



# Shaving Cream



Discovery

**Standards:**  
CA.VA.PS.1  
ATL.RPS.PS.2-4  
PHD.FM.PS.5-6

## Materials:

- *The Lion And The Little Red Bird*
- shaving cream
- smocks
- food coloring/liquid watercolor
- gloves
- eye droppers
- small squirt bottles
- cups
- trays

## Vocabulary:

- shaving cream
- mural
- predict
- drip
- shade
- tint

**Preparation:** Set up materials.

### Intro to Centers:

"In *The Lion And The Little Red Bird*, the bird followed the lion on his walk. What do you notice?"

"How did the lion create the **shades** and **tints** of paints he used for the **mural** on his cave wall?"

"He might have mixed \_\_\_\_\_ with \_\_\_\_\_ to create \_\_\_\_\_. Today, in Discovery, you can experiment with mixing colors using **shaving cream**. A barber, like Lou the Kangaroo, uses **shaving cream** on a customer, like Dandelion, to make it easier to shave hair."

"**Drip** colors on the **shaving cream**. What do you notice?"

"What do you **predict** will happen if I mix \_\_\_\_\_ colored **shaving cream** with \_\_\_\_\_ colored **shaving cream**?"

*Show illustrations.*

*Children respond.*

*Children respond.*

*Show materials.*

*Model.*

*Children respond.*

*Children respond.*

### During Centers:

Encourage children to collaborate, e.g., one child drips the color, another child mixes the shaving cream. Compare and contrast mixing colors in shaving cream to mixing colors with paint at the easel. Encourage children to write letters, numbers, and create illustrations in the shaving cream. Provide individual trays as an alternative to working in the Discovery Table.

**Guiding Questions during Centers:**

- How did you create the colors in the shaving cream?
- How is shaving cream similar to or different from soap?
- Why does the food coloring look lighter when it mixes with the shaving cream than it does in the eye dropper/ squirt bottle?
- What is a name for the color you created?

**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:** Create sensory bags by putting colored shaving cream in a Ziploc bag and sealing it securely with duct tape. Encourage children to squeeze bags, write letters, numbers, illustrations by tracing on the bags with their fingers.

