



Read Aloud: *Skin Again* (Read 3)

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

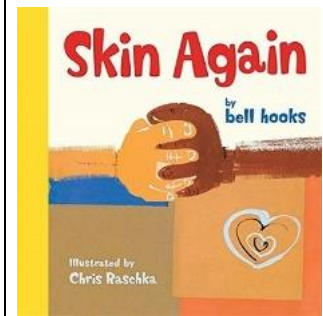
Enduring Understanding(s):

- Color can carry information.
- Color is an identifying feature of many natural things.

Essential Question(s):

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

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Skin Again</i> • vocabulary word picture cards • a few samples of children’s self-portraits in process 	<p>dream: a strong wish or hope</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>past: a time that already happened</p> <p>present: the time that is happening right now</p> <p>story: how someone describes themselves [as in, What’s your story?]</p> <p>trace: to find or discover by investigation</p>



Third 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>“We have been looking at the pictures and listening to the words in <i>Skin Again</i>. Bell Hooks writes about our skin and what’s inside us. You are working on self-portraits to show what you see when you look in the mirror — your skin and other parts of you.”</p>	<p>Reintroduce the text. Briefly show samples of children’s work.</p>
<p>“Let’s read together.” Invite children to chime in along the way. Offer gestures to support language comprehension and chiming in, such as for “come inside” and “way wide”; a pat on the forearm and thumbs-up for “The skin I’m in looks good to me.”</p>	<p>pp. 1-14</p>
<p>Read this section again, this time defining vocabulary as it appears in the text. Important words include present, past, future, true, fantasy, imagine. Use and invite children to use gestures and examples, rather than only spoken definitions.</p>	<p>pp. 15-18</p>

<p>“Stories are something on the inside of us that make us special. Here is a true story that is part of me...”</p> <p>(For example: “When I was six years old, I fell off my bike. But then I kept trying to ride it until I could do it really well.” or: “When I was four years old, my nana came to live with us. She loved to cook with me.”)</p>	<p>Tell a true, two-sentence story that reveals something about identity.</p>
<p>“Here is a story that is how I imagine myself...” (For example: “In the summertime, I can swim underwater with the fishes for as long as I want to! That’s a fantasy story about me — I wish it were true! What is a story that is part of you? You can tell a true story or a fantasy story.”)</p>	<p>Tell an imagined, one-or two-sentence story.</p>
<p>“Take turns to tell your partner a very short story that is part of you.”</p>	<p>Support children to turn toward their partners.</p>
<p>“Our history is another important part of who we are, the stories of things that have already happened. We dream when we sleep. A dream is also something we hope for.”</p>	<p>p. 26</p>
<p>“Today when you work on your self-portraits, you can think about what you can add to show a story that is part of you.”</p>	
<p>Discussion Question(s):</p> <ul style="list-style-type: none"> • How can you relate the message from <i>Skin Again</i> to your own life or experience? • Can you share a time when you felt different or special, just like the characters in the book? 	