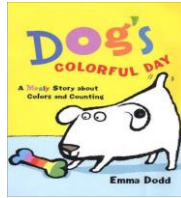




Mosaics


Standards:

CA.VA.PS.1, 3-5
 ELA.SL.PKI.PS.1-3
 ELA.LS.CSE.PS.1.e-f
 M.G.PS.3 -4
 M.MD.PS.2


Materials:

- *Dog's Colorful Day*
- colored squares or paint chip strips
- paper
- mosaic images resources
- adhesives
- writing utensils
- glue
- glue brushes
- q-tips

Vocabulary:

- mosaic
- stain
- square
- tile

Preparation: Set up materials.

Intro to Centers:

"In *Dog's Colorful Day*, Dog's coat was **stained**. What do you notice?"

"When the _____ dripped on Dog's coat, it made a round **spot**. All the **spots** together made Dog's coat colorful."

"Here are images of colorful squares arranged together-- **mosaics**. What do you notice?"

"Squares in **mosaics** are called **tiles**."

"Let's create a **mosaic**. Some of the **tiles** will be touching each other, and some will not. What do you notice?"

"Today in the Art Studio, you can create **mosaics** using these materials."

Show illustrations. Children respond.

Show images. Children respond.

Model. Demonstrate rotating the tiles.

During Centers:

Compare and contrast creating mosaics to creating *Color Squares*. Encourage children to describe their mosaics using position words, i.e., next to, under, etc. Encourage children to use tiles to create letters/ numbers in their mosaics. Support children in counting how many squares of each color they used in their mosaics. Support children's attempts to replicate mosaics in images.

Guiding Questions during Centers:

- How many squares (of each color) did you use to create your mosaic?
- How is a mosaic similar to or different from a collage?
- How is your mosaic similar to or different from your friend's mosaic?

Thinking & 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: Take a field trip/ walk to see mosaics in the community. Create a bar graph of the colors and numbers of squares children used in their mosaics. Encourage children to represent their graphs using linking cubes or unifix cubes.

