

Weekly Plan

Unit 5 Week 1 BB Week 21	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Arrival Centers Gather Stories for Storytelling/ Story Acting	<ul style="list-style-type: none"> Easy to clean up table centers such as waffle blocks, puzzles, Duplos, etc., for children to choose from as they finish breakfast/arrival routine. Teachers use this time to collect stories from children for Storytelling/Story Acting. 				
Greeting					
(Suggested) Intro to Centers	<ul style="list-style-type: none"> Woodland/Swamp Research 	<ul style="list-style-type: none"> Painting a Woodland Reflections in Water 	<ul style="list-style-type: none"> Woodland/Swamp Mylar and Block Structures 	<ul style="list-style-type: none"> Sorting Reflective/ Non-reflective Materials 	<ul style="list-style-type: none"> Woodland Animal Puzzles
Centers	<ul style="list-style-type: none"> Creative Arts Painting a Woodland Sorting Reflective/ Non-reflective Materials 	<ul style="list-style-type: none"> Library and Listening Woodland/Swamp Research Puzzles (Manipulatives) Woodland Animal Puzzles Creative Writing Woodland/Swamp Research 	<ul style="list-style-type: none"> Blocks Mylar and Block Structures Science Reflections in Water Dramatic Play Woodland/Swamp 	<ul style="list-style-type: none"> Math X-Ray Vision 1 Compare Capacities What's the Missing Step? Math (Hands-On) 	
Thinking and Feedback					

Read Aloud	<i>Play with Me</i> 1st Read	<i>Raccoon on His Own</i> 1st Read	<i>Play with Me</i> 2nd Read	<i>Raccoon on His Own</i> 2nd Read	<i>Play with Me</i> 3rd Read
Transition(s)					
Literacy Small Groups	<ul style="list-style-type: none"> • Kaleidoscopes • Reflective/ Non-reflective Materials • Book Browsing 	See Day 1	See Day 1	See Day 1	See Day 1
Math Small Groups	<ul style="list-style-type: none"> • What's the Missing Step? • Length Riddles 	See Day 1	See Day 1	See Day 1	See Day 1
<i>Building Blocks</i> Whole Group	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>
Let's Find Out About It Problem Stories	<ul style="list-style-type: none"> • Reflections 	<ul style="list-style-type: none"> • Problem Stories 	<ul style="list-style-type: none"> • Sources of Light 	<ul style="list-style-type: none"> • Problem Stories 	<ul style="list-style-type: none"> • Clear and Blurry Reflections
Story Acting	Refer to Storytelling/Story Acting Guide				



UNIT 5 WEEK 1 – What’s the Missing Step?
 Group 1 2 3 4

Activity/Materials:

Child’s Name	Trajectory Level	Comments/Reflections:
	10 11 12	
	10 11 12	
	10 11 12	
	10 11 12	
Needs Support:	Challenged:	Enhancements/Enrichments:

<p><u>Objectives</u></p> <ul style="list-style-type: none"> • To directly compare amounts using words like bigger and longer • To measure by placing units of length end to end • To order numbers and lengths • To count to 10+, focusing on identifying numbers just before or after a given number 	<p><u>Learning Trajectories</u></p> <p>10 Counter Backward from 10: able to count backwards from 10</p> <p>11 Counter from N (N+1, N-1): may begin to count on, counting verbally and with objects from numbers other than 1</p> <p>12 Skip Counter by 10’s to 100: may count by tens to 100 (They may count through decades knowing that 40 comes after 39.)</p>
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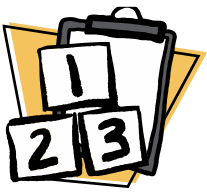


UNIT 5 WEEK 1 – Length Riddles
Group 1 2 3 4

Activity/Materials:

Child's Name	Trajectory Level	Comments/ Reflections:
	3 5 7	
	3 5 7	
	3 5 7	
	3 5 7	
Needs Support:	Challenged:	Enhancements/Enrichments:

