnyard Song”: song lyrics, flannel board and pieces

The Lion and the Little Red Bird: book

“Stand Up”: poem, poetry poster

If You Have the Matching Letter, Say Its Name:

upper- and lowercase alphabet cards

Bringing the Rain to Kapiti Plain: book

“If You’re Happy”: song lyrics

“Five Little Owls in the Old Elm Tree”: poem, poetry poster

LFOAI



Portraits:

- *The Colors of Us*
- markers, colored pencils, crayons, or other drawing tools
- mirror
- chart or drawing paper
- images of portraits (see Resource)

Self-Portraits:

- *Skin Again*
- markers, colored pencils, crayons, or other drawing tools
- mirror
- chart or drawing paper (hanging where all students can see)
- images of portraits (see Resource)

Similar and Different:

- *Skin Again* (or *The Colors of Us*)
- pairs of objects to compare and contrast (car/truck, square/round block, wheel/cylinder, marker/crayon, rock/pebble)
- chart paper
- markers

Traffic Signs and Signals:

- *The Lion and the Little Red Bird*
- images of traffic signs and signals (see Resource)

Problem Stories

Materials: Block People (*Set Up for Success*)

Math Components Materials

Hands-on Math Center	<p>Places Scenes: counters, numeral cards, Places Scenes (see Building Blocks Teacher's Resource Guide)</p> <p>Shape Pictures: shape sets, pattern blocks</p> <p>Memory Number: dot cards, numeral cards</p>
Small Group	<p>Snapshots: counters, paper plate, cloth</p> <p>Memory Number: dot cards, numeral cards</p>
Large Group	<p>Snapshots: counters, paper plate, cloth</p> <p>Guess My Rule: shape sets</p> <p>Numeral Jump: numeral cards</p>
Literature Connections	<p><i>Two Ways to Count to Ten</i> by Ruby Dee</p> <p><i>Feast for 10</i> by Cathryn Falwell</p> <p><i>Uno, Dos, Tres: One, Two, Three</i> by Pat Mora</p> <p><i>One Hungry Monster: A Counting in Rhyme</i> by Susan Heyboer O'Keefe</p> <p><i>March of the Dinosaurs: A Prehistoric Counting Book</i> by Jakki Wood</p>



Songs, Word Play, and Letters

Standard Connection:
ALL ELA (RF); ELA.RL.4.4b;
ELA.L.PK4.1a, 1b; ELA.L.PK4.2,2d;
ELA.L.PK4.4, 4a ELA.L.PK4.5,5a,5b,5c,5d;
ELA.L.PK4.6

Songs, Word Play, and Letters: Day 1

Materials: poetry posters, *Max's Dragon Shirt*, alphabet pocket chart, one set each of upper- and lower-case letter cards

Apples and Bananas

Procedure:

- Say, "We are going to sing 'Apples and Bananas' first today."
- Sing the song as usual.

Interesting-Sounding Words (*Max's Dragon Shirt*)

Procedure:

- Show the book and tell children that there are some interesting-sounding words in the story to talk about.
- Begin with the word *disgusting*. Say, "The first word is one that Ruby used to describe Max's old pants. She said that they were *disgusting*, or really awful looking." Describe *disgusting* as a long word with three parts; say it slowly, in syllables, *dis-gust-ing*, and have children say it.
- Write the word *disgusting*, part by part, explicitly sounding out each phoneme (/d/ /i/ /s/ /g/ /u/ /s/ /t/ /i/ /ng/) and writing the letters used to represent each phoneme. Hold onto some of the phonemes for a while to encourage children to call out the letter needed to write them (/d/ /s/ /g/ /t/).
- Introduce *chocolate*. Say, "The other interesting-sounding word I want to talk about is *chocolate*. *Chocolate* is something that we eat, like candy, for example."
- Ask children to say it and to tell how many parts, or syllables it has (3 syllables: *choc-o-late*).

Looby Loo

Procedure:

- Ask the children to stand to sing "Looby Loo".
- Add some new verses ("right elbow," "left elbow," "back").

Alphabet Memory Pocket Chart Game - Materials: pocket chart, upper- and lowercase letter cards

Procedure:

- Tell the children they are going to play the Alphabet Memory Pocket Chart Game that they played a few weeks ago.
- Show children an uppercase letter and its lowercase match. Tell children there are lowercase letters in the pockets of the chart and that the uppercase letters will be distributed to them.
- Give each child an uppercase letter that is a match for each letter placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter's name when you pull it from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold.

Songs, Word Play, and Letters: Day 2

Materials: pocket chart, *Nana in the City*

Come On and Join in the Game

Procedure:

- Tell the children that they are going to sing "Come on and Join in the Game" which they haven't done for a while.
- Lead the song doing "clap hands," "jump," and "sit down," verses. Sing "fold arms" as the fourth verse.

Ten Little Fingers

Procedure:

- Hold up your hands and wiggle your fingers to signal the poem.
- Lead the children in reciting the poem and doing the motions.
- After reciting the poem, ask children to show the fingers that would be needed for a poem called "Nine Little Fingers."
- Ask children to show fingers for a poem about just six little fingers.
- Tell children a new poem about six little fingers that goes like this:

Six little fingers (Wiggle.), five and just one more (Wiggle thumb.);
Six little fingers, not five, not four (Put thumb of one hand down to create five, and then fold in thumb of other hand, leaving just four fingers extended.);
Six little fingers, four more make ten (Raise four fingers on the hand that had just one raised, then wiggle fingers on both hands. Fold four fingers down leaving only thumb extended on one hand.) *That's six once again.*

- Recite the new poem again.

Five Little Owls in an Old Elm Tree

Procedure:

- Say, "The next thing we are going to recite today is a poem about 5 animals." Give a hint that these animals are birds that live in trees and stay awake at night.
- Recite the poem. Blink and wink your eyes at the appropriate time, use rings made with your forefingers and thumbs for the big round eyes, and use a ring made with your arms raised over your head to indicate the moon hanging in the sky.

Can You Think of Words that Rhyme with ____? (*Nana in the City*)

Procedure:

- Hold up the book and tell the children they will use some words from the story to make up rhymes.
- Start with *walk*. Remind children that the boy and his grandmother went for a walk. Ask children if *walk* and *talk* rhyme. Ask children if they can think of other words that rhyme with *walk* and *talk* (*lock, sock, dock*).
- Present *right* next. Ask if *right* and *light* rhyme. And then ask children to think of other words that rhyme with *right*.
- Proceed similarly with *cape*.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, *Cat's Colors*, upper- and lowercase alphabet sets, alphabet pocket chart

The Green Grass Grows All Around

Procedure:

- Tell the children that they are going to start today with this song.
- Sing the song through once.

Cat's Colors

Procedure:

- Show the cover of the book and ask the children if they remember the title.
- Sound out /k/ in *Cat's* and *Colors*, when reading the title with the children. Underline both words with your finger while reading them.
- Read the book in a way that makes the text flow naturally.

Can You Think of Words that Rhyme with _____? (*Cat's Colors*)

Procedure:

- Tell the children that they will use words from the book to make up rhymes.
- Start with *red*. Ask children if they can think of words that rhyme with *red* - other words that have /ed/ as their last part (*bed, said, led, fed, sled, Fred, Ned*).
- Next try *rug* (*tug, bug, jug, chug, mug*).
- Then, *blue* (*glue, clue, few, you, two, moo*) in the same way.

Head, Shoulders, Knees, and Toes

Procedure:

- Sing the song, touching the different body parts.
- Sing the song a second time, very slowly, and then a third time, very fast.

Alphabet Memory Pocket Chart Game

Procedure:

- Select different letters from the ones used on Day 1 of Week 3.
- Tell the children that they are going to play the Alphabet Memory Pocket Chart Game that they played a few days ago.
- Show children an uppercase letter and its lowercase match. Tell children that the lowercase letters are in the pockets of the chart and that they will have the uppercase letters.
- Give each child an uppercase letter that is a match for the letters placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter's name when it is pulled from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, *The Lion and the Little Red Bird*, upper- and lowercase matching letter pairs, flannel board and pieces for the “Barnyard Song”

Barnyard Song

Procedure:

- Tell the children they will learn a new song.
- Sing the first four or five verses of the song slowly. Some children will join in; others will just listen. Place the barnyard animal pictures on the flannel board as you sing about them.
- Sing the song again, to give more children a chance to sing along.

Can You Think of Words that Rhyme with _____? (*The Lion and the Little Red Bird*)

Procedure:

- Show the book and tell children there are some interesting-sounding words in the story to talk about.
- Present *cave* and remind children that the lion lived in one of these holes or cavities in the earth. Ask children if they can think of other words that rhyme with *cave* (*brave, cave, Dave, pave*). Add a word when there's a lull from the children and ask children to judge if it rhymes. For example, "Do you think *brave* rhymes with *cave*? What about *paint*?"
- Present *thorn* (*corn, horn, adorn, forlorn, morn, born, worn, acorn*) and *ripe* (*swipe, pipe, wipe, type, stripe*) in the same way.

Stand Up

Procedure:

- Tell the children that they will recite the poem the same way as last time, with changes in the number of claps. Instead of clapping to *four*, say, "Clap to six", and instead of saying, "Clap once more," say, "Clap twice more." Tell children to be sure to listen carefully so they hear these changes.
- Recite the poem, emphasizing the words changed (*six* for *four*, *twice* for *once*).

If You Have the Matching Letter, Say Its Name

Procedure:

- Select as many upper- and lowercase matching pairs as children in the group.
- Tell children they are going to play a new game today. Explain that each child will have an uppercase (big) letter to hold and that you will show lowercase (small) letters, one at a time and name them. The child holding the uppercase match to your lowercase letter says its name. For example, "I have *B*."
- Pass letters out to the children and play. If children say, "I do" or "Me", but do not name the letter, say, "Yes, you have the big *B* that matches my little *b*. (Avoid putting a child on the spot and demanding a specific statement. Simply comment to provide the letter name information.)

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, *Bringing the Rain to Kapiti Plain*, upper- and lowercase letter cards

Bringing the Rain to Kapiti Plain

Procedure:

- Hold up the book and ask children if they remember its title. Read the title with children, emphasizing the initial sound (/b/ in *Bringing*, /r/ in *Rain*, /k/ in *Kapiti*, and /p/ in *Plain*), and underlining the rest of the words with a finger.
- Read the book naturally, discuss the book's contents briefly.

Can You Think of Words that Rhyme with _____? (*Bringing the Rain to Kapiti Plain*)

Procedure:

- Tell the children they are going to use some of the words from the book to play a rhyming game.
- Present *plain* first and remind children that this is the name for the flat grassland area where Ki-pat lived. Ask children if they can think of other words that rhyme with *plain* (*cane, rain, pain, name, stain*). If there's a lull and children cannot think of a word, offer an idea and ask children to judge if it rhymes. For example, "Does *rain* rhyme with *plain*?"
- Present *bow* and remind children that a bow is used to shoot an arrow. Ask children if they can think of other words that rhyme with *bow* (*sew, go, low, mow, flow, blow*).

If You're Happy

Procedure:

- Tell the children they are going to sing a song that they haven't done for a while, with new verses this time.
- Demonstrate a twitching nose, a crook finger, a nodding head, and blinking eyes before starting the song,
- Sing the song using the new words and the motions to match them.

If You Have the Matching Letter, Say Its Name

Procedure:

- Select as many upper- and lowercase matching pairs as children in the group, using some different ones than the day before.
- Tell children they are going to play the new alphabet game that they learned the day before. Remind them that each child has an uppercase letter to hold, and that lowercase letters will be shown, one at a time, and they can name them. The child holding the uppercase match says its name, for example, "I have *B*."
- Pass letters out to the children and play. If children say, "I do" or "Me", but do not name the letter, say, "Yes, you have the big *B* that matches my little *b*." (Avoid putting a child on the spot and demanding a specific statement. Simply comment to provide the letter name information.)



Small Groups:

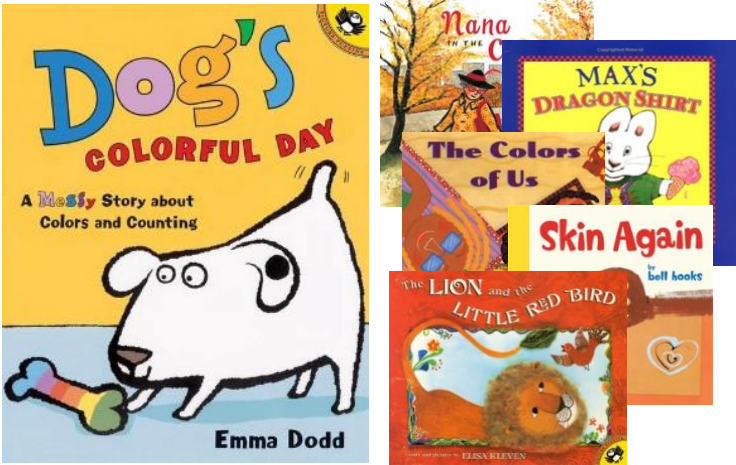
Color Matching Game (*Medium Support*)

Enduring Understanding(s):

- Color can be used to communicate ideas, thoughts, and feelings.

Essential Question(s):

- How are colors used to communicate ideas, thoughts and feelings?

Materials	Vocabulary
<ul style="list-style-type: none"><i>Dog's Colorful Day</i> and other Unit textscolor and color word cards, 1 set per 2 children (see Resource)large color paint chip cards or colored felt squares, 1 set per 2 children	<p>color names: word/phrase that refers to a specific color</p> <p>blue: color in between green and violet; as the clear sky</p> <p>red: color next to orange; as in fire or rubies</p> <p>yellow: color in between green and orange; like a lemon</p> <p>purple: color in between red and blue; like lavender</p> <p>orange: color in between red and yellow; like the fruit orange</p> <p>green: color in between blue and yellow; like the grass</p> <p>match: the same</p>
Books	
	

Procedure

Preparation: *Set up materials.*

Procedure: Show illustrations from *Dog's Colorful Day*, naming the colors of the stains. Encourage children to compare and contrast colors in the story to colors on the cards/colors they see in the classroom/colors in other Read Alouds.

Option 1: Children match color cards to word cards.

Option 2: Memory Game: Children find matching pairs of color or color/word cards.



