



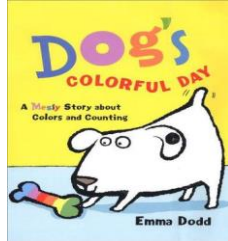
Classroom Color Search



Writing &
Drawing

Standards:

CA.VA.PS.1 -3
 ELA.SL.PKI.PS.1-3
 ELA.W.TTP.PS.1-2
 ELA.W.PD.PS.1
 ELA.W.R.PS.1-2
 SS.G.PS.1



Materials:

- *Dog's Colorful Day*
- child-made *Classroom Maps* from small groups
- writing and drawing tools
- clipboards
- camera

Vocabulary:

- map
- stain
- search
- record

Preparation: Set up materials.

Intro to Centers:

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

"The **stains** were on different parts of Dog's fur. What do you notice?"

"Here are the classroom **maps** you made. What do you notice?"

"Your **maps** show the different parts of our classroom. Today in Writing and Drawing, you can use your **maps** to **search** for--find--different colors in our classroom."

"**Record** where you find different colors using these materials."

Show illustrations.

Children respond.

Children respond. Guide children to use positional vocabulary, i.e., "The green spot is next to the purple marker stain."

Children respond.

Model, i.e., making a green dot in the meeting area for the green rug.

Children respond.

During Centers:

Encourage children to collaborate in pairs or small groups, e.g., one child finds the colors and another child records on the map. Challenge children to label their maps. Encourage children to trade maps with each other and guess why they recorded a color on their map.

Guiding Questions during Centers:

- How is hunting for colors in the classroom similar to or different from Max looking for Ruby at the store?
- How is the color (red) you found in the classroom similar to or different from the color (red) that stained Dog's coat?
- How many _____ (color) things did you find in the classroom? Is that more or less than _____(color) things in the classroom?

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: Encourage children to create maps of the playground/school to hunt for colors there. Encourage children to create and analyze graphs showing the number of items of each color they found, i.e., "There are four green tables in our classroom and 6 brown cubbies. There are more cubbies than tables."