<p><u>Objectives</u></p> <ul style="list-style-type: none"> • To directly compare amounts using words like bigger and longer • To measure by placing units of length end to end • To order numbers and lengths • To count to 10+, focusing on identifying numbers just before or after a given number 	<p><u>Learning Trajectories</u></p> <p><u>3 Indirect Length Comparer:</u> can compare the length of 2 objects by representing them with a third object</p> <p><u>5 End to End Length Measurer:</u> can lay units end-to-end, although he or she may not see the need for equal length units</p> <p><u>7 Length Unit Relator:</u> can relate size and number of units. (For example, the child may explain, "If you measure with centimeters instead of inches, you'll need more of them, because each one is smaller.")</p>
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BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

Numeracy:

What's the Missing Step?

Display stairs of connecting cubes 1-5.

Cover or shut your eyes, I am going to hide one step! Can anyone tell me which step is missing? How do you know which step is missing?

Patterns:

Count and Move in Patterns

Let's count in a pattern!

In patterns of 4, count aloud from 1 to 20 or an appropriate number.

For example:

One (clap), two (clap), three (clap), four (hop), pause... five (clap), six (clap), seven (clap), eight (hop), pause...

Continue to the desired number.

Day 2

Numeracy:

Ten Little Monkeys Jumping on the Bed

We are going to practice counting backward from 10 today! We are going to do that by saying the Ten Little Monkeys Jumping on the Bed poem. Hold up two hands! We are going to pretend our fingers are the monkeys jumping on the bed!

Ten little monkeys jumping on the bed.

One fell off and bumped his head.

Mama called the doctor, and the doctor said,

"No more monkeys jumping on the bed!"

One little monkey jumping on the bed.

He fell off and bumped his head.

Mama called the doctor, and the doctor said,

"Put those monkeys right to bed!"

Continue counting down from 9-0, putting one finger down as each monkey falls off the bed.

Snap Shots 2

Let's use our eyes and our minds to take a quick picture!

Show children an array of 5 (dots or counters). Display the array for 20 seconds or an appropriate time, then cover it or place it behind your back.

Take a snapshot with your eyes and your mind. How many dots/counters do you see? Show how many with your fingers.

Give children time to respond.

How did you know there were _____ dots/counters? Let's check to make sure we were right! How many dots are there altogether?

Numeracy:

What's the Missing Step?

Display stairs of connecting cubes 1-5.

Cover or shut your eyes; I am going to hide one step! Can anyone tell me which step is missing? How do you know which step is missing?

What's This Step?

Display stairs of connecting cubes 1-10. Label step 5 with the corresponding counting card.

This is the 5th step. There are 5 cubes: 1, 2, 3, 4, 5. This is the number five. Who can show me where the sixth step is? That is right, that is the 6th step! How do you know? Let's count the cubes in the 6th step.

Repeat the process in the following step order: 7th, 8th, 9th, and 10th.

Questions to ask include:

- *Where is the step that shows 6 plus 1? What number is it?*
- *Where is the 6 take away 1 step? What number is it?*
- *Where is the 7 plus 2 step? Where is the 6 plus 0 step? What number is it?*

As you ask these questions, have children point or touch the step.

Day 4

Numeracy:

Ten Little Monkeys Jumping on the Bed

We are going to practice counting backward from 10 today! We are going to do that by saying the Ten Little Monkeys Jumping on the Bed poem. Hold up two hands! We are going to pretend our fingers are the monkeys jumping on the bed!

Ten little monkeys jumping on the bed.

One fell off and bumped his head.

Mama called the doctor, and the doctor said,

"No more monkeys jumping on the bed!"

One little monkey jumping on the bed.

He fell off and bumped his head.

Mama called the doctor, and the doctor said,

"Put those monkeys right to bed!"

Continue counting down from 9-0, putting one finger down as each monkey falls off the bed.

Snap Shots 2

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Take a snapshot with your eyes and your mind. How many dots/counters do you see? Show how many with your fingers.

Give children time to respond.

How did you know there were _____ dots/counters? Let's check to make sure we were right! How many dots are there altogether?

Day 5

Numeracy:

What's the Missing Step?

