



Small Groups: *Skin Again* Comparing Self-Portraits (High Support)

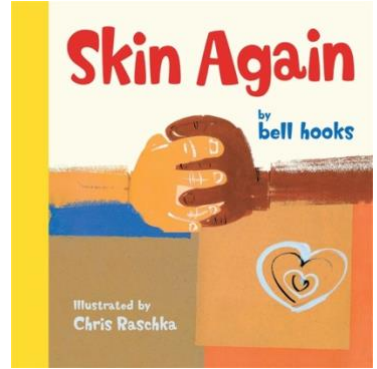
Standard
Connection:
ELA.W.PK.4.1a
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SS.FC.PK.4.2;
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Enduring Understanding(s):

- Color can carry information.
- 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	Books
<ul style="list-style-type: none">• <i>Skin Again</i>• children's self-portraits (from Creative Arts)• paper• writing utensils• images of portraits (see Resource from U4W3, or U4W4, LFOAI: Portraits)	<p>different: not the same</p> <p>features: part of the face such as eyes, nose, or chin</p> <p>same: alike</p> <p>skin tone: the color of a person's skin</p>	

Procedure

Preparation: *Set up materials.*

Procedure: Lay out the children's self-portraits, facing the group. Give children a moment to look carefully at each other's work.

Offer two sentences to describe one similarity and one difference among the self-portraits, pointing them out. (For example, something different about these two portraits is the color of the eyes; something the same about these two portraits is the curly hair.)

Invite children to make comparisons. Supply specific vocabulary and ask children to elaborate on their observations. Children might also naturally compare self-portraits to their subjects (themselves and each other). As children speak, write down their ideas.