



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 	<p>covering: something that lies on top of something else and might provide a layer of protection</p> <p>dream: a strong wish or hope</p> <p>fantasy: make-believe</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 in one's mind</p>	<p>inside: not outside [define with classroom examples]</p> <p>past: a time that already happened</p> <p>present: the time that is happening right now</p> <p>real: true, not fake</p> <p>story: how someone describes themselves [as in, What's your story?]</p> <p>trace: to find or discover by investigation</p> <p>wide: [define with gesture of arms opened wide, contrasted with hands held closely together, "narrow"]</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>“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. 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? 	