Display stairs of connecting cubes 1-5.

Cover or shut your eyes; I am going to hide one step! Can anyone tell me which step is missing? How do you know which step is missing?

Patterns:

Count and Move in Patterns

Let's count in a pattern!

In patterns of 4, count aloud from 1 to 20 or an appropriate number.

For example:

One (clap), two (clap), three (clap), four (hop), pause... five (clap), six (clap), seven (clap), eight (hop), pause...

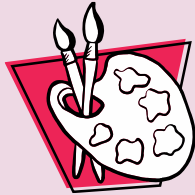
Continue to the desired number.

Materials List

Centers

Materials

Creative Arts



Sorting Reflective/ Non-Reflective Materials:

- *Raccoon on His Own*
- *Play with Me*
- variety of reflective and non-reflective materials
- Trays
- flashlights
- bowls or containers for sorting materials
- word cards (*reflective/non-reflective*)
- paper
- writing utensils

Painting a Woodland/Swamp:

- *Play with Me*
- *Raccoon on His Own*
- images of woodlands/swamps (see Resource)
- children's Woodland Swamp Research (Library and Listening Center)
- paint (green, yellow, brown, white, blue, black)
- variety of paintbrushes
- sponges
- markers
- small cups for paint and water
- butcher-roll paper
- smocks
- Beautiful Stuff

Library and Listening



Woodland/Swamp Research:

- *Raccoon on His Own*
- *Play with Me*
- non-fiction books about woodland animals
- images of woodlands and swamps (see Resource)
- blank books
- paper
- writing utensils
- computer/iPad
- vocabulary word picture cards from U5, W1
- alphabet chart

Blocks



Mylar and Block Structures:

- *Raccoon on His Own*
- Mylar/shiny wrapping paper
- variety of blocks
- Beautiful Stuff
- cardboard
- tape
- flashlights

Puzzles (Manipulatives)



Woodland Animal Puzzles:

- *Play with Me*
- images of woodland animals (see Resource)
- poster or tag board
- Ziploc bags
- basket or box to store puzzles
- trays

Science



Reflections in Water:

- *Raccoon on His Own*
- *Play with Me*
- Mylar
- images of reflections in water (see Resource)
- variety of objects and materials (Beautiful Stuff: use objects that can be placed in water to be added in Week 2)
- Tape
- flashlights
- paper
- writing and drawing utensils
- clipboards

Creative Writing



Woodland/Swamp Research:

- *Raccoon on His Own*
- *Play with Me*
- non-fiction books about woodland animals
- images of woodlands and swamps (see Resource)
- blank books
- paper
- writing utensils
- computer/iPad
- vocabulary word picture cards from U5, W1
- alphabet chart

Dramatic Play



Woodland/Swamp:

- *Play with Me*
- *Raccoon on His Own*
- *Rabbits & Raindrops*
- Beautiful Stuff (include natural materials such as twigs, leaves, rocks)
- woodland paintings created by children in Creative Arts images of woodlands and swamps (see Resource)

Small Groups

Materials

Independent

Book Browsing

Medium Support

Reflective/Non-Reflective Materials:

- *Raccoon on His Own*
- *Play with Me*
- hand-held mirrors
- flashlights
- reflective and non-reflective materials (cardboard, aluminum foil, wax paper, cellophane, Mylar, etc.)
- teacher-created recording chart
- chart paper, markers

High Support

Kaleidoscope:

- *Raccoon on His Own*
- kaleidoscope
- Bingo dabbers, markers
- colored tissue paper to create designs
- tape
- Mylar or aluminum foil
- Heavy paper (cardboard, tagboard, etc.)