Small Groups:

Color Matching Game - RECORD SHEET



Turns over 2 cards.



Turns over 2 cards
and describes 2+ matches.



Turns over 2 cards,
describes 3+ matches,
and identifies colors.

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

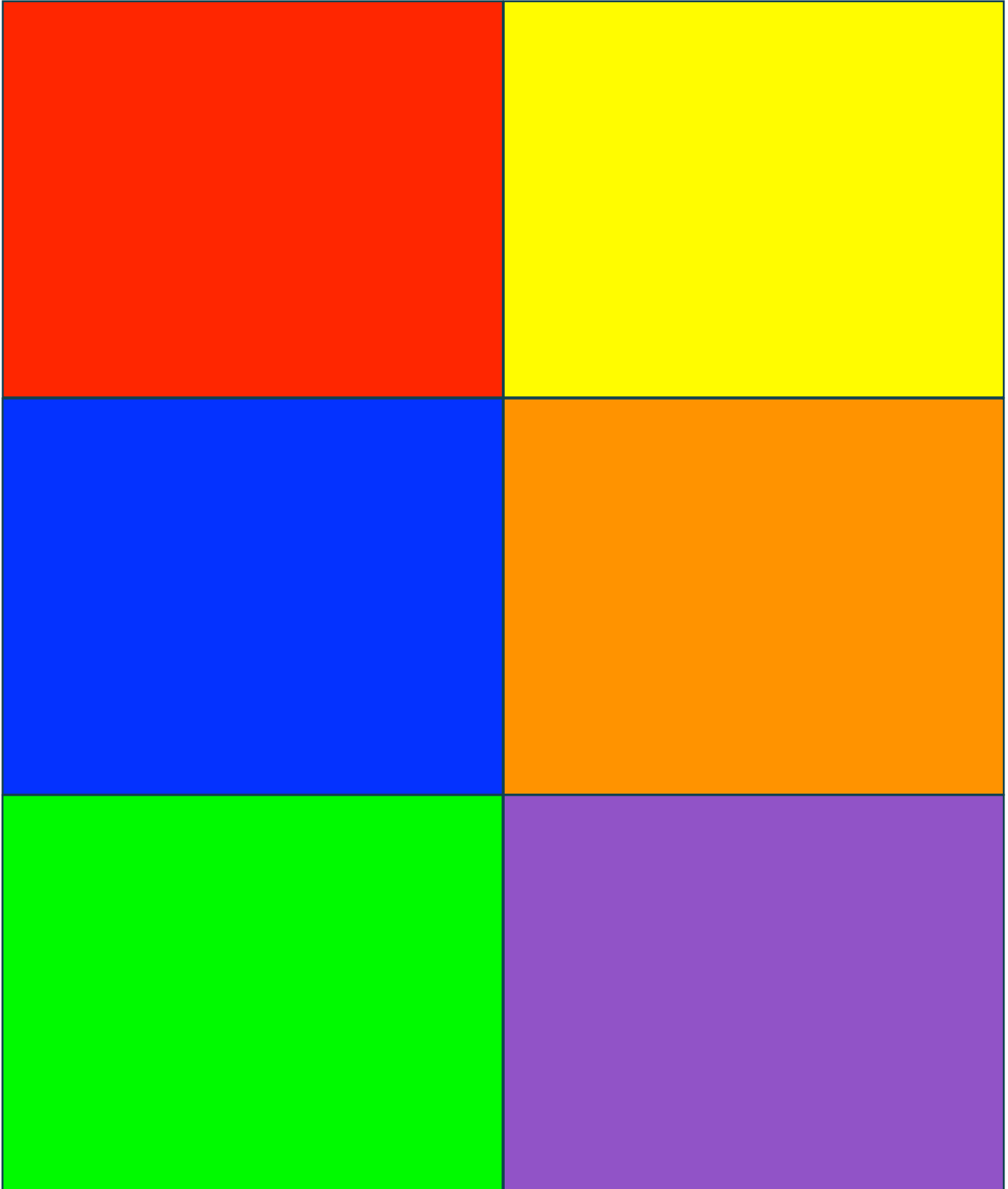
Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:



Small Groups: Color Matching Game - RESOURCE



RED

YELLOW

BLUE

ORANGE

GREEN

PURPLE



Small Groups:

Painting Clay Cities (*High Support*)

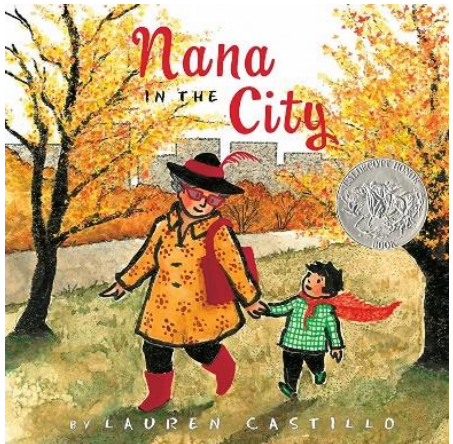
Standard Connection:
ELA.SL.PK4.1
ELA.W.PK4.5
PD.FM.PK4.1
VA.CR2a.3.PK
VA.CR3a.1.PK

Enduring Understanding(s):

- Color 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>Nana in the City</i>clay cities made by childrentempera paint (various colors)paintbrushes of different sizescontainers for waterpalettes or plates for mixing the colorsQ-tips, cotton balls, sponges (as alternate tools)smocksimages of cities or towns (see Resource)	<p>building: a large structure for people to live in or do things in</p> <p>city: a large and important town where many people live, work, visit</p> <p>inspire: to influence by emotions</p> <p>mix: to put different things together so they become one</p> <p>sculpture: the art or craft of making statues or other objects by carving, chiseling, or molding</p> <p>street: a road in a town or city where cars/vehicles travel</p>	

Procedure

Preparation: *Set up materials.*

Procedure: Show illustrations from *Nana in The City*. Encourage children to compare and contrast illustrations to images of cities. Encourage children to use the palettes/plates to mix and create colors. Encourage children to describe their cities and how/why they are creating the colors they use. Encourage children to label the parts of their cities.



Small Groups:

Painting Clay Cities - RECORD SHEET



Applies paint to clay city sculpture.



Begins by making a plan, then applies paint to clay sculpture.



Uses techniques of tinting/ shading to create specific colors of paint.

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:



UNIT 4: THE WORLD OF COLOR / WEEK 3

Small Groups:

Painting Clay Cities - RESOURCE

Standard Connection:

ELA.SL.PK4.1

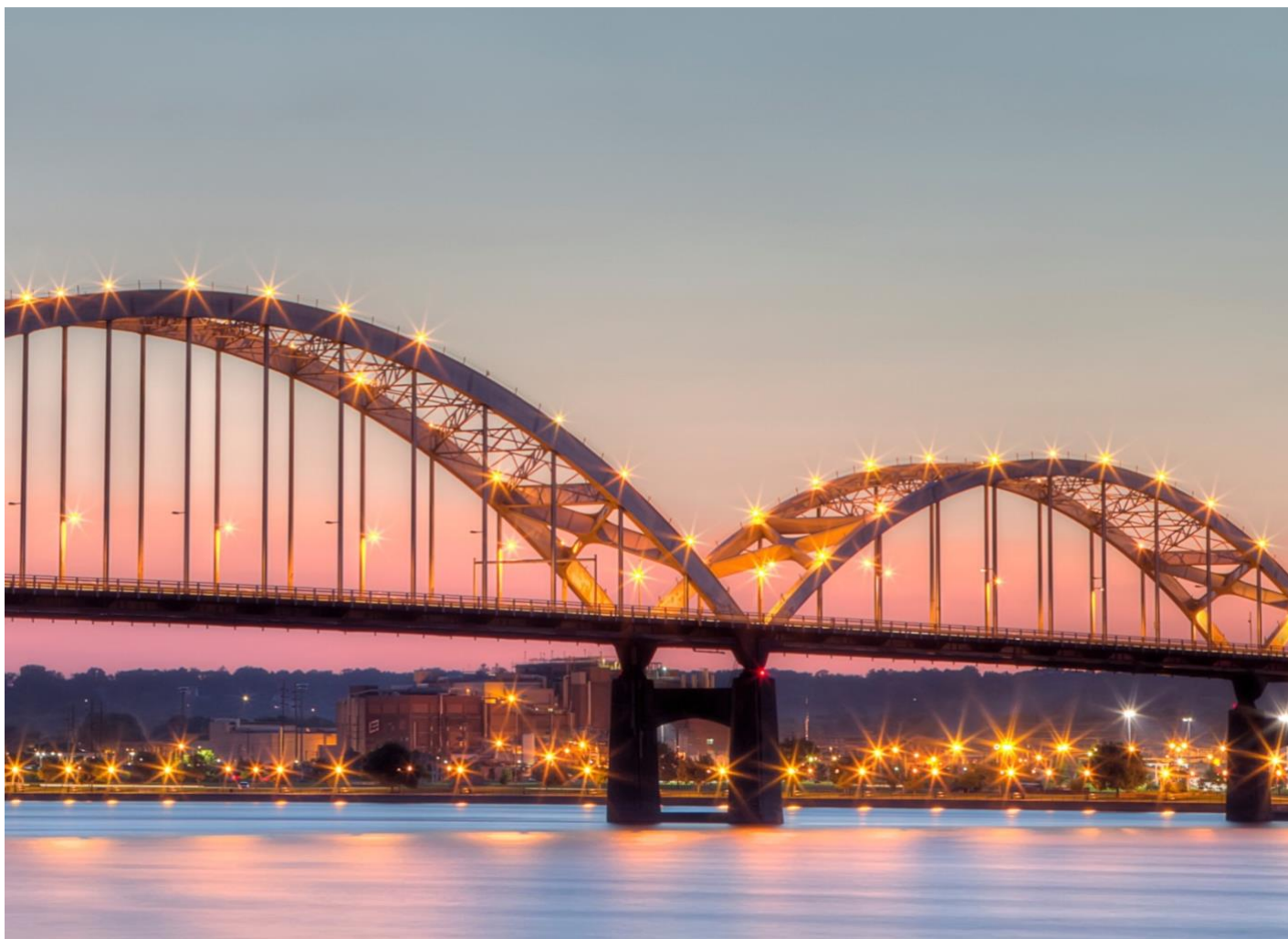
ELA.W.PK4.5

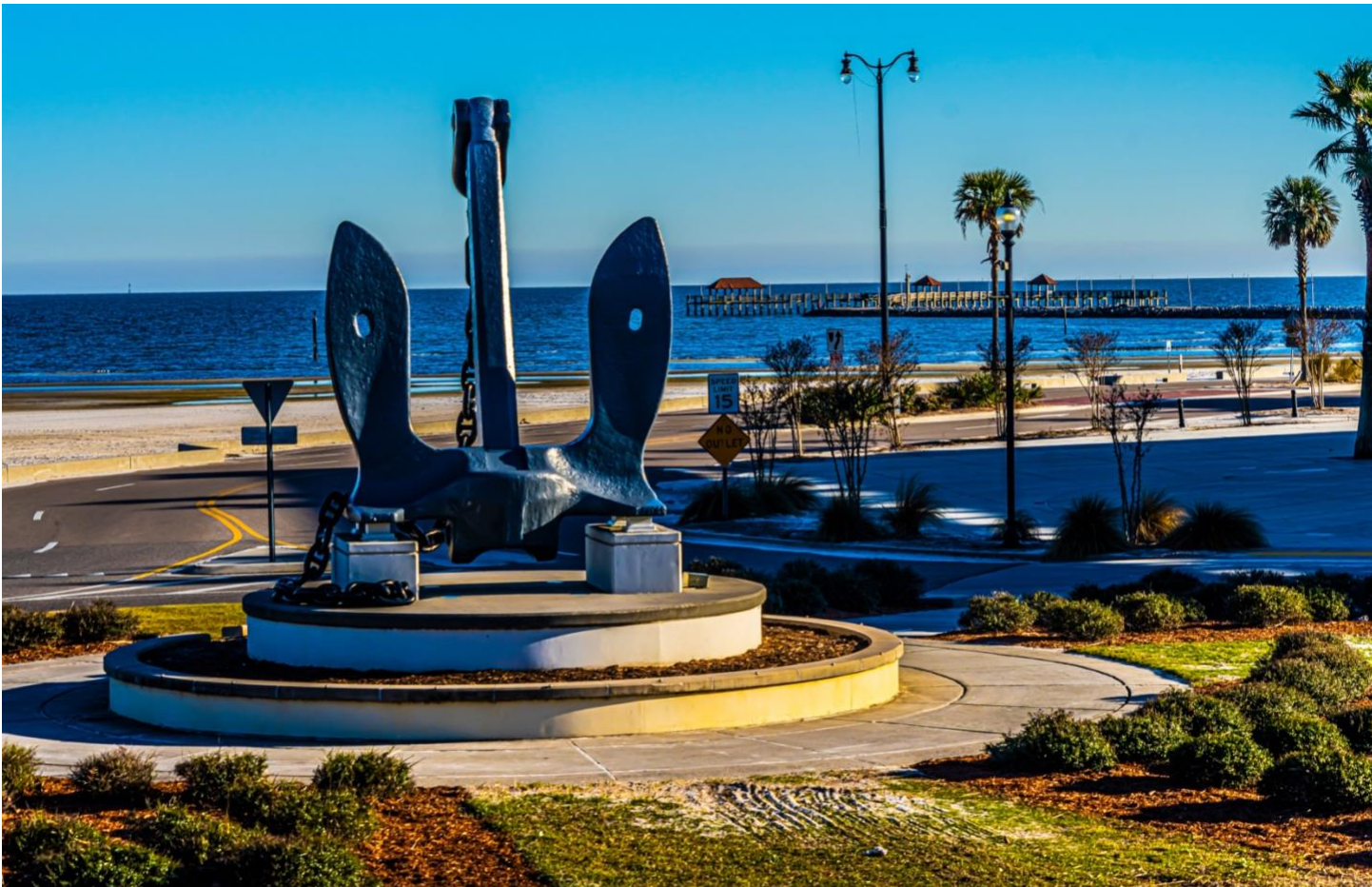
PD.FM.PK4.1

VA.CR2a.3.PK

VA.CR3a.1.PK











Read Aloud: *Skin Again*

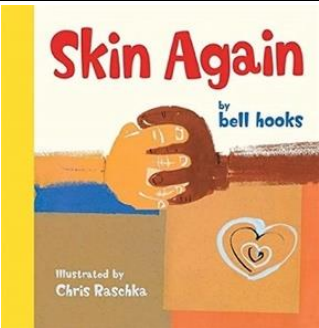
Standard Connection:
ELA.RL.PK4.1-7,9-10
ELA.SL.PK4.1-4,6
ELA.L.PK4.1,1c,4,6

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?



