

Theme 12: “Transformation”

Book List:

The following books are included in this unit as read-alouds; copies will be provided to each classroom.

<i>Color Kittens</i>	Margaret Wise Brown
<i>The Lion and the Little Red Bird</i>	Elisa Kleven
<i>Mouse Paint</i>	Ellen Stoll Walsh
<i>Little Blue and Little Yellow</i>	Leo Lionni
<i>The Puddle Pail</i>	Elisa Kleven
<i>The Snowy Day</i>	Ezra Jack Keats

Science Resource:

The Office of Head Start has created a great resource called the “Teacher’s Guide to Discovering Science.” It corresponds to a series of webcasts, but can also be used on its own. It includes information and examples related to many aspects of science, such as observing, predicting and investigating.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Science/ohs-science-guide-english.pdf>.

Note: may take a few minutes to access the link and download.

Additional Resources:

The following books are not required, but could be used to complement and enrich this theme, if teachers have access to these or similar titles:

<i>A Color of His Own</i>	Leo Lionni
<i>My Many-Colored Days</i>	Dr. Seuss
<i>Color Zoo</i>	Lois Ehlert
<i>Colors</i>	Lois Ehlert
<i>A Rainbow of My Own</i>	Don Freeman
<i>Planting a Rainbow</i>	Lois Ehlert
<i>Go Away, Big Green Monster</i>	Ed Emberley
<i>The Mixed Up Chameleon</i>	Eric Carle
<i>Color Dance</i>	Ann Jonas
<i>White Rabbit’s Color Book</i>	Alan Baker
<i>Purple, Green and Yellow</i>	Robert Munsch
<i>Bubble, Bubble</i>	Mercer Mayer

	Week 1	Week 2	Week 3
Big Idea(s)	This new theme is all about how things change, or transform. Children are naturally interested in the colors around them, and this week they will begin to explore the concept of transformation through a variety of color-mixing activities. This will provide an opportunity to observe, predict and discuss/document what occurs. We will revisit books from themes earlier in the year, allowing for children to recall and also make new connections.	Children will explore transformation in new ways this week as they investigate the properties of solids and liquids, compare water and ice, and observe what happens when they combine water with corn starch (oobleck).	As this unit concludes, children will build on their earlier experiences with transformation by doing additional hands-on experiments, including color-mixing with oobleck and observing how mixing different substances can create different reactions.
Read-Alouds			
<i>Mon</i>	<i>The Lion and the Little Red Bird</i> by Elisa Kleven	<i>The Puddle Pail</i> by Elisa Kleven	<i>Color Kittens</i> by Margaret Wise Brown
<i>Tues</i>	<i>Mouse Paint</i> by Ellen Stoll Walsh <i>Little Blue and Little Yellow</i> by Leo Lionni	Reread <i>The Puddle Pail</i>	<i>The Lion and the Little Red Bird</i> by Elisa Kleven