Variable Support

Teacher's Choice:

- see intro doc

Large Group

Materials

Read Alouds



- *Raccoon on His Own*, vocabulary word picture cards
- *Play with Me*, vocabulary word picture cards

SWPL Clipboard Directions



Open, Shut Them: song lyrics

Five Little Fishies: poem, poetry poster

Looby Loo: song lyrics

Little Letter/Big Letter Chant:
set of both upper- and lowercase letters

Clap Your Hands: song lyrics

Windshield Wiper: poem, poetry poster

Head, Shoulders, Knees and Toes: song lyrics

I'm Thinking of a Clue Game: various picture cards from Units 1-4, such as *nest*, *scarf*, *thorn*

Apples and Bananas: song lyrics

My Big Balloon: poem, poetry poster

Bingo (and We Can Change It and Rearrange It): felt letter S/N/A/K/E, snake word card, *Play with Me* book

Play with Me: book

Come On and Join In the Game: song lyrics

If You're Happy: song lyrics

Whose Reflection is in the Pool?: *Play with Me* book

I'm a Little Teapot: song lyrics

Hands: poem, poetry poster

The Little Turtle: poem, poetry poster

Can You Think of Words that Rhyme With _____?
(and "The Little Turtle"): poem, poetry poster



Clear and Blurry Reflections:

- *Play with Me*
- *Raccoon on His Own*
- mirrors
- images of reflections in water and mirror (see Resource)

Reflections:

- *Raccoon on His Own*
- small mirrors
- reflective materials
- flashlight

Sources of Light:

- *Play with Me*
- *Raccoon on His Own*
- images of natural and artificial light (see Resource)

Problem Stories

Materials: Block People (*Set Up for Success*)

Math Components

Materials

Hands-on Math Center

X-Ray Vision: counting cards

Compare Capacities: plastic containers, pourable material

What's the Missing Step: connecting cubes

Small Group

What's the Missing Step: connecting cubes

Length Riddles: connecting cubes, riddle items (see lesson)

Large Group

Count and Move in Patterns:

What's the Missing Step: connecting cubes

Ten Little Monkeys: song lyrics

Number Snapshots: counters, paper plate, dark cloth

What's This Step?: connecting cubes

Literature Connections

Who Sank the Boat by Pamela Allen

The Grouchy Ladybug by Eric Carle

Inch by Inch by Leo Lionni

How Big is a Foot? by Rolf Myller

A Giraffe and a Half by Shel Silverstein



Songs, Word Play, and Letters

Standard Connection:
ALL ELA (RF); ELA.RL.4.4b;
ELA.L.PK4.1a, 1b; ELA.L.PK4.2,2d;
ELA.L.PK4.4,4a;
ELA.L.PK4.5,5a,5b,5c,5d;
ELA.L.PK4.6

Songs, Word Play, and Letters: Day 1

Materials: poetry posters, set of uppercase letters, set of lowercase letters

Open, Shut Them

Procedure:

- Say, "The first song today is one we haven't sung for a long time." Hold up both hands, then open and close them. Ask the children if they can guess the song.
- Sing the song and lead children in the motions.
- Sing the song a second time, very slowly, and a third time, very quickly.

Five Little Fishies

Procedure:

- Tell children, "The second thing we are going to do today is to learn a new poem about five little fishies." Raise your hand, ask children to raise theirs too, and explain that the five fingers represent the five fish. Starting with the thumb, wiggle and label each finger, in turn, while saying first fish, second fish, third, fourth, and fifth.
- Recite or read the poem using appropriate motions. Close your eyes as if sleeping when reciting the line "I want to sleep"; move your hand up and down for "dive and dip"; join your forefinger and thumb and raise the circle formed to your eye for "I spy a ship"; and raise your arm and extend it as if casting a fishing line for "line goes ker-splash."
- Recite the poem a second time.

Looby Loo

Procedure:

- Tell the children, "The third thing we are doing today is sing 'Looby Loo.'"
- Stand up and sing the song as usual, doing the motions.
- Add a new verse or two ("back," "right forefinger").