Vocabulary Cards: *Skin Again*



covering



trace



identity



**past/present
and future**



imagine



history



Read Aloud: *The Colors of Us*

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 can carry information.

Essential Question(s):

- How are colors used to communicate ideas, thoughts, and feelings?
- How do people honor and respect a diverse range of feelings, opinions, and identities?

Materials	Vocabulary	
<ul style="list-style-type: none"> • <i>The Colors of Us</i> • Vocabulary word picture cards 	<p>spice: a flavoring for food</p> <p>cinnamon: a spice made from the dried bark of a tropical Asian tree</p> <p>inspiration: an action, thought, person, or other influence that inspires</p> <p>flipping: to throw in a way to cause to turnover or spin</p>	<p>shade: a variation of color; to make darker</p> <p>coffee toffee: tawny tan, light brown in color</p> <p>butterscotch: a candy made from butter and brown sugar, another type of light brown</p> <p>delicious: something that tastes or smells pleasant, good</p>
Books		

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 	
“The title of this book is <i>The Colors of Us</i> . The author and illustrator is Karen Katz.”	Underline the title, author, and illustrator as you say them. Point to relevant illustrations as you read them.
“Lena’s mom says Lena is the color of cinnamon - a spice - something that flavors food.”	p. 1
“Lena wants to paint a picture of herself. What do you notice?”	Show illustrations. Children respond.
“ Peanut butter and chocolate cupcakes are food and the inspiration for the color names for brown.”	

“On their walk, Lena and her mother see Mr. Pelligrino flipping pizza and Candy, her babysitter - someone who takes care of children.”	
“At the park, Lena notices different shades of skin color.”	
“ Honey, coffee toffee , and butterscotch make her think of delicious food.”	
Discussion Question(s): <ul style="list-style-type: none"> Why did Lena's mother teach her how to mix colors? Who does Lena see on her walk? 	

Second Read

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 a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (the different places Lena and her mother see on their walk, Lena painting pictures of her friends, etc.).

Encourage children to use vocabulary words in context (spices, shades, etc.).

Discussion Question(s):

- How are the illustrations in *The Colors of Us* similar to or different from the illustrations in *Nana in The City*?
- How is Lena's walk similar to or different from Dog's walk in *Dog's Colorful Day*?

Third Read

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

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 a phrase.

Discussion Question(s):

- Why did Lena's mother take her on a walk before she painted?
- Why did Lena describe her paintings as "the colors of us?"

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

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 is Lena an artist like her mother?
- What things in her neighborhood could Lena have painted?



Vocabulary Cards: *The Colors of Us*



cinnamon



butterscotch



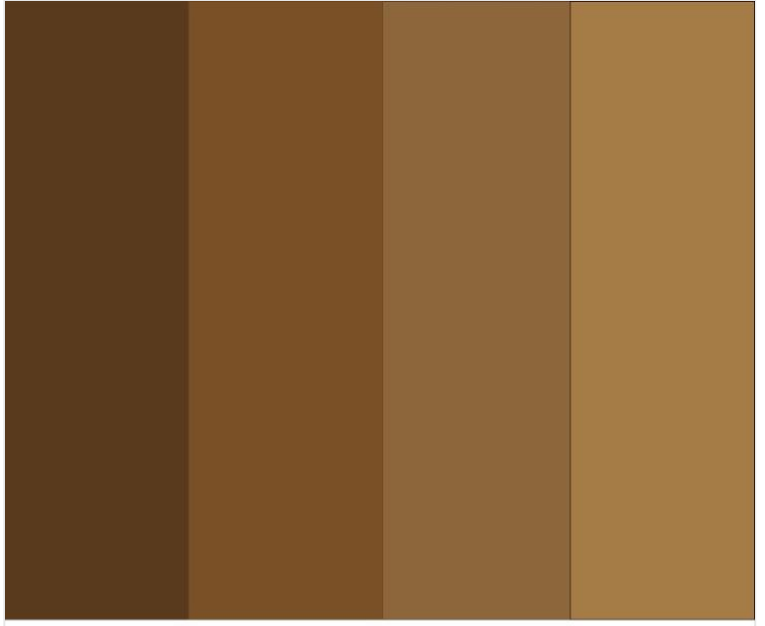
flipping



coffee toffee



spices



shades



inspiration



delicious



Read Aloud: *The Lion and the Little Red Bird*

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 can carry information.

Essential Question(s):

- How are colors used to communicate ideas, thoughts, and feelings?
- How do people honor and respect a diverse range of feelings, opinions, and identities?

Materials	Vocabulary
<ul style="list-style-type: none"> <i>The Lion and the Little Red Bird</i> <i>Nana in the City</i> vocabulary word picture cards 	<p>astonished: very surprised</p> <p>sheltered: to take in or to protect</p> <p>delighted: feeling happy</p> <p>sundown: the time of day the sun sets</p> <p>disappeared: to no longer be seen</p> <p>swishing: to move with a soft splashing sound</p> <p>enchanted: seen in a magical way</p> <p>thorn: a sharp spike on the stem of a plant</p>
Books	
 	

First Read	
Preparation: Set up materials	
<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>“The title of this book is <i>The Lion and the Little Red Bird</i>. Elisa Kleven is the author and illustrator.”</p> <p>“The lion disappeared - the bird couldn’t see him anymore. The bird was astonished - very surprised - that the lion had an orange tail.”</p>	<p>Underline the title, author, and illustrator as you say them. Point to relevant illustrations as you read them.</p>
<p>“He soaked his paws - he got them all wet.”</p>	<p>p. 7</p>
<p>“The bird thought the lion was a magician - that he used magic to turn his tail blue.”</p>	<p>p. 9</p>
<p>“The lion ambled - walked slowly.”</p>	<p>p. 13</p>
<p>“The lion nibbled - took little bites of - the sunflower seeds.”</p>	<p>p. 21</p>

"The lion sheltered – protected - the bird from the storm."	pp. 23-25
"The bird was delighted - very happy."	
Discussion Question(s): <ul style="list-style-type: none"> Why didn't the lion speak to the little red bird? How did the bird and the lion help each other? 	

Second Read

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 a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (the lion's tail changes colors, the lion rescues the bird from the storm, the bird sees the inside of the lion's cave). Encourage children to use vocabulary words in context (the lion soaked his paws in the water, he swished his tail goodbye, etc.).

Discussion Question(s):

- Why did the bird keep trying to try to communicate with the lion?
- How is the lion in *The Lion and the Little Red Bird* similar to or different from Dandelion?

Third Read

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

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 a phrase.

Discussion Question(s):

- How do we know that the lion and the bird cared for each other?
- How is the lion and bird's friendship similar to or different from Matthew and Tilly's friendship?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

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):

- At the end of the book the little bird wonders what the lion would paint that night. What do you think the lion painted?
- How is the lion and bird's friendship similar to or different to Matthew and Tilly's friendship?



Vocabulary Cards:

The Lion and the Little Red Bird



sour



mystery



magician



sundown



enchanted



disappear



curious



ambled



swishing



wondering



thorn



astonished



rescued



Let's Find Out About It: Portraits

Standard Connection:
 ELA.W.PK4.5
 ELA.RI.PK4.3
 SS.FC.PK4.2
 PD.FM.PK4.1
 VA.CR1.1.PK
 VA.RE8a.1.PK

Enduring Understanding(s):

- There is an infinite variety of 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>The Colors of Us</i> markers, colored pencils, crayons, or other drawing tools mirror chart or drawing paper images of portraits (see Resource) 	<p>detail: a small item or specifics of something</p> <p>feature: parts of something, (ex: parts of my face are features...blue eyes, freckles, etc.)</p> <p>outline: a line or shape showing the outside edge of a figure or object</p> <p>self-portrait: a picture, image, or painting of myself</p> <p>subject: the person/thing an artist painted; a person or thing that is looked at closely</p>	

Let's Find Out About It:	
Preparation: Set up materials.	
"In <i>The Colors of Us</i> , Lena created portraits - images - of her friends and neighbors. What do you notice?"	Show illustrations. Children respond.
"Here are other portraits created by artists. What do you notice?"	Show images. Children respond.
"These portraits are of the person's face, not their whole body. The artist included details like the skin color, eyes, nose, and mouth of the subject - the person they painted. What do you notice?"	Children respond.
"I will create a self-portrait - an image of myself - with these materials. First, I will look in the mirror to study the features - parts - of my face. Next, I will illustrate an outline of my face. Then, I will include these details in my self-portrait ."	Model using mirror to check for accuracy of details.



UNIT 4: THE WORLD OF COLOR / WEEK 3

Let's Find Out About It

Portraits - RESOURCE

Standard Connection:

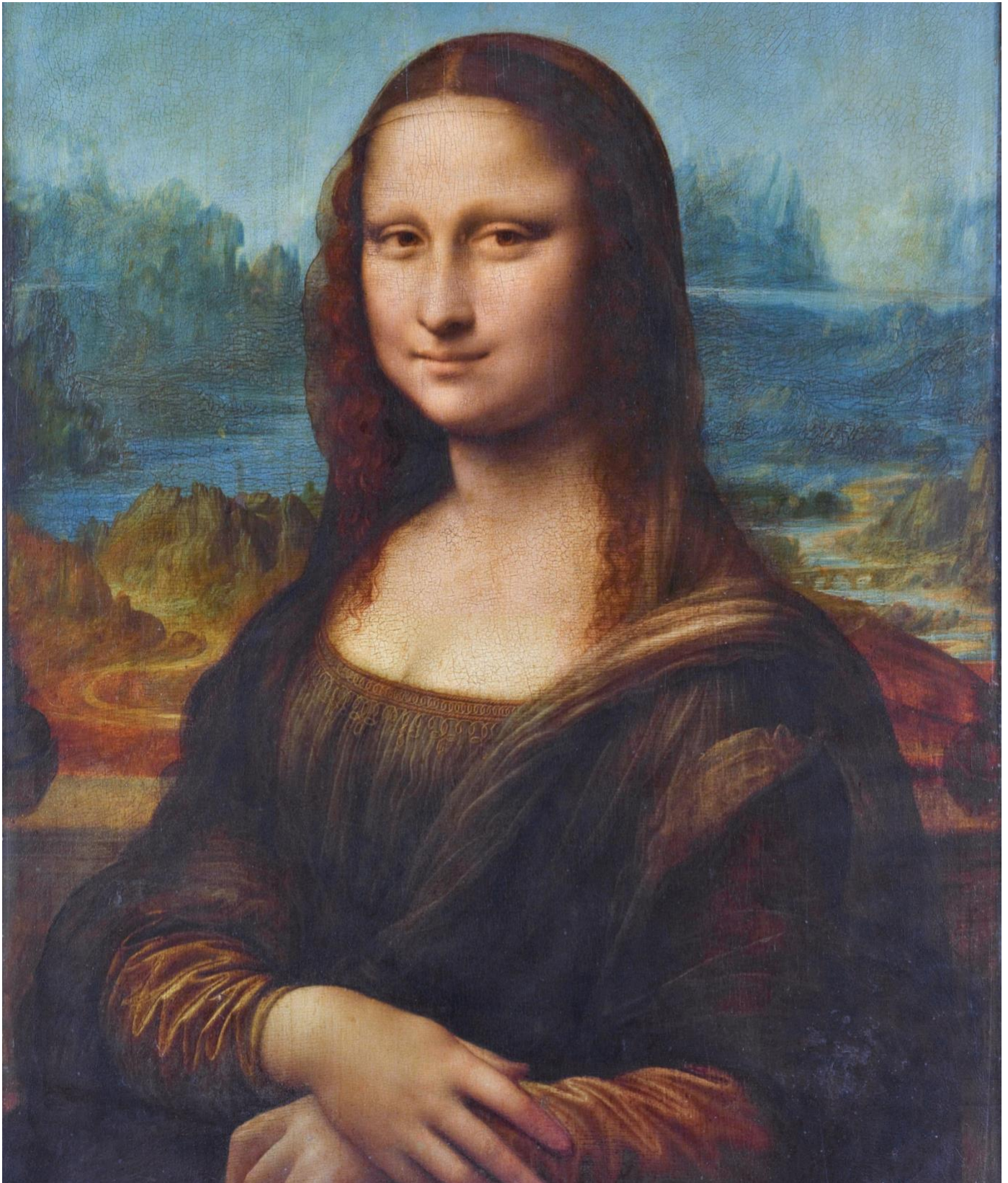
ELA.W.PK4.5

ELA.RI.PK4.3

SS.FC.PK4.2

VA.RE.7.1.PK

VA.RE8a.1.PK









Let's Find Out About It: Self-Portraits

Standard Connection:

ELA.W.PK.4.5

ELA.RI.PK.4.3

SS.FC.PK.4.2

VA.RE.7.1.PK

VA.RE8a.1.PK

Enduring Understanding(s):

- There is an infinite variety of 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> images of portraits (see U4W3 - LFOAI "Portraits" Resource) mirror chart or drawing paper markers, colored pencils, crayons, or other drawing tools 	<p>feature: important part of something, such as a face (facial feature)</p> <p>outline: a line showing the outside edge of something</p> <p>self-portrait: an image of oneself</p>	

Let's Find Out About It:

Preparation: Set up materials. Post the chart paper where all children can see it.

"In <i>Skin Again</i> , Chris Rashcha made the illustrations by painting. What do you notice about the characters he created?"	Show illustrations. Children respond.
"A self-portrait is a picture someone makes of themselves, instead of a picture of someone else. Let's look at some self-portraits made by other artists. These self-portraits show just the artists' faces, not their whole bodies. The artists included important features such as their skin color, eyes, nose, and mouth."	Show a few portraits and leave them posted or spread out for children to see.
Have children turn to a partner, sitting knee to knee. "Tell your partner: What do you notice about the facial features in these portraits? Take turns sharing what you see."	Children respond.
"Chris Raschka painted characters he imagined. Sometimes artists and illustrators paint or draw self-portraits . That's what you are going to do!"	Model beginning a self-portrait, looking in the mirror and drawing a sketch on the chart paper.
"Let's try it. If I am going to create a self-portrait - an image of myself - I'll start by looking in the mirror to study my features - the different parts - of my face. Next, I'll draw an outline of my face. Now I need to add some details to show the features of my face. I am going to start with my eyes and eyebrows. What else could I add? Next week during Center time you can create your own self-portrait !"	