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<i>Wed</i>	<i>Color Kittens</i> by Margaret Wise Brown	<i>The Snowy Day</i> by Ezra Jack Keats	<i>Little Blue & Little Yellow</i> by Leo Lionni
<i>Thurs</i>	Reread <i>Color Kittens</i>	<i>The Lion and the Little Red Bird</i> by Elisa Kleven	<i>Mouse Paint</i> by Ellen Stoll Walsh
<i>Fri</i>	Rereading (child choice)	Rereading (teacher choice)	Rereading (child choice).
Small Groups			
<i>Mon</i>	Group 1 – Mixing Colors <i>Extension to <u>Mouse Paint</u>: mixing different colors of paint.</i>	Group 1 – Making Oobleck <i>Mixing cornstarch and water to make oobleck.</i>	Group 1 – Colored Oobleck <i>Adding drops of food coloring to oobleck and seeing how the color changes</i>
<i>Tues</i>	Group 1 – Blue and Yellow Play dough <i>Extension to <u>Little Blue and Little Yellow</u>: exploring and combining two colors of playdough.</i>	Group 1 – Ice & Water Part 1 <i>Preparing water to be frozen (with “treasures” inside) and making predictions.</i>	Group 1 – “Grouping Bears / Grouping Buttons” <i>** Embedded assessment for SRG (12) Number/counting, (15) Classification</i>
<i>Wed</i>	Group 1 – Water Markers <i>Drawing with markers and exploring the effect of adding water.</i>	Group 1 – Dry Oobleck <i>Experimenting with adding water to dried-out oobleck.</i>	Group 1 – Mystery Powder <i>Mixing water and baking soda, then vinegar and baking soda, and seeing what happens!</i>
<i>Thurs</i>	Group 1 – Color Creation <i>Mixing white or black into a color of paint to explore lighter and darker hues/shades.</i>	Group 1 – Ice & Water Part 2 <i>Exploring the ice cubes we created earlier in the week, and seeing what happens as they warm up.</i>	Group 1 – “Find the Rhyme” <i>** Embedded assessment for SRG (9) Sounds in language</i>
Circle Time / Opening Meeting			
<i>Mon</i>	Question of the Day (QOTD): “Are you wearing magenta today?” (Y/N) Chant: “The Color I See”	Question of the Day (QOTD): “What did you drink this morning?” (water/milk/juice – or choose other options appropriate for your group) Discussion: Follow up on QOTD (what did children drink for breakfast?) and talk about <i>liquids</i> .	Discussion/experiment – “Keeping Ice Cold” (<i>extension for <u>The Snowy Day</u>: see week 2</i>). Take a half-dozen large ice cubes and ask children to think about how we might keep them from melting. Movement: Freeze Dance
<i>Tues</i>	Question of the Day (QOTD): Are you wearing turquoise? (Y/N) Movement: “Lily Pad Alphabet” (see below)	Game: “Pass the ice cube” – Play a song on a CD and pass an ice cube around the circle. Notice what is happening to the ice cube... The ice was solid and then it became a liquid! Song: “I’m a Little Ice Cube”	Question of the Day (QOTD): “Do you have any letters on your clothes?” (yes/no)
<i>Wed</i>	Chant: “The Color I See” Song: “Yellow is the Color...”	QOTD: Which do you think is the hardest? (tape 3 small solid objects under question, such as plastic cup/ pattern block/ rock)	QOTD: “Do you have any numbers on your clothes?” (yes/no) Letter Sounds: Make patterns of letter sounds and

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	Movement: “Roll the Dice” (see below)	Discussion: Follow up on QOTD: Talk about the 3 items – Help children recognize that they are <i>solids</i> . Movement: Freeze Dance	have children listen and copy them. Movement: Movement with Numbers (see below)
<i>Thurs</i>	Morning Message: <i>In The Color Kittens, Brush mixed red and white and made pink. Pink as toes Pink as a rose. What else rhymes with toes?</i>	Morning Message: <i>Transformation means change. Water can transform into ice and back to water again. What else can transform?</i>	Science Journal Share: Invite children to share a page from their science journal. repeated
<i>Fri</i>	QOTD: What color is your hair? (black, brown, blonde, red) Song: “Yellow is the Color...” Song/Movement: “Punchanello”	QOTD: Does everything transform (change)? (yes/no) Song: “I’m a Little Ice Cube” Movement: Freeze Dance	QOTD: “Do you have any shapes on your clothes?” (yes/no) Song: Repeat any from this theme
Movement	Make cutouts of lily pads with a letter on each one. (Some letters can be repeated). Play freeze dance with children and have them freeze on a lily pad with the same letter as the one you hold up. Invite them to think of words that begin with the “freeze letter.” Allow children to roll a large die and count the dots to determine how many times the group will do a movement of their choice (clap 5 times, pat heads 2 times, etc.) <i>If large dice are not available, have children select a number-card from a pile.</i>	Freeze Dance – Have children stand so that they are in their own space and have room to move. Tell children that when you turn on the music they can dance around like flowing liquid water and when you turn it off they will have to freeze in place, like they are a piece of solid frozen ice.	Movement with Numbers: Have children take turns selecting a number card. That is the number of times they will make a certain movement (stomp like a dinosaur, flap their wings like a bird, chomp their crocodile teeth, etc...)
Centers			
Blocks	Paint strips in gradated colors Pails and brushes in different thicknesses Transparent colored shape blocks	Rocks, sticks, shells	Any familiar logos/brand names from restaurants or stores children know (Home Depot, Toys R Us, etc. – as submitted by families for Lily Pads, or collect your own).
Dr Play	Materials to encourage pretend washing:		Materials for children to create signs related to car

