



# Shaving Cream

Standard Connection:

ELA.W.PK.4.8

ELA.RL.PK.4.4a

M.CC.PK.4.2

S.PS.PK.4.1

PD.FM.PK.4.1

## 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"> <li><i>The Lion and the Little Red Bird</i></li> <li>shaving cream</li> <li>smocks</li> <li>food coloring or liquid watercolor</li> <li>gloves</li> <li>eye droppers</li> <li>small squirt bottles</li> <li>cups</li> <li>trays</li> <li>towels</li> </ul>	<p><b>drip:</b> to fall in drops</p> <p><b>mural:</b> a large picture painted on or made a part of a wall or ceiling</p> <p><b>predict:</b> a statement someone makes about what they think will happen</p> <p><b>shade:</b> variation of a color, to make darker</p> <p><b>shaving cream:</b> a special cream/foam</p> <p><b>tint:</b> variation of a color, to make lighter</p>	

Intro to Centers	
Preparation: Set up materials.	
“In <i>The Lion and the Little Red Bird</i> , the bird followed the lion on his walk. What do you notice?”	Show illustrations. <b>Children respond.</b>
“How did the lion create the <b>shades</b> and <b>tints</b> of paints he used for the <b>mural</b> on his cave wall?”	<b>Children respond.</b>
“He might have mixed with _____ to create _____. Today, in Science, you can experiment with mixing colors using <b>shaving cream</b> . A barber, like Lou the Kangaroo, uses <b>shaving cream</b> on a customer, like Dandelion, to make it easier to shave hair.”	Show materials. <b>Children respond.</b>
<b>Drip</b> colors on the <b>shaving cream</b> . “What do you notice?”	Model. <b>Children respond.</b>
“What do you <b>predict</b> will happen if I mix _____ colored <b>shaving cream</b> with _____ colored <b>shaving cream</b> ?”	<b>Children respond.</b>

## **During Centers:**

Encourage children to collaborate (one child drips the color, another child mixes the shaving cream). Compare and contrast mixing colors in shaving cream to mixing colors with paint at the easel. Encourage children to write letters, numbers, and create illustrations in the shaving cream.

## **Guiding Questions During Centers:**

- How did you create the colors in the shaving cream?
- How is shaving cream similar to or different from soap?
- Why does the food coloring look lighter when it mixes with the shaving cream than it does in the eye dropper/squirt bottle?
- What is a name for the color you created?

## **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:**

Create sensory bags by putting colored shaving cream in a Ziploc bag and sealing it securely with duct tape. Encourage children to squeeze bags, and write letters, numbers, and illustrations by tracing on the bags with their fingers.

## **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 individual trays as an alternative to working at the Science Table. Provide letter/number/picture cards for children to reference. Put shaving cream in zip-top bag and tape shut for children who cannot tolerate getting their hands messy. Allow them to "write" on the zip-top bag to create letters, numbers, etc.