UNIT 4: THE WORLD OF COLOR / WEEK 3

Let's Find Out About It

Self-Portraits - RESOURCE

Standard Connection:

ELA.W.PK4.5

ELA.RI.PK4.3

SS.FC.PK4.2

VA.RE.7.1.PK

VA.RE8a.1.PK



Frida Kahlo



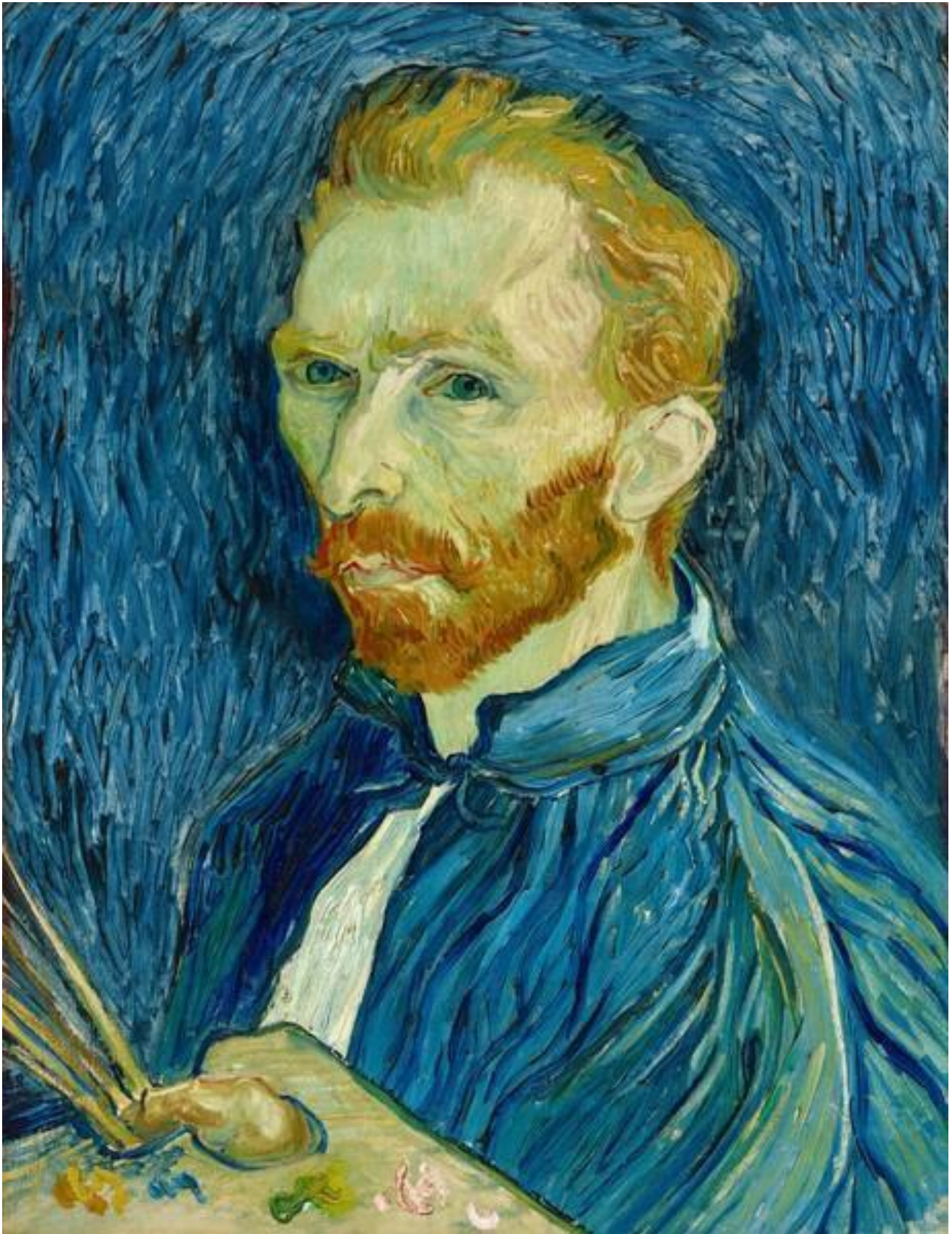
Yayoi Kusama



Chief Po Ka Gon



Samuel Joseph Brown, Jr.



Vincent van Gogh



Let's Find Out About It:

Similar and Different (*Skin Again*)

Standard Connection:

ELA.RI.PK.4.3

M.MD.PK.4.1

M.MD.PK.4.3

M.CC.PK.4.6

SS.FC.PK.4.2

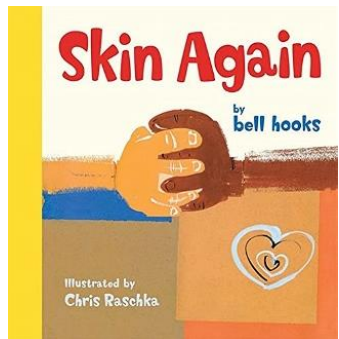
SS.FC.PK.4.4

Enduring Understanding(s):

- There is an infinite variety of 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>pairs of objects to compare and contrast (car/truck, square/round block, wheel/cylinder, marker/crayon, rock/pebble)chart papermarkers	<p>different: not the same</p> <p>similar: alike</p>	

Let's Find Out About It:

Preparation: Set up materials. Gather objects in a bin or basket. Post the chart paper for use in recording children's responses.

"Let's look at some of the pictures in <i>Skin Again</i> . What do you notice about these paintings that is similar ? What's different ?"	Show illustrations. Children respond.
"Let's look at some objects and see if we can notice what about them is similar - alike - and what about them is different ."	Show a pair of related objects.
Sit or stand next to another classroom adult. "Look at me and _____. How are we similar and different ?" Have children turn to a partner, sitting knee to knee to face each other. "Look at your partner. What is similar , or alike, about you? How are you different ? Tell each other what you notice."	Children respond.
"Next week during Center time you can create your own self-portrait! You'll need to look really carefully at yourself to do that, just like we did today."	



Let's Find Out About It:

Similar and Different (*The Colors of Us*)

Standard Connection:

ELA.RI.PK4.1
ELA.W.PK4.1c
M.MD.PK4.1
M.MD.PK4.3
SS.FC.PK4.2
SS.FC.PK4

Enduring Understanding(s):

- Color can be used to communicate ideas, thoughts, and feelings.

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>The Colors of Us</i> pairs of objects to compare and contrast (car/truck, square/round block, wheel/cylinder, marker/crayon, rock/pebble) chart paper markers 	<p>different: not the same; not alike</p> <p>similar: closely the same</p> <p>Venn diagram: a picture that uses circles to show how things are grouped together; compare/contrast</p> <p>neighbor: a person who lives close to someone</p>	

Let's Find Out About It:	
Preparation: Set up materials.	
<p>"In <i>The Colors of Us</i>, Lena saw her friends and neighbors on her walk. What do you notice?"</p> <p>"How is her neighbor _____ similar to her friend _____? How are they different?"</p>	<p>Show illustrations. Children respond.</p>
<p>"Here is a _____ and a _____. How are they similar to each other? How are they different from each other?"</p>	<p>Show objects. Children respond.</p>
<p>"I will draw a Venn diagram to record how the objects are similar and different."</p>	<p>Model.</p>
<p>"The _____ is similar to the _____ because _____. I will draw/write how they are similar here. The _____ is different from the _____ because _____. I will draw/write how they are different here."</p>	<p>Model. Repeat with second set of objects if time allows.</p>



Let's Find Out About It: Traffic Signs and Signals

Standard Connection:
ELA.SL.PK4.1b
ELA.RI.PK4.8
M.MD.PK4.3

Enduring Understanding(s):

- Color can carry information.

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> images of traffic signs and signals (see Resource) 	<p>different: not the same; not alike</p> <p>information: knowledge or facts that come from a source</p> <p>pedestrian: someone walking</p> <p>similar: closely the same</p> <p>traffic sign/signal: a sign with symbols or words to give instructions</p>	

Let's Find Out About It:	
Preparation: <i>Set up materials.</i>	
"In <i>The Lion and the Little Red Bird</i> , the lion's orange tail reminded the bird of things in nature. What do you notice?"	Show illustrations. Children respond.
"We learned that color names are inspired by foods, nature, and emotions. Colors also give people information ."	
"The colors on traffic signs and traffic signals help drivers and pedestrians - people walking - stay safe."	Show images.
"This is a stop sign . Even if people can't read the word 'stop', they know that when they see this sign they should stop."	
"This sign means 'no parking'- people can't park here. This sign means 'do not enter'. What is similar about these signs ? How do these signs use color to tell people information ?"	Children respond.
"Here is a traffic signal . What do you notice?"	Show image. Children respond.
"Red means <i>stop</i> , yellow means <i>slow down</i> , and green means <i>go</i> ."	
"How is the traffic signal similar to or different from the stop sign , the no parking sign , and/or the do not enter sign ?"	Children respond.



UNIT 4: THE WORLD OF COLOR / WEEK 3

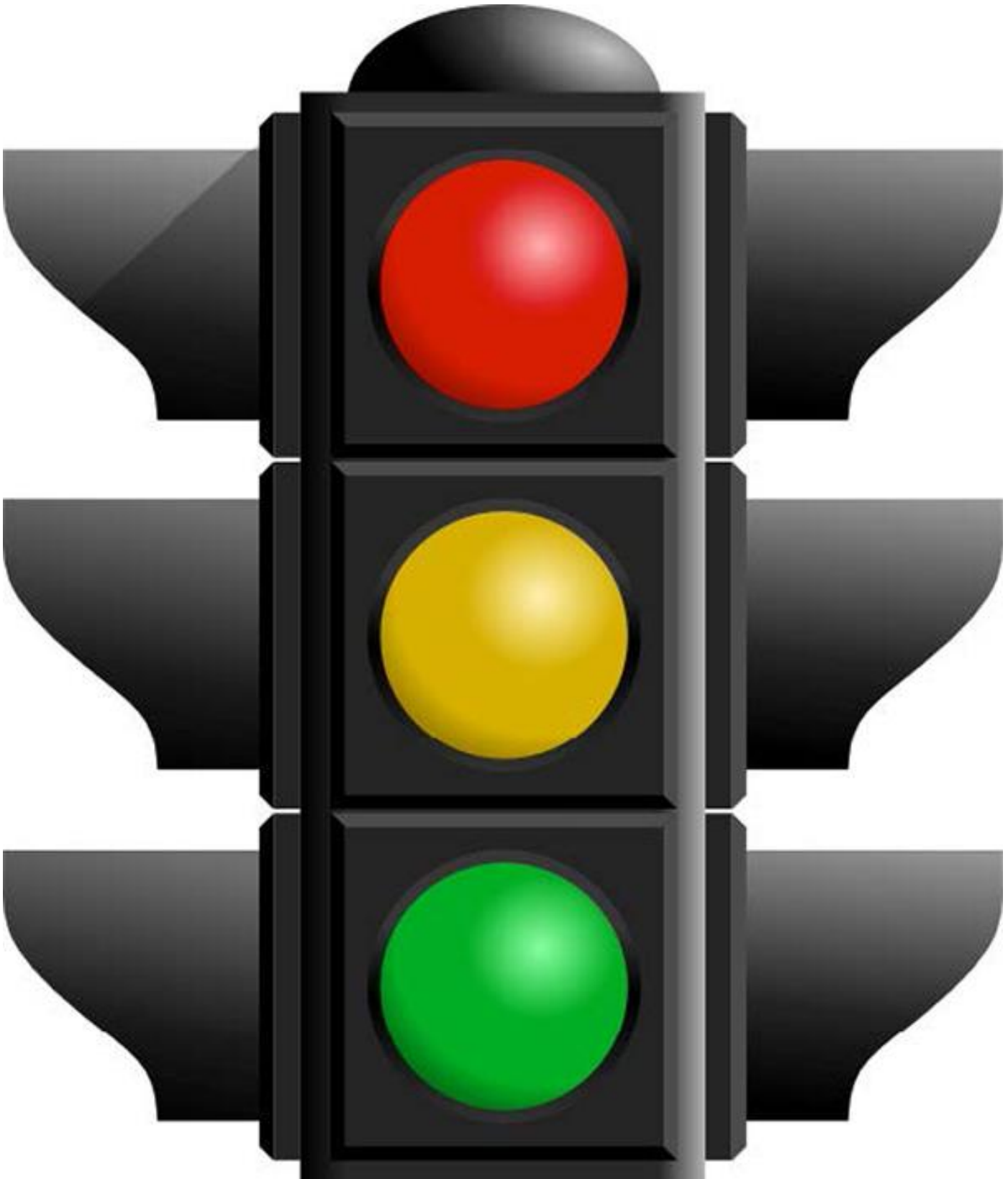
Standard Connection:
ELA.SL.PK4.1b; ELA.RI.PK4.8;
M.MD.PK4.3

Let's Find Out About It

Traffic Signs and Signals **RESOURCE**















Paint Mixing

Naming Words		Action Words		Describing Words	
amount	process				
combination	proportion	combine	save	a lot	little
component	quantity	create	scoop	color	similar
container	shade	mix	shade	enough	sufficient
experiment	tint	rinse	tint	helpful	
mixture					

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I want a dark red that looks like an apple. I will mix red and black. What colors will you mix?”
- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“You have made several different colors by mixing paint in containers. What color do you want to make next?”
- **Use Encouragement to Increase Social Behavior:**
“I’m impressed, Marisa. You waited very patiently for a long time for a turn with that blue paint. You wanted to use the blue, but Tara was busy mixing with it. Tara, I think it helped Marissa to wait when you told her she could have the next turn. It seems that talking about it helped.”

Connection to Text:

“In *The Lion and the Little Red Bird*, the lion painted a colorful mural on the wall of his cave. I wonder if he mixed colors to create all the different tints and shades he used.”