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	Washtubs, empty (clean) laundry-detergent or dish-soap bottles. “Laundromat”: Large cardboard boxes designed to look like washing machines and dryers; places to hang and fold clothes; poker chips for feeding into the machines. Or make a “Car Wash” – perhaps in combination with the Block Area.		wash, laundromat, bakery or whatever they are playing (if they are interested)
Toys-Games	Lily Pad Alphabet (<i>see Wednesday’s Circle Time</i>) – lily pad cutouts with letters on them and frog cut-outs to land on them	Lily pads with children’s names or other familiar words or symbols – e.g., mom, dad, stop, exit, or logos/brand names children would know (Home Depot, Cheerios, Toys R Us, etc. – as submitted by families)	Index cards and writing utensils (for children to add their own words for the lily pad)
Art	Colors to mix – finger paint and/or tempera Paint swatches/color shades – <i>see “Color Creation” Small-Group Activity.</i> Blue and yellow playdough.	Cut up sponges for children to paint with. Have children help cut them and make different shapes or designs. Talk about how sponges <i>absorb</i> the paint.	Watercolor paint Chalk boards Paint brushes Cups of water
Library/Writing	Read-aloud books for this week and upcoming weeks in this theme Books about colors	Chalk Chalkboards or black paper	Magnetic letters and numbers and name cards.
Discovery (Science)	Pom-poms in different colors and sizes Sorting bowls	Science Journals “Observing Ice Cubes” (ice cubes in small plastic containers; see <i>Snowy Day</i> extension suggestions)	Containers of cornstarch and pitcher of water. Also provide tub, tray, or newspaper to contain mess <i>Variation:</i> add containers of dried-out oobleck (following the oobleck small-group activity)
Sand-Water	Crepe paper, old markers or food coloring to change color of the water	Ice cubes to water table Keep oobleck accessible	“Colored bubbles” – soapy water w/ food coloring, whisks or eggbeaters, small pitchers/bowls.
Music-Movement	Music that elicits different emotions; paper and drawing materials. Encourage children to listen, feel, and draw to the music. Do different types of music change how/what they draw?	Empty coffee cans or other containers filled with different amounts of water. Encourage children to detect the difference in how they sound as they tap them with their hands or drum sticks	
Computer			“Kitchen Magician” (Sid the Science Kid) http://pbskids.org/sid/kitchenmagician.html
Outdoors	Buckets with water and paint brushes to “paint”	“Car wash” (materials to wash children’s bikes/	Chalk and buckets of water. Encourage children