Little Letter/Big Letter Chant

Procedure:

- Say, "The fourth thing we are going to do today is play a letter game." Give each child an uppercase letter that has a lowercase letter that resembles it (c, w, k, o, p, s, u, v, x, y, z).
- After distributing the letter, say to the children, "You have the uppercase letters, and I have the lowercase match for each of your letters. I'll show you how this game works." Using an uppercase and lowercase pair that you have retained, show children how the game works, using another adult as your partner.
- Say this chant: "I have the little (name a letter as you hold it up to show). Take a look to see. Someone has its partner; who might that someone be?" (The adult helper holds up the uppercase match for the letter and says, "I have the big (name letter).")
- Proceed by using the lowercase matches for all the letters distributed to children.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, various picture cards from Units 1-4, such as *nest*, *scarf*, *thorn*

Clap, Clap, Clap Your Hands

Procedure:

- Say, "The first song we are going to sing is 'Clap, Clap, Clap Your Hands.' We are going to sing some verses that we need to stand up for, so let's all stand up."
- Sing three verses ("clap hands," "bend knees," "stamp feet").
- Sing additional verses with new motions and body parts ("blink eyes," "touch fingers").

Windshield Wiper

Procedure:

- Say, "Now I am going to teach you a new poem about a windshield wiper. A windshield wiper moves back and forth on the front window of a car or bus or a truck."
- Bend arms at elbows and extend upper arm and hands. Hold fingers and thumbs close against one another. Move both arms back and forth to simulate windshield wipers. Have children do the same, moving them in the windshield-wiper motion.
- Recite or read the poem fairly slowly and perform the motions; children can follow along if they wish. Then repeat it.
- Tell children the word windshield is made up of two smaller words: wind and shield. Ask children why they think this part of a car has this name.
- Tell children that you feel the wind on your face when you move quickly outside, such as when swinging on a swing or riding a tricycle fast, and that the glass in the front of a car protects, or shields us, from the wind.

Head, Shoulders, Knees, and Toes

Procedure:

- Have children stand up and sing.

I'm Thinking of ____ Word Clue Game

Procedure:

- Tell children, "The last thing we are going to do today is play the word clue game."
- Choose picture cards from Units 1 - 4 for review.
- Here are suggestions for cards and clues:
 - For *nest*: "This is the home birds make to raise their babies. Rabbits make these homes for their babies, too." If children need another clue, use this one: "The name of this starts with /n/."
 - For *scarf*: "This is a piece of clothing that people wrap around their necks to keep them warm." If children need another clue, use this one: "Minerva Louise wore one of these around her neck in *A Hat for Minerva Louise*." Use last, if needed: "The name of this item of clothing starts with /s/."
 - For *thorn*: "This is a part of a plant that is sharp. The lion in the story got one stuck in his paw." If children do not guess with these two clues, use this one: "The name of this pointed and sharp part of a plant starts with /th/."

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, *Play with Me*, Bingo letter cards: S, N, A, K, E, R, M, L, and word card: *snake*

Apples and Bananas

Procedure:

- Tell the children they will sing that silly song where the sounds in the words are changed to make silly words like *oot* and *oooples*; then give the title.

My Big Balloon

Procedure:

- Read the title, underlining the words with a finger.
- Position forefingers and thumb mouth to begin; ask children to do the same.
- "Blow" after the second line and after the fourth line.

Bingo [and We Can Change It and Rearrange It, *Play with Me*]

Procedure:

- Turn to the page with the snake. Tell the children they will sing "Bingo," but this time, it will be about the little girl and the snake in *Play with Me*.
- Hold up the *snake* word card. Underline the word while sounding out letters and reading it.
- Ask children for the first letter in *snake* while pointing to it. Put up on the *snake* letters board.
- Sing the Bingo tune to: "There was a girl, she had a friend and *snake* was his name-o, S-N-A-K-E, S-N-A-K-E, S-N-A-K-E, and *snake* was his name-o. Turn one letter over with each verse.
- When finished, turn the letters to face out, tell the children that 2 letters will be removed, S and N. Replace them with letter R and help the children read the new word (*rake*) by sounding out the R and the rest of the word. Then, tell children that R will be replaced with M. Sound out M and help read the new word (*make*). Do the same with L for *lake*.
- Rearrange the letters to make a new word (*kale*). Sound it out and run your finger under it. Tell children that *kale* is a leafy green vegetable. Then remove A and use E, L, and K to spell *elk*. Read it and explain that an *elk* is an animal that looks like a big deer. Show a picture of an elk, if possible.