Non-Immediate Events:

“I had to paint a wall in my house, and I needed to mix paints to create just the right color. It reminds me of when Peter’s father was painting his room for his baby sister in *Peter’s Chair*. I wonder if Peter’s father needed to mix paints.”



Painting the Lion's Cave

Naming Words		Action Words		Describing Words
artist	image	combine	mix	bright
brush stroke	inspiration	depict	paint	colorful
depiction	line	design	plan	dark
detail	mural	illustrate	represent	detailed
illustration				dull
				vibrant

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“That is a very dark red you created. It reminds me of a fire engine. What does it remind you of?”
- **Use Self-Talk (describe what you are doing):**
“I like the bright blue color of this paint that I made by mixing some white paint with the blue paint. It looks like the blue of the sky on a clear day!”
- **Use Encouragement to Support Accomplishment:**
“You put your smock on, selected your paints, and prepared your paintbrush. You look like you are ready to begin painting.”
- **Use Encouragement to Increase Social Behavior:**
For example: “Kevin, I think Tyra is grateful that you gave her a turn with the color that she wanted. She said, “Thank you” when you gave it to her. You can be proud of how you gave her a turn.”

Connection to Text:

“In the book *The Lion and the Little Red Bird*, the lion painted a mural of the habitat where he lived. He painted trees, mountains, a lake, and the sun. What did you paint on your mural?”



Tinting and Shading

Naming Words	Action Words	Describing Words
color experiment result shade tint	experiment mix record shade tint	dark(-er) light(-er)

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“You added a scoop of white, and then you mixed your paint. What happened?”
- **Use Self-Talk (describe what you are doing):**
“I am going to add half a scoop of white to my green paint. When I stir the paint, I can see that my green paint is becoming lighter. I’m making a tint of green.”
- **Model Social Skills (asking for help):**
“If you need help making a tint or a shade, you can ask a teacher or a friend. You could ask Jonathan to help you. He likes to help his friends.”
- **Model Using Words to Solve Conflicts + Open-Ended Questions:**
“It makes you mad when someone tries to grab your paint. It is frustrating when someone doesn’t ask. What can you do when you both want to use the same paint? (Wait for response.) That’s a good idea — you could share. How would that work? (Wait for response.)”

Connection to Text:

“In *The Colors of Us*, Lena made portraits of her friends and neighbors. She created many different tints and shades of brown so that she could paint their skin accurately. In *Skin Again*, Chris Raschka created the pictures by mixing paint colors. He created many of his paintings using different tints and shades of colors.”



Mosaic and Mural Puzzles

Naming Words	Action Words	Describing Words
detail mosaic mural part position whole	adjust combine match rotate turn slide solve	adjacent different related similar

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“You are trying to fit those two pieces together. How can you succeed?”
- **Use Encouragement to Support Effort and Ideas:**
“You worked hard on that puzzle. You found pieces with similar colors and rotated them so that they would fit together. You created a beautiful image.”

Connection to Text:

“These puzzle pieces can be combined into a mosaic. Mosaic tile patterns are often created on walls to decorate them. In the book, *The Lion and the Little Red Bird*, the lion decorated his walls with paint.”

Non-Immediate Events:

“I have tiles on the wall above my counters in my kitchen at home that make a pattern, but they are bigger than these small, mosaic tiles. Have you ever noticed tiles on walls or floors that make a pattern? Tell me about them.”



The Lion's Cave

Naming Words		Action Words	Describing Words
cave entrance habitat inside	mural outside shelter	build construct create design plan	bright colorful dark dim light vibrant

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“It looks like you are making a warm, cozy fire. What can I do to help you?”
- **Use Self-Talk (describe what you are doing) + Mix of Open- and Closed-Ended Questions:**
“I like building caves and buildings and homes. How is this cave like a building or a home? (Pause for response.) Would you rather live in a cave like a lion or in an apartment or a house?”
- **Model Social Skills (Politeness):**
“Will you please help me build the wall of this cave? Thank you! You were very helpful!”

Connection to Text:

“I feel very happy like the lion did in *The Lion and the Little Red Bird*. I can tell he was happy because I can see a smile on his face in this illustration.”

Non-Immediate Events:

“The lion's cave reminds me of a cave that I found once when I was walking in the woods. I was curious about what kind of animal lived in the cave. I thought it was a bear's cave, but I wonder if it was a lion's cave.”



Researching Paint Colors

Naming Words	Action Words	Describing Words
description label name research shade tint	clarify describe explain help inspire label research write	dark(-er) different light(-er) similar

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
“You watched while I demonstrated writing the letter *R* for *Red*. I see you starting at the top, making the curved line and then the slanted line. Tell me if you need any help.”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I think writing the letter *S* is a challenge. The uppercase and lowercase are similar. First, I curve the line this way and then curve the line back the other way. Which letters are challenges for you? Which letters are easy to write?”
- **Use Encouragement to Support Effort:**
“Writing all those letters is not easy. You were persistent in writing so many letters for your labels. You should be proud of yourself.”

Connection to Text:

“In the book *The Lion and the Little Red Bird*, the lion kept painting the pictures, and the bird was so happy to see his pictures. I think you are like the lion, mixing different colors, and I am like the bird — the colors you mixed make me happy.”



Building a City

Naming Words		Action Words		Describing Words
apartment city department store laundromat map	neighborhood plan subway transportation	build collaborate construct design draw	edit imagine include plan visualize	busy helpful tall

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“You are constructing a very tall building. What sort of building will it be?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I want to construct a subway. What blocks or other materials do you think would work well for making a subway?”
- **Use Encouragement to Support Ideas:**
“You had a good idea to use those large blocks to make the foundation for your building. What will you do next?”

Connection to Text:

“The boy saw many different things in the city where his grandmother lived in *Nana in the City*. It looks like you are including many different kinds of buildings in your city.”

Non-Immediate Events:

“I have never ridden on a subway like the one in the book *Nana in the City*, but I have ridden in a car to a big city. There, I saw big buildings, lots of bright lights, and many people.”



Labeling Paint Colors

Naming Words		Action Words		Describing Words
label	emotions	inspire	explain	color words different
detail	shade	record	create	
object	tint	describe	label	
nature	mixes	discover	mix	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Indirect and Closed-Ended Questions:**
“What a (beautiful, creative, interesting) color name! Tell me about how you created this name for your paint color. Describe why you chose it. What did you name your paint color after?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I like mixing. There are so many different shades and tints you can make! What do you think would be a good color name for this paint color I mixed? Can you help me label it with an inspiring color name?”

Connection to Text:

“We could mix new colors for Dog’s fur in *Dog’s Colorful Day* and create new, creative names for our paint colors.”

Non-Immediate Events:

“After we label our paint colors, we can share them with our friends and see if they have any ideas for a color name that would match our new paints.”



Building a City

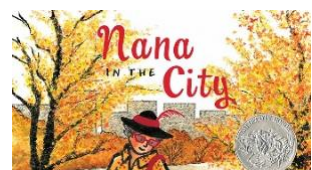
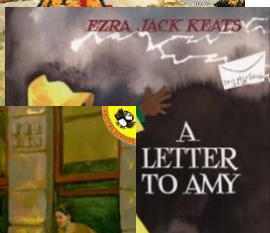
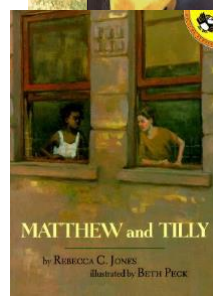
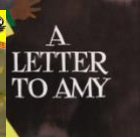
Standard Connection:
 ELA.RL.PK4.9
 ELA.W.PK4.1b
 M.MD.PK4.1
 M.G.PK4.3
 S.PS.PK4.3
 SS.OW.PK4.2
 PD.FM.PK4.5
 PD.SHS.PK4.1

Enduring Understanding(s):

- Color 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>Nana in the City</i> <i>Matthew and Tilly</i> <i>A Letter to Amy</i> variety of blocks large paper clipboards writing utensils sample child-made classroom map(s) vehicles, traffic signs, and people figures cut-outs signs for community buildings (see Resource) images of cities (see Resource) Beautiful Stuff 	<p>apartment: a set of rooms where people live</p> <p>city: a large town</p> <p>map: shows us where we are and where we need to go</p> <p>neighborhood: a small area in a town or city set apart from other areas because it is a community</p> <p>subway: an underground train in a large city that carries people from place to place</p>	   

Intro to Centers	
Preparation: Set up materials.	
"In <i>Nana in the City</i> , the boy visited his grandmother. What do you notice?"	Show illustrations. Children respond.
"There was a subway , apartment buildings, a park, and neighborhoods in the city ."	
"Here are some images of cities . What do you notice?"	Show images. Children respond.
"Today in Blocks, you can build a city with these materials. What will be in your city ?"	Show materials. Children respond.
"How will a plan/ map of your city be helpful?"	Children respond.

During Centers:

Encourage children to draw plans and/or maps of their city. Encourage children to accurately depict the locations of various places in their cities. Encourage children to collaborate. (One child draws the plan/map and another child builds.) Compare and contrast children's cities to the cities in *Matthew and Tilly, A Letter to Amy*, etc.

Guiding Questions During Centers:

- What was the inspiration for your city?
- How is a map of your city helpful?
- How is Building a City similar to or different from Building a Playground/Neighborhood?
- How is your city similar to or different from an animal habitat?

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

Provocation:

Invite a city planner, urban designer, architect, and/or construction worker to visit the classroom. Encourage children to notice how colors are used to organize information about a city (public transportation lines, traffic signs, etc.).

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, strategically partner children who struggle with drawing activities with children who excel in this area.



UNIT 4: THE WORLD OF COLOR / WEEKS 2-3

Building a City

RESOURCE

Standard Connection:

ELA.RL.PK4.9

ELA.W.PK4.1b

M.MD.PK4.1

M.G.PK4.3

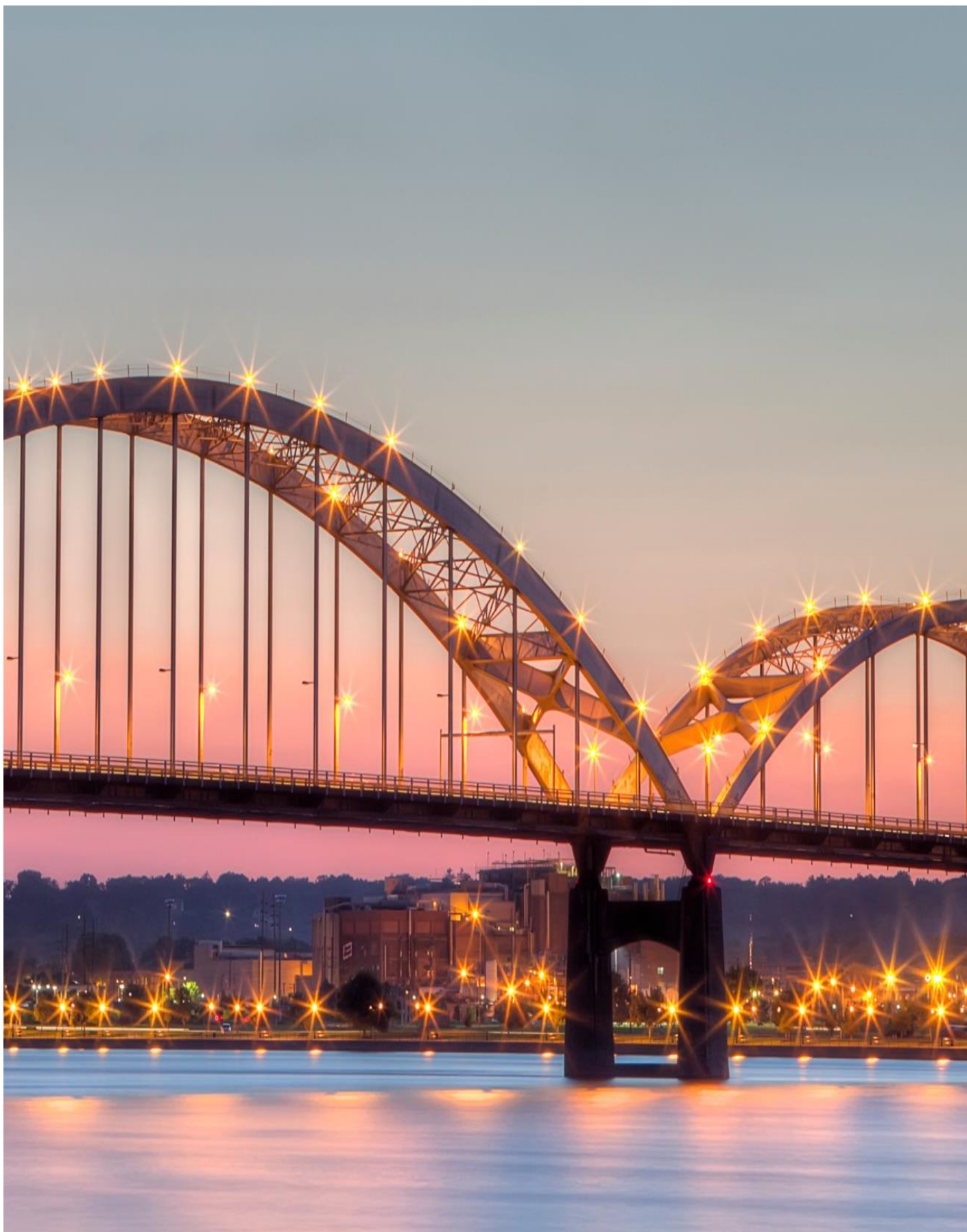
S.PS.PK4.3

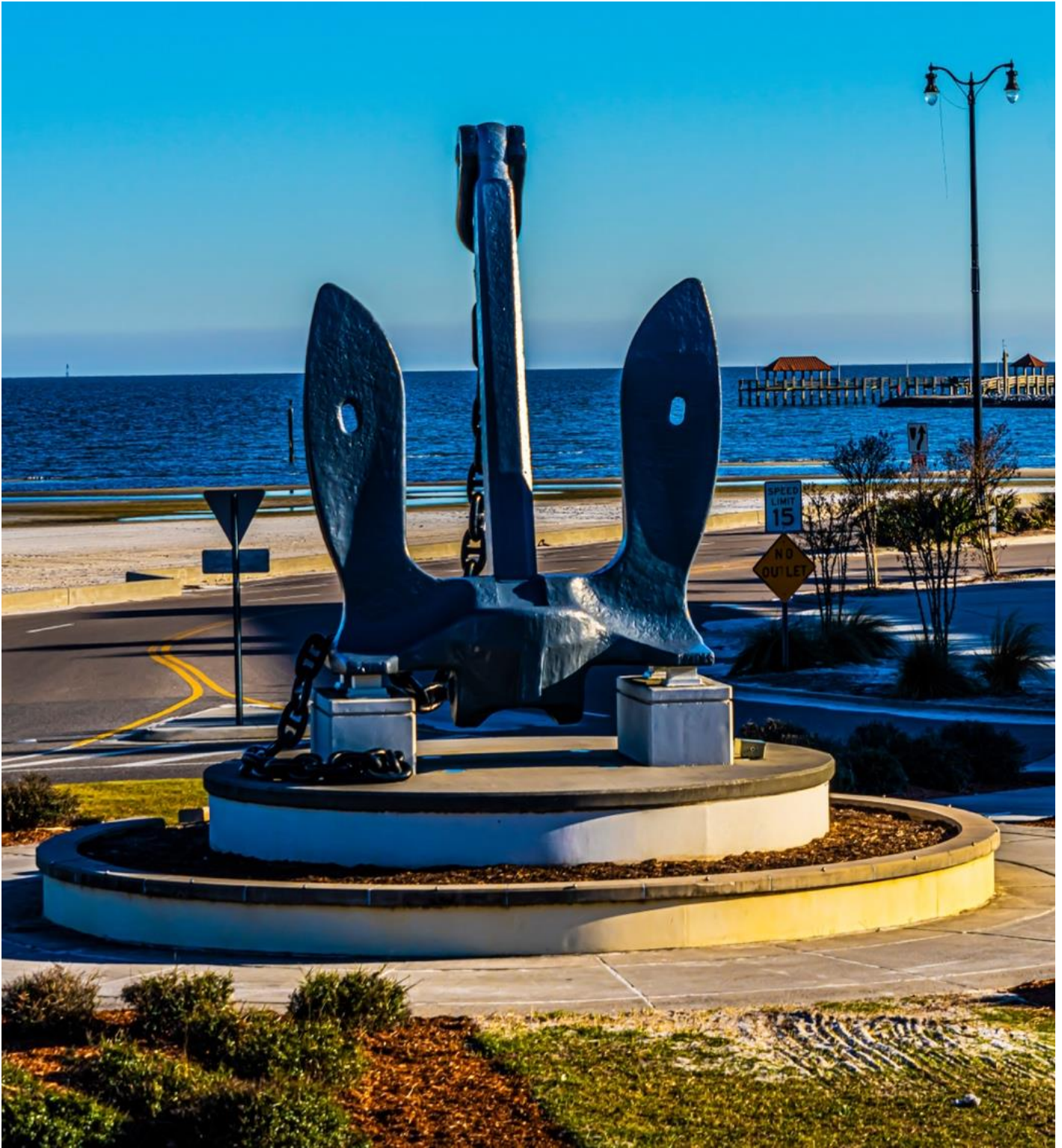
SS.OW.PK4.2

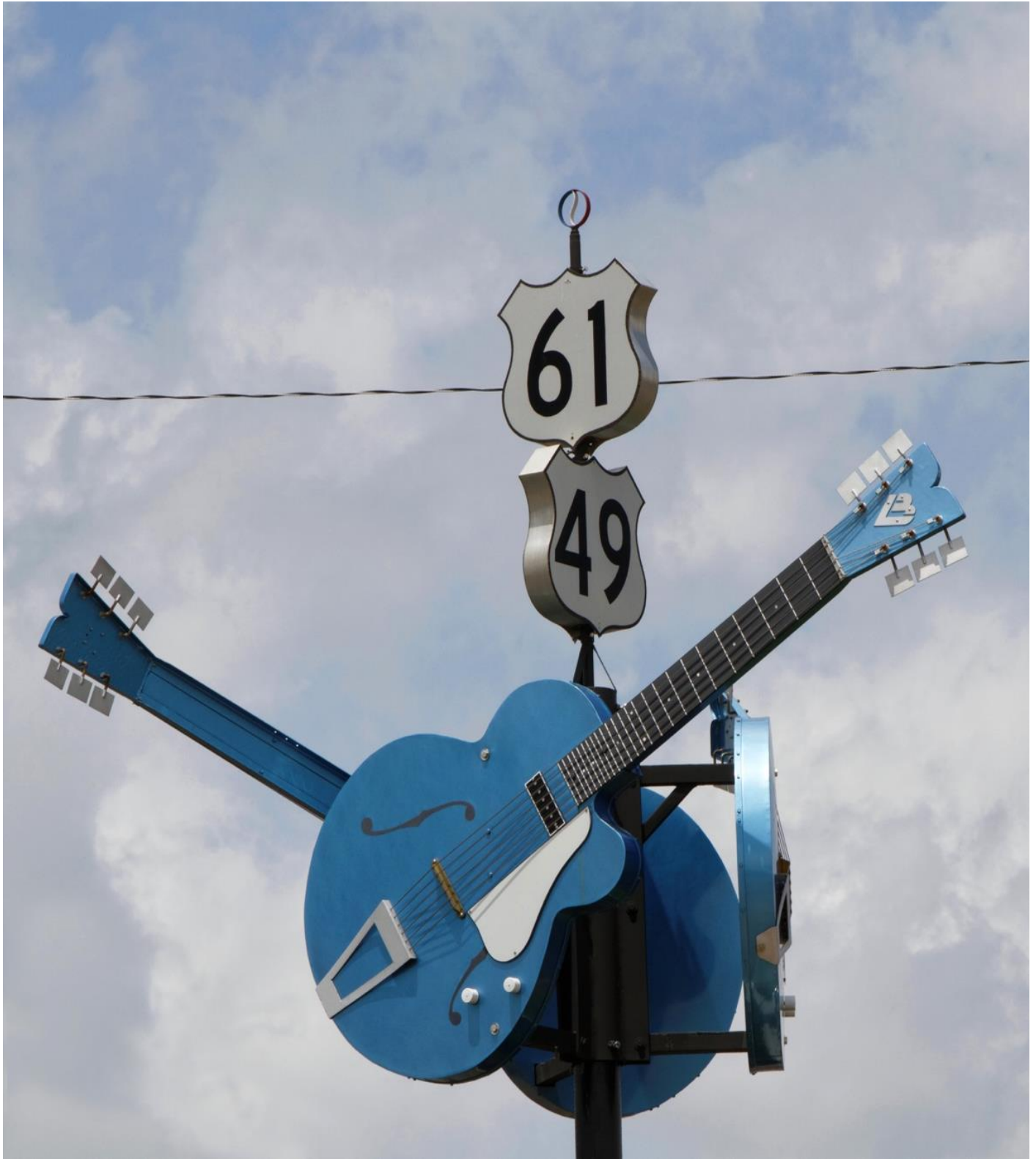
PD.FM.PK4.5

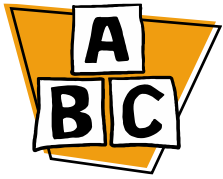
PD.SHS.PK4.1











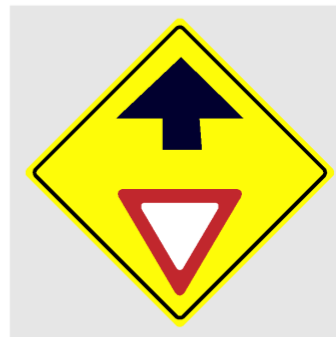
UNIT 4: THE WORLD OF COLOR / WEEKS 2-3

Building a City – Resource 2

Cut-Out Signs

Standard
Connection:
ELA.RL.PK4.9
ELA.W.PK4.1b
M.MD.PK4.1
M.G.PK4.3
S.PS.PK4.3
SS.OW.PK4.2
PD.FM.PK4.5
PD.SHS.PK4.1









UNIT 4: THE WORLD OF COLOR / WEEK 3-4

Labeling Paint Colors

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>The Colors of Us (or Skin Again)</i> <i>The Lion and the Little Red Bird</i> fiction and non-fiction books about color tape child-created paints from Science Center writing utensils paper, and/or ready-made labels 	<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	
Preparation: Set up materials.	
"In <i>The Colors of Us</i> , Lena and her mom went to a paint store. What do you notice?"	Show illustrations. Children respond.
"The paints on the shelves were labeled - each paint had a name."	
"Why would it be helpful to label the paints in the store?"	Children respond.
<p>"We learned that color names can be inspired by objects, nature, and emotions."</p> <p>"Today in Library and Listening you can use these materials to research colors."</p>	
"How could you record your color research ?"	Children respond.
"Use these materials to create labels in Creative Writing. You could use the labels for the paint colors you mix in Creative Arts."	

During Centers:

Encourage children to use a variety of strategies to create labels (sounding out, copying a model, dictating, using illustrations, etc.). Refer to *The Lion and the Little Red Bird*, where colors are compared/connected to specific objects (“orange as a butterfly,” “orange as the setting sun,” etc.). Encourage children to collaborate - one child researches, another child writes labels, etc.

Guiding Questions during Centers:

- What inspired you to name/ label this paint _____?
- What sort of illustration could someone create with this paint?
- What did you learn from your research about the color _____?
- How is labeling paint colors similar to or different from writing your name on your artwork or labeling centers in our classroom?

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 processes; 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:

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, strategically partner children together for collaboration. Provide a variety of writing materials to meet children’s fine motor and sensory needs.



The Lion's Cave

Standard Connection:

ELA.RL.PK4.3

ELA.RL.PK4.9

S.PS.PK4.3a

SS.OW.PK4.2

VA.CR2a.3.PK

AL.P.PK4.3

Enduring Understanding(s):

- There is an infinite variety of colors.
- Colors can be mixed to make new colors.

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> • murals created by children • writing utensils • Beautiful Stuff • materials to hang murals (tape, string, etc.) 	<p>cave: a natural hollow space under the ground</p> <p>exterior: the outside of something</p> <p>interior: the inside of something</p> <p>mural: a painting on a wall, usually in a public space</p>	

Intro to Centers	
Preparation: Set up materials.	
“In <i>The Lion and the Little Red Bird</i> , the Lion lived in a cave . What do you notice about the exterior - the outside- of the cave ?”	Show illustrations. Children respond.
“What do you notice about the interior - the inside- of the cave ?”	Children respond.
“How is the exterior of the cave similar to or different from the interior of the cave ?”	Children respond.
“Today in Dramatic Play, you can create the lion’s cave using Beautiful Stuff and the mural you created in the Creative Arts.”	
“What should you include if you want to make the lion’s cave ?”	Children respond.

During Centers:

Support children and hanging murals in Dramatic Play and in creating props. Support children in choosing roles (the lion, the little red bird, other animals, etc.). Encourage children to incorporate characters from previous stories (the rabbits from *Rabbits & Raindrops* or the cats from *One Dark Night*). Refer to *The Lion and the Little Red Bird* for inspiration.

Guiding Questions During Centers:

- What materials did you use to create the lion's cave?
- Do you think real lions live in caves? How could we find out?
- Why do you think the lion painted the walls of his cave?
- Why do you think the lion chose these colors to paint his mural?
- How did the colors the lion used to make his mural express his feelings?
- How is the lion's cave similar to or different from the hedge in *Rabbits & Raindrops* or Jonathan's house in *One Dark Night*?

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 and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Take a field trip to a local zoo and compare and contrast the real lion to the lion in *The Lion and the Little Red Bird*.

Compare and contrast the different tails of the animal characters in other texts, e.g., Max in *Max's Dragon Shirt*, the cats in *One Dark Night*, Dog in *Dog's Colorful Day*, the dragon in *The Seven Chinese Sisters*, etc.

Compare and contrast the dragon's cave in *The Seven Chinese Sisters* and the lion's cave in *The Lion and the Little Red Bird*.



Researching Paint Colors

The Colors of Us (or 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>The Colors of Us (or Skin Again)</i> <i>The Lion and the Little Red Bird</i> fiction and non-fiction books about color paint samples paint containers child-created paints writing utensils paper and/or ready-made labels 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: 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.</p>	
“In <i>The Colors of Us</i> , Lena and her mom went to a paint store. What do you notice?”	Show Illustrations. Children respond.
“The paints on the shelves were labeled - each paint had a name.”	Show illustrations.
“Why would it be helpful to label the paints in the store?”	Children respond.
<p>“We learned that color names can be inspired by objects, nature, and emotions.”</p> <p>“Today in Library and Listening, you can use these materials to research colors.”</p>	Show materials.
“How could you record your color research ?”	Children respond.
“Use these materials to create labels in Creative Writing. You could use the labels for the paint colors you mix in Creative Arts.”	Show materials.

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 sort of illustration could someone create with this paint?
- What did you learn from your research about the color _____?
- How is labeling paint colors similar to or different from writing your name on your artwork or labeling centers in our classroom?

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 processes; 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:

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, strategically partner children together for collaboration. Provide a variety of writing materials to meet children’s fine motor and sensory needs.



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: Set up materials.	
<p>“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?”</p>	<p>Show illustrations. Children respond.</p>
<p>“How is a mural similar to or different from a mosaic?”</p>	<p>Show illustrations and children’s work. Children respond.</p>
<p>“Today in Puzzles (Manipulatives), you can solve mural and mosaic puzzles.”</p>	
<p>“We solved this puzzle. Is it a mural or a mosaic? How do you know?”</p>	<p>Model solving puzzle. Children respond.</p>

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:

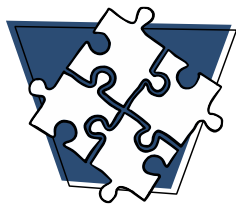
Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Allow the children to create puzzles using their Mosaics. Take a walk or take 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.