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	<p>the walls or climbing structures with water. Talk to children about what happens to the water as they paint with it.</p> <p>Talk about the different colors on the playground and how the colors look in the shade versus in the sun.</p>	<p>wagons or small match box type cars): sponges, buckets with soapy water, rags, signs, chalk to designate washing areas, etc.</p> <p>Leave ice cube outside in the sun in a plate/ bowl and observe what happens during outside time. Provide ice cubes for children to “paint” with on the sidewalk or blacktop.</p> <p>Bring bubbles outside and look for rainbows and reflections in the bubbles.</p>	<p>to notice what happens when they dip the chalk in water; draw on wet surface with the chalk; or write/draw with chalk, then brush water over it.</p> <p><i>Optional video extension:</i> After outside time, show children the “Drying Drawings” video clip from <i>Peep and the Big Wide World</i>, and encourage them to make connections/comparisons with their own outdoor activities: http://www.peepandthebigwideworld.com/activities/anywhere-activities/wherewater/</p>
Family Involvement / Communication			
	<p>Encourage parents to talk about different colors they see. Tell parents to play “I spy” with their children and spy things of different colors and ask their children to guess what they are spying. Ask parents to talk about and compare colors using words like shade, lighter, darker, etc. Ask them to talk about how dark/light a color is compared to another. Parents can talk about what colors remind them of – for example, “that bicycle is so red it reminds me of a ripe strawberry” or “that shirt you are wearing is so bright it reminds me of the sun on a hot summer day.”</p> <p>There are always props and materials needed for classroom activities, and parents can be extremely helpful by donating or lending items. Start collecting these items for upcoming weeks; cut outs of familiar symbols (brands/logos for foods, toys, shows, restaurants, supermarket, movie theater, etc...), ice cube trays, clean popsicle sticks, disposable plastic plates, bowls and cups, paint swatches from the hardware store (free).</p>	<p>Share recipe for Oobleck with families so they can make it at home with their preschoolers.</p> <p>As appropriate, encourage families to have children help them wash the car (or children’s own bikes) and talk about the bubbles in the water, the way they use water from a bucket or hose to clean the car, how the sponge absorbs the water, how a sunny day or drive around the block helps dry the car faster, etc.</p>	<p>Encourage families to bake or cook with their preschoolers and talk about the powders and liquids they might use as they cook. Talk about smell, texture, taste, purpose of the ingredients, etc.....</p> <p>Encourage families to make their own “water table” at home using buckets, a large pot or plastic container. They can add containers, cups or bowls for children to fill and empty, as well as spoons, whisks, egg beaters, basters, eye droppers, etc.</p>

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Materials Needed:

The following list compiles any new, unusual or important materials needed for this unit. (Materials are also listed under the appropriate small-group activity, read-aloud guide or lesson plan for that week.) Items are listed only in the first week they are used, but may be re-used in a later week of the theme.

Week 1	Week 2	Week 3
<ul style="list-style-type: none"> - Blue and yellow playdough - Playdough tools - Liquid tempera paint (including white and black) - Paint swatches/chips from hardware store – gradated colors - Pails - Paint brushes of different thicknesses - Transparent colored shape blocks - Books about colors - Materials to make lily pads and frogs cut-outs - Different size and color pom-poms - Sorting bowls - Crepe paper, old markers or food coloring to change color of water in water table - Colored tape - Buckets for painting with water outside - Music to elicit different emotions - ABC stencils - Spray bottles for water - Large pieces of white paper for painting color swatches - Small cups to hold paint 	<ul style="list-style-type: none"> - Cut-outs of logos/brand names children would know (home depot, Cheerios, Toys R Us, etc.) - Science journal for each child - Freezer space – reserve space in the kitchen freezer for small group activities on Monday and Tuesday overnight - Cornstarch for making oobleck - Collections of rocks, sticks, shells - Sponges (to cut up) - Chalk and chalk boards/black paper - Ice cube trays - Pre-made ice cubes (Tuesday circle time/meeting) - Empty coffee cans (to fill with water for children to tap on and explore different sounds) - Rags/sponges for outside “car wash” - Bubbles - Pitchers - Small objects to freeze in ice cubes (penny, bottle cap, bead, stone, etc) - If possible, fruit to freeze in ice cubes (berries, small pieces of cut fruit) 	<ul style="list-style-type: none"> - Food coloring - Whisks, egg beaters - Index cards - Cornstarch - Pre made ice cubes for Monday circle time - Small bowls - Magnetic letters and numbers - Name cards - Containers of dry oobleck - Soap for making colored bubbles in water table - Number cards showing numerals 1 – 10 (embedded assessment) - Variety of buttons and bears with different attributes (embedded assessment)