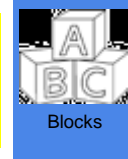
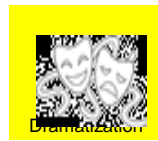
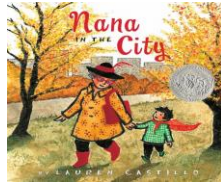




## Using Brave Capes



### Standards:

ELA.RL.KID.PS.1-3  
 ELA.RL.IKI.PS.1-2  
 ELA.RL.LTC.PS.1  
 CA.DE.PS.1-3  
 CA.DP.PS.1-2  
 SED.ED.SC.PS.1, 6-7  
 SED.ED.SR.PS.1

### Materials:

- *Nana in the City*
- child-made *Brave Capes*
- clothespins
- string
- adhesives

### Vocabulary:

- brave
- power(-ful)
- cape
- help(-ful)
- scary

**Preparation:** Set up materials.

### Intro to Centers:

“In *Nana in the City*, the boy thought the city was **scary**. What did his grandmother do to help him feel **brave**?”

“How did the boy show that he was feeling **brave**?”

“Here are **brave** capes that you made in the Art Studio. What do you notice?”

“Today in Dramatization and Blocks, you can wear your **cap**es. How can you act brave?”

*Show illustrations.*

*Children respond.*

*Children respond.*

*Show child-made Brave Capes Children respond.*

*Children respond.*

### During Centers:

Support children in deciding whether to wear their capes. Assist children in fastening their capes with clothespins, string, etc. Encourage children to refer to *Nana in the City* and *Max’s Dragon Shirt*. Encourage children to collaborate and consider whether it is easier to be brave individually or with a friend. Children may reference superheroes in their play; support them in comparing and contrasting superheroes to bravery/heroism that real people demonstrate. Challenge children to draw pictures and write stories about themselves being brave and powerful.

***Guiding Questions during Centers:***

- How is your brave cape similar to or different from your friend's *Brave Cape*?
- How is being brave similar to or different from being powerful?
- How can you show that you are brave?

***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:*** Research brave and/or powerful community/family members, i.e, school nurse, firefighter,, grandparent, etc. Encourage children to act out their stories of being brave. Arrange a field trip to a fire station, or arrange for a firefighter to visit children in their classroom.