UNIT 4: THE WORLD OF COLOR / WEEK 3-4

Mosaic and Mural Puzzles RESOURCE

Standard Connection:

ELA.RF.PK4.1

ELA.RL.PK4.4a

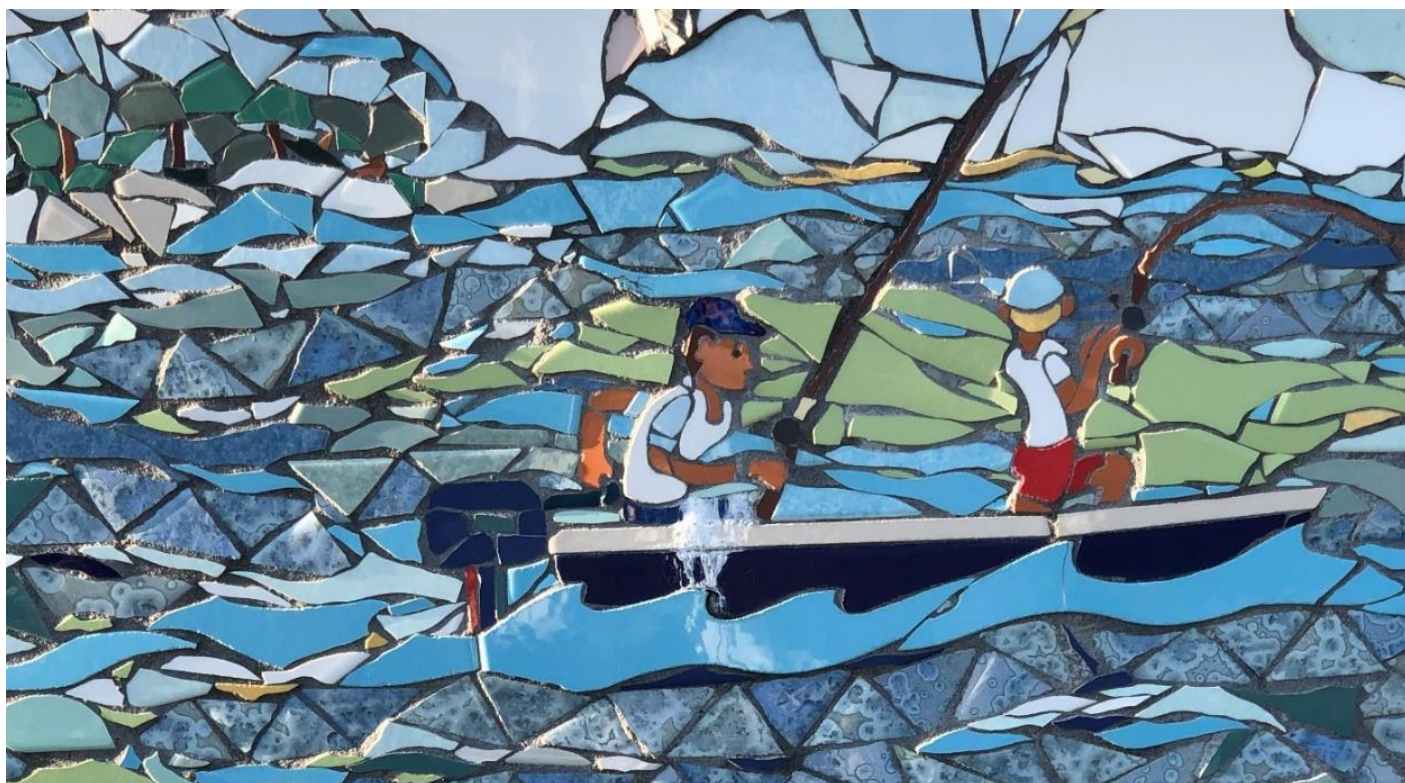
M.MD.PK4.3

S.PS.PK4.3a

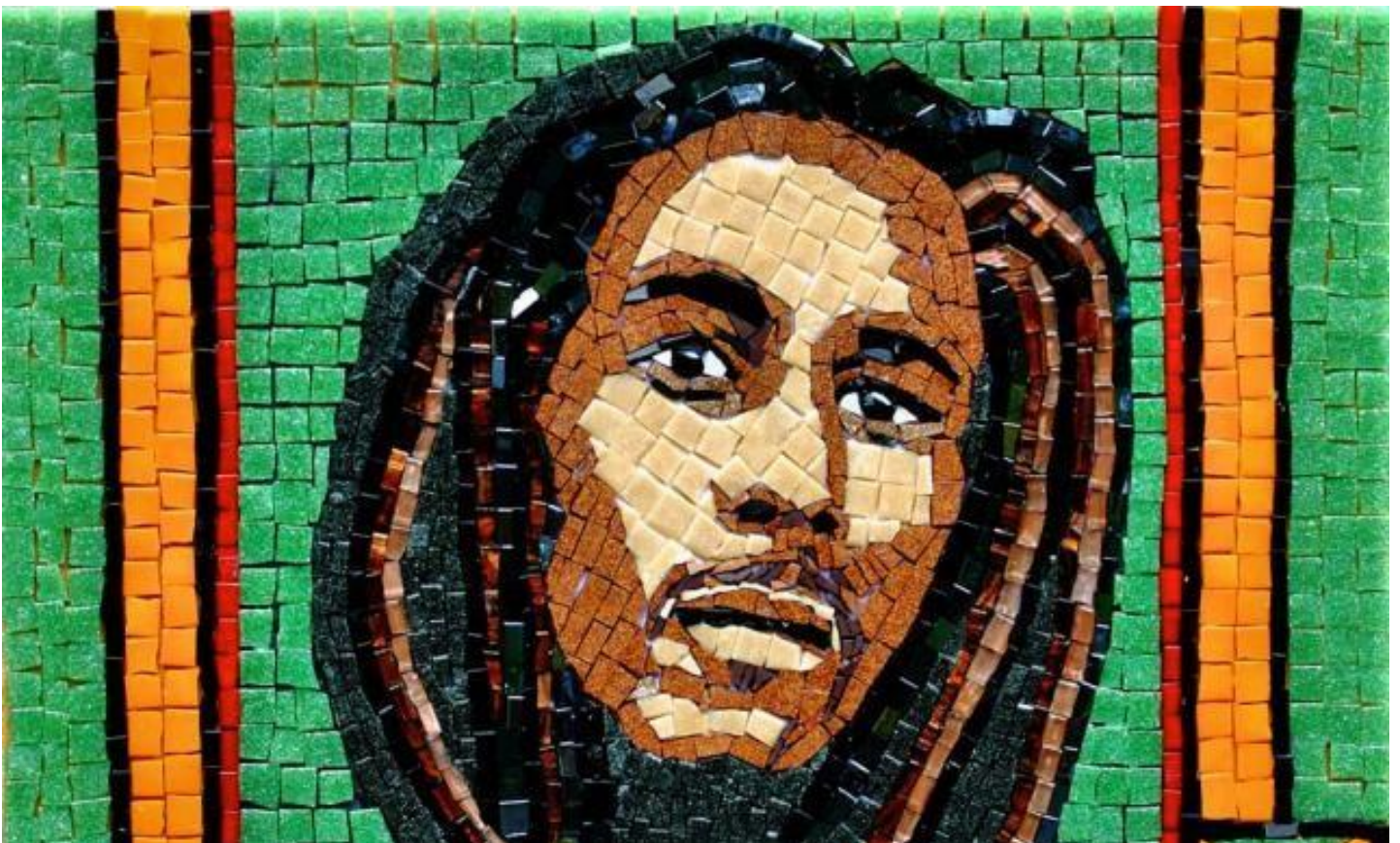
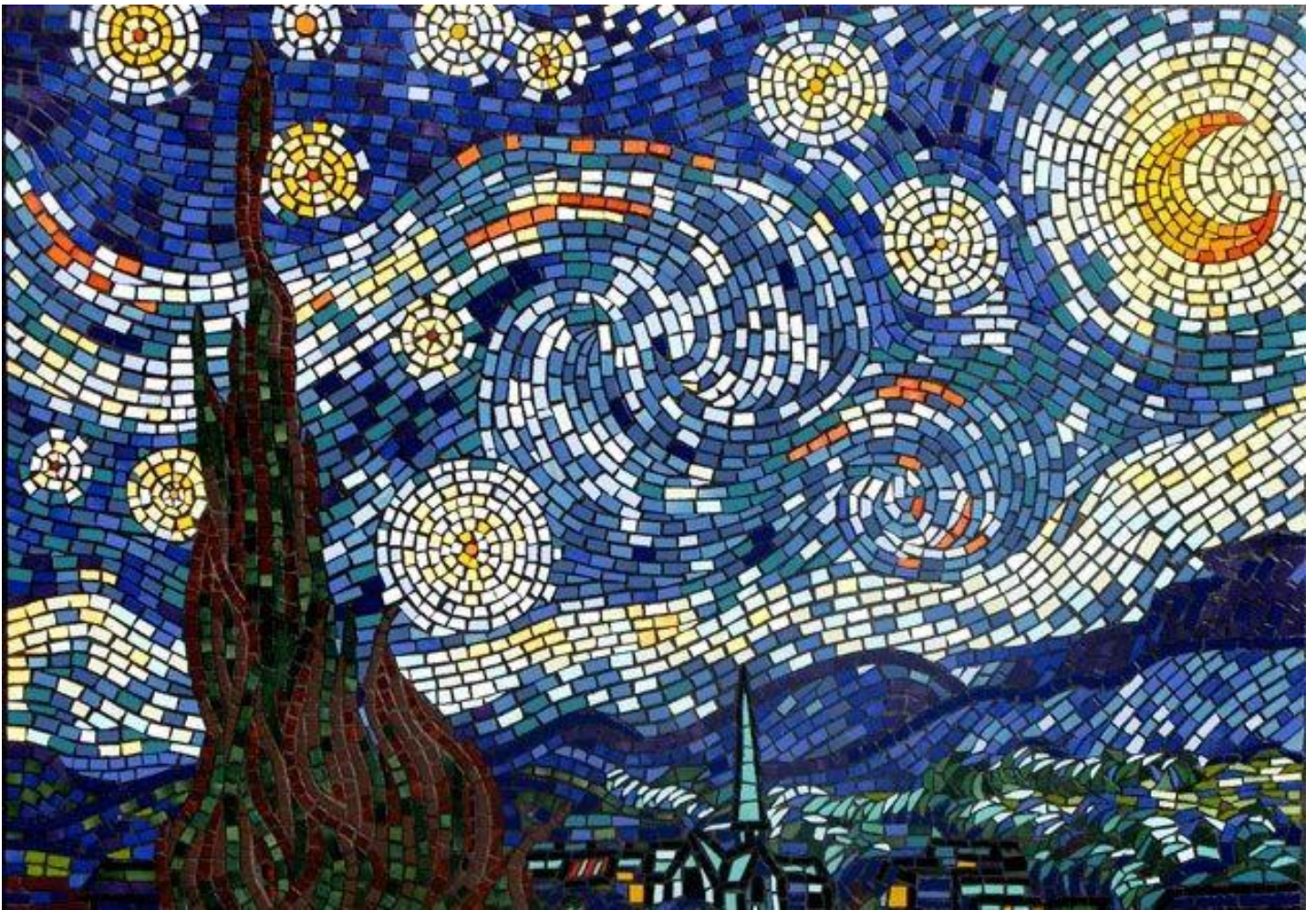
PD.FM.PK.4.1

VA.RE7a.1.PK

VA.RE7.2.PK









Painting The Lion's Cave (Easel)

Standard
Connection:
RL.PK.4.1-5, 7, 10
RI.PK.4.2, 3
SL.PK.4.1, 2, 5, 6
L.PK.4.6
VA.CR2.1, 3.PK
VA.RE8.1.PK

Enduring Understanding(s):

- Color 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> large sheet(s) of butcher paper paintbrushes paint cups for paint and water smocks paper clipboards writing utensils images of murals (see Resources) 	<p>mural: a painting on a wall, usually in a public space</p> <p>collaborate: to work together to complete a task</p> <p>independent: to work alone to complete a task</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>The Lion and the Little Red Bird</i> , the lion created a mural - a painting on the wall of his cave. What do you notice?"	Show illustrations. Children respond.
"Here are murals created by artists. What do you notice?"	Show images. Children respond.
"How are they similar to or different from the lion's mural ?"	Children respond.
"Today in the Creative Arts, you can use these materials to paint a mural . We will hang the mural in Dramatic Play to create the walls of Lion's cave."	Show materials.
"You can work independently - by yourself- or you can collaborate - work together with a friend."	
"Use what you know about color mixing as you create your mural ."	

During Centers:

Encourage children to use child-created paints from Paint Mixing. Invite children to use what they know about paint mixing to create new colors if they are unable to find colors they want to use. Encourage children to notice and name any shapes that are painted on the mural. Support children in noticing similarities and differences between their mural and the mural in *The Lion and the Little Red Bird*. Encourage children to collaborate- one child could sketch a plan or a draft for part of the mural, and another child could paint.

Guiding Questions During Centers:

- The lion painted his mural with his tail. How is a paint brush similar to or different from the lion's tail?
- Why did you use these colors for your mural?
- How is your mural similar to or different from the lion's mural?
- How is painting a mural similar to or different from creating a mosaic?

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:

Encourage children to combine murals and mosaics in the Creative Arts.

Create a mural to be displayed in a public area of the school, such as the lobby, the hallway, or the cafeteria.



UNIT 4: THE WORLD OF COLOR / WEEK 3

Painting The Lion's Cave

RESOURCE

Standard Connection:

RL.PK.4.1-5, 7, 10

RI.PK.4.2, 3

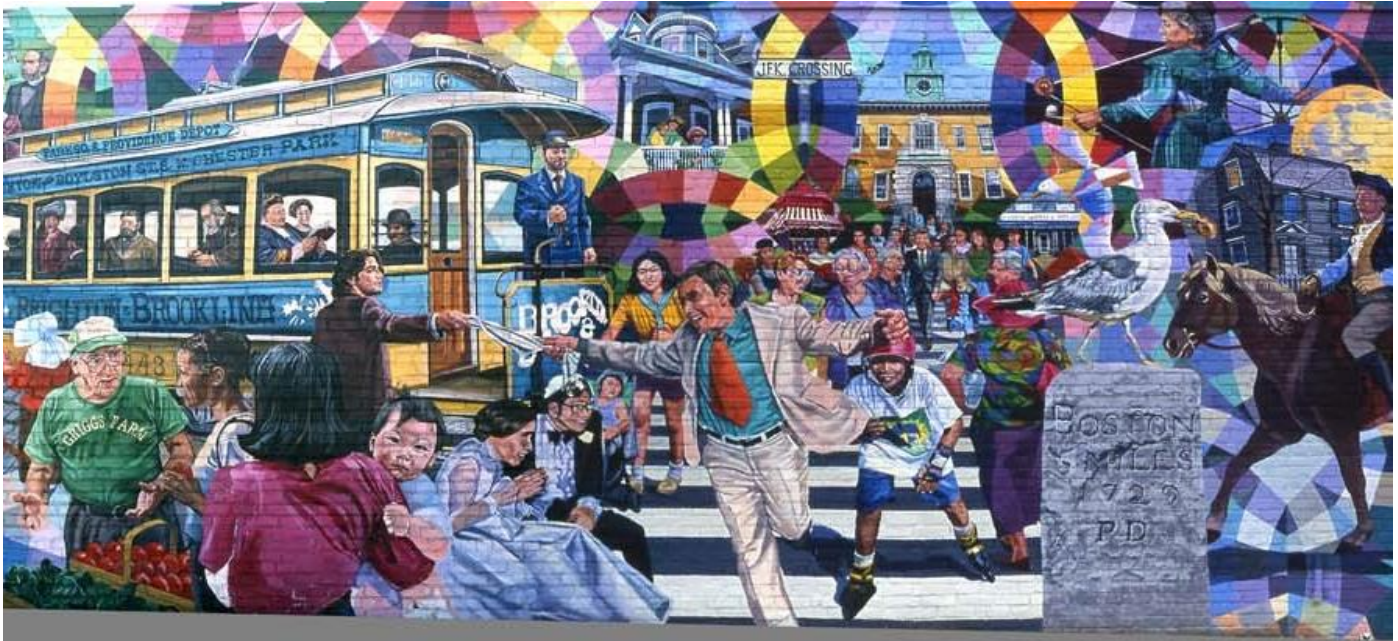
SL.PK.4.1, 2, 5, 6

L.PK.4.6

VA.CR2.1, 3.PK

VA.RE8.1.PK









Tinting and Shading

Standard Connection:

ELA.RL.PK4.4
ELA.RI.PK4.7
M.CC.PK4.4
PD.FM.PK4.4
PD.SHS.PK4.3
S.PS.PK4.1
VA.CR1.1.PK
VA.PR5.1.PK

Enduring Understanding(s):

- There are an infinite variety of colors.
- Different colors appeal to people's aesthetic sensibilities.

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>The Colors of Us</i> (or <i>Skin Again</i>) • box • paper plates • tempera paint: primary colors, black, white • paper • paper towels or small sponges • plastic spoons • small containers for paint, water • smocks • paint brushes • Tints of/Shades of recording sheet (see Resource) • paint sample cards from hardware or paint store 	<p>record: to put in writing</p> <p>shade: variation of a color, to make darker</p> <p>tint: variation of a color, to make lighter</p>	

Intro to Centers	
Preparation: Set up materials	
"In <i>The Colors of Us</i> , Lena and some of her friends and neighbors had brown skin. What do you notice?"	Show illustrations. Children respond.
"Some of Lena's friends had dark brown skin, and some had light brown skin."	
"We learned that a darker color is called a shade , and a lighter color is called a tint ."	
"How do you create a shade ? How do you create a tint ?"	Children respond.
"When we read <i>Peter's Chair</i> , we learned that people choose paint colors at the hardware store using sample cards that show tints and shades of a color."	Show materials.
"Today in the Creative Arts you can use these materials to create tinting and shading paint sample cards."	Show materials.
" Record the tints you made on this card, and the shades you made on this one."	Show materials.
"Use what you learned in Researching Paint Colors to create names and labels for your tints and shades ."	Show materials.
"How could these tint and shade sample cards be helpful to you or your friends?"	Children respond.

During Centers:

Encourage children to compare/contrast their tints and shades with those of their friends. Compare/contrast child-made tinting and shading sample cards with paint sample cards from a hardware store. Encourage children to use research from Paint Mixing to label their tints and shades. Encourage children to count how many different tints and how many shades they create.

Guiding Questions During Centers:

- How did you create this tint/shade?
- What would be a good name for this tint/shade? Why?
- How is this tint/shade sample card similar to or different to a paint sample card from a hardware store?
- How is Tinting and Shading similar to or different from Paint Mixing?

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

Provocation:

Encourage children to notice tints and shades of colors in the classroom, school, and outside. Show children a color wheel and encourage them to notice similarities and differences between the color wheel and their tinting and shading paint samples.

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, facilitate children sharing strategies/techniques for creating tints/shades with each other. Wood or plastic hoops/rings can be used to form a Venn diagram to help children compare and contrast the tints and shades.



UNIT 4: THE WORLD OF COLOR / WEEKS 3-4

Tinting and Shading RESOURCE

Standard Connection:

ELA.RL.PK4.4

ELA.RI.PK4.7

M.CC.PK4.4

PD.FM.PK4.4

PD.SHS.PK4.3

S.PS.PK4.1

VA.CR1.1.PK

VA.PR5.1.PK

Tints of: _____

--	--	--	--	--	--	--

Shades of: _____

--	--	--	--	--	--	--



Paint Mixing

The Colors of Us (or Skin Again)

Standard Connection:

ELA.RL.PK4.1

ELA.W.PK4.8

M.MD.PK4.3

M.CC.PK4.2

S.T.PK4.2

PD.FM.PK4.5

VA.CR1a.1.PK

VA.RE7.2.PK

Enduring Understanding(s):

- Color can carry information.
- Colors can be mixed to make new colors.

Essential Question(s):

- How are colors used to communicate ideas, thoughts, and feelings?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>The Colors of Us (or Skin Again)</i> • <i>The Lion and the Little Red Bird</i> • tempera paints in containers • extra clear plastic containers • plastic spoons, paintbrushes, and/or popsicle sticks for mixing paint • covers for containers (lids, aluminum foil, plastic wrap) • smocks 	<p>combination: things that are brought together</p> <p>create: to make something happen</p> <p>mix: to put different things together so they become one</p> <p>predict: to tell in advance something will happen, best guess</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>The Colors of Us</i> , Lena said, 'If I mix red, yellow, black, and white paints in the right combination , I will have the right brown for a picture of me.' What do you notice?"	Show illustrations. Children respond.
"Why did Lena say that there was a 'right' brown for her?"	Children respond.
"Today, you can mix paints to create new colors in Science."	
"After you mix your color, use what you learned about color names to think of a name for your color."	
"I will mix _____ and _____. What color do you predict I will create ?"	Model. Children respond.
"What could I name the color I created ? Why would that be a good name?"	Children respond.

During Centers:

Encourage children to create sufficient quantities of paint colors to save for later use in the classroom. Compare and contrast this activity to Color Mixing. Encourage children to create colors from *The Colors of Us*, *The Lion and the Little Red Bird*, and/or *Skin Again*. Encourage children to name and label their colors. Support children in recording "formulas" for their colors ("2 spoons of red and 2 spoons of blue makes purple", etc.). Compare color mixing formulas to recipes.

Guiding Questions During Centers:

- How did you create your color(s)?
- How is this color similar to or different from the colors you created in Color Mixing?
- What would be a good name for this color? Why?
- How could you use these colors to paint a mural for the lion's cave in Dramatic Play?

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 of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

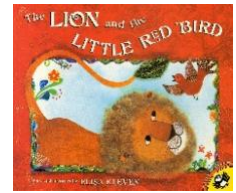
Save these paint colors for Making Skin Tone Colors and Self-Portrait lessons in Week 4. Invite children to create "How-To" books documenting how they mixed colors.

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 picture cards or manipulatives of various colors to help children keep track of what they are mixing.



Home Link - English



Dear Families: In this unit, your child will be learning about colors. Try at least three of these fun learning activities or do them all! The most important thing is to enjoy time with your child learning about what is happening in the classroom. Please color in the boxes of the activities you choose and return this form to school next Monday. **HAVE FUN!**

Child's Name: _____

Math

Rectangle Hunt:

A rectangle has 4 straight sides that are all connected, and the opposite sides are the same length. Find 5 items that are rectangles and 5 that are NOT rectangles. Talk about how they are different.

Conversation starters:

- How is this _____ a rectangle?
- How is this _____ NOT a rectangle?

Literacy

Sing Together:

This is a song your child should be familiar with.

Apples and Bananas

I like to eat, eat, eat apples and bananas.
I like to eat, eat, eat apples and bananas.
I like to ate, ate, ate ay-ples and ba-nay-nays.
I like to ate, ate, ate ay-ples and ba-nay-nays.
I like to eat, eat, eat ee-ples and bee-nee-nees.
I like to eat, eat, eat ee-ples and bee-nee-nees.
I like to ite, ite, ite i-ples and by-ny-nys.
I like to ite, ite, ite i-ples and by-ny-nys.
I like to ote, ote, ote oh-ples and bo-no-nos.
I like to ote, ote, ote oh-ples and bo-no-nos.
I like to oot, oot, oot oo-ples and boo-noo-noos.
I like to oot, oot, oot oo-ples and boo-noo-noos.

Talk and Read Together (20 minutes)

Conversation Starters:

- What is your favorite part of the story?
- What is the first thing that happens in the story?
- What do you think will happen next?

Language

"I Spy" Colors Inside:

Ask your child to join you in a game of I Spy using colors. Say to your child, "I spy with my little eyes something _____ (green)." Ask your child to guess what you are spying. Then ask your child to be the 'spy.'

Gross Motor

Skipping and Hopping to Numbers:

Show your child a number with your fingers (1-10). Skip or hop with your child the number while counting aloud.

Conversation Starters:

- Do you like to hop or to skip more? Why?
- What other movement could we try?

Reading Log

Check off each day that you and your child read a story together. The books can be in English or in your home language. Visit your public library for great books about the world of colors!

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____ Saturday ____ Sunday ____

Books we are reading in school:

The Lion and the Little Red Bird
by Elisa Kleven

Other books you and your child might enjoy:

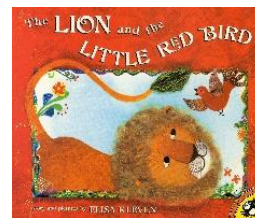
Cat’s Colors by Jane Cabrera
Brown Bear, Brown Bear, What do you See? by Bill Martin Jr.

Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary. For example, “**Enchanted** means to be filled with wonder and delight.”
- As you read, ask your child questions pertaining to the book. For example, “How did the little red bird help the lion?”



Home Link - Spanish



Unidad 4/Semana 3: Home Links - *El Mundo de los Colores*

Estimadas Familias: En esta unidad su niño(a) está aprendiendo sobre los colores. ¡Traten de hacer por lo menos tres de estas divertidas actividades de aprendizaje o háganlas todas! Lo más importante es disfrutar el tiempo con su hijo(a), aprendiendo sobre lo que está sucediendo en el salón de clases. Por favor coloree los cuadros de las actividades que usted elija y devuelva esta hoja a la escuela el próximo lunes.

¡DIVIERTANSE!

Nombre del niño: _____

<p><u>Motricidad Gruesa</u></p> <p>Saltar y Brincar con Números: Muestrele a su niño(a) un número con sus dedos (del 1 al 10). Salte o brinque el número con su hijo mientras cuentan en voz alta.</p> <p>Formas de iniciar una conversación:</p> <ul style="list-style-type: none">• ¿Te gusta más saltar o brincar? ¿Por qué?• ¿Qué otros movimientos podríamos intentar?	<p><u>Lenguaje</u></p> <p>Yo Espío Colores Afuera: Pídale a su hijo(a) que lo acompañe en un juego de Yo Espío (I Spy) utilizando colores. Dígale a él/ella: "Yo espío con mis ojitos algo _____ (verde)." Pídale a su niño(a) que adivine lo que usted está espiando. Después pídale que sea él/ella un "Espía."</p> <p><u>Hablar y Leer Juntos</u> (20 minutos)</p> <p>Formas de iniciar una conversación:</p> <ul style="list-style-type: none">• ¿Cuál es tu parte favorita de la historia?• ¿Qué es lo primero que sucede en la historia?• ¿Qué crees que sucederá después?
<p><u>Matemáticas</u></p> <p>Búsqueda de Rectángulos: Un rectángulo tiene 4 lados rectos que están conectados entre sí y los lados opuestos tienen la misma longitud. Encuentren 5 artículos que sean rectángulos y 5 que NO sean rectángulos. Hablen sobre cómo es que son diferentes.</p> <p>Formas de Iniciar una Conversación:</p> <ul style="list-style-type: none">• ¿Cómo sabes que este _____ es un rectángulo?• ¿Cómo sabes que este _____ NO es un rectángulo?	<p><u>Alfabetización</u></p> <p>Canten Juntos: Esta es una canción con la cual su niño(a) debe estar familiarizado.</p> <p>Apples and Bananas</p> <p>I like to eat, eat, eat apples and bananas. I like to eat, eat, eat apples and bananas. I like to ate, ate, ate ay-ples and ba-nay-nays. I like to ate, ate, ate ay-ples and ba-nay-nays. I like to eat, eat, eat ee-ples and bee-nee-nees. I like to eat, eat, eat ee-ples and bee-nee-nees. I like to ite, ite, ite i-ples and by-ny-nys. I like to ite, ite, ite i-ples and by-ny-nys. I like to ote, ote, ote oh-ples and bo-no-nos. I like to ote, ote, ote oh-ples and bo-no-nos. I like to oot, oot, oot oo-ples and boo-noo-noos. I like to oot, oot, oot oo-ples and boo-noo-noos.</p>

Registro de Lectura

Marque cada día que usted y su hijo(a) lean una historia juntos. Los libros pueden ser en inglés o en su idioma natal. ¡Visite su biblioteca pública para obtener excelentes libros sobre el mundo del color!

Lunes ___ Martes ___ Miércoles ___ Jueves ___ Viernes ___ Sábado ___ Domingo ___

Libros que estamos leyendo en la escuela:

The Lion and the Little Red Bird
por Elisa Kleven

Otros libros que usted y su hijo(a) podrían disfrutar:

Cat's Colors por Jane Cabrera
Brown Bear, Brown Bear, What do you See?
por Bill Martin Jr.

Sugerencias para Leer Juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, "**Encantado** significa estar lleno de maravilla y alegría."
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, "¿Cómo fue que el pajarito rojo ayudó al león?"