Come On and Join In the Game

Procedure:

- Tell children to stand up to sing "Come On and Join in the Game" and then sing a new verse, "Skip rope like me."
- Have children stand up and show them how to hold their hands and move their arms to simulate turning a rope and to jump in place as if jumping over it.
- Lead children in singing the song and doing the motions. After the "sit down like me" verse, stay seated for another verse using "blink eyes like me."

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, book: *Play with Me*, cards with *wind*, *shield*, and *windshield* written on them

Windshield Wiper

Procedure:

- Ask children if they remember the title. Point to *W* and sound it out. Read the word, underlining it with a finger.
- Bend arms at elbows and extend upper arm and hands. Hold fingers and thumbs close against one another. Move both arms back and forth to simulate windshield wipers. Have children do the same, moving them in the windshield wiper motion.
- Recite the poem slowly and perform the motions.
- Remind children about the two parts of this word, *wind* and *shield*, and the meaning of *windshield*.
- Tell children about the small words. Show the cards and the written-out small words. Point out the two smaller words in this compound word.
- Remind them of the interesting compound words from the book *The Lion and the Little Red Bird* (*sunflower*, *suntan*, *sunshine*, *sunglasses*).

If You're Happy

Procedure:

- Sing, clap hands, snap fingers, press palms, and touch elbows.

Whose Reflection is in the Pool? [and *Play with Me*]

Procedure:

- Turn to a page with an illustration that shows the little girl's reflection in the pool. Say, "We see a picture here in the water of the little girl sitting by the pool. What do we call a picture we see of ourselves in a mirror or a pool? A reflection. That's right."
- Point out the features of the little girl and in the reflection.
- Tell children that they will play a game about reflections, using descriptions of the children's clothing and hair. They are to listen to what you say and guess which child in the circle you are describing.
- Say, "Someone's sitting near the pool. Where it's quiet, damp, and cool. Reflection shimmers in the light. Sun at midday is so bright. I see blue pants and brown shoes, too. Long black hair. Is it you?" Substitute clothing or other physical features to fit each child.
- Allow time for children to look around the circle before guessing.
- Continue to play as long as children are engaged.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters

I'm a Little Teapot

Procedure:

- Sing the song and model the motions.
- Add a second verse such as: "Now that I am empty, fill me up." (Use a hand gesture to remove the lid of the teapot and bend your head forward as if the teapot is being filled with water.) Wait ten minutes. (Look at the wrist as if checking the time on a watch.) Then, pour another cup. (Resume teapot position and tip spout end.)

Hands

Procedure:

- Point to and read the title, sounding out *H*.
- Recite the poem as usual and model the motions.
- Tell children they will recite the poem again but with one changed part. Tell children to listen carefully.
- Recite the poem again and change "then give a clap" to "then give two claps."

The Little Turtle

Procedure:

- Read the title with the children. Point to and underline *the* and read it quickly as a sight word. Point to and sound out *L* in *little* and *T* in *turtle*.
- Recite the poem with the motions.

Can You Think of Words That Rhyme with _____? [and "The Little Turtle"]

Procedure:

- Tell children that some of the words in "The Little Turtle" rhyme.
- Recite the first four lines and comment that *box* and *rocks* rhyme. Ask children if they can think of other words that rhyme with *box* and *rocks*. If there is a lull, provide some examples (*sock, blocks, fox, knocks, clocks*).
- Read the second set of four lines and comment that *flea* and *me* rhyme. Ask children if they can think of other words that rhyme with *flea* and *me*. If there is a lull, provide some examples (*see, knee, bee, we, kiwi, free, Lee*).



Small Groups:

Kaleidoscopes (*High Support*)

Standard Connection:

ELA.RL.PK4.1

ELA.SL.PK4.4

M.MD.PK4.3

M.G.PK4.4

PD.SHS.PK4.4

VA.CR1a.1.PK

VA.RE8a.1.PK

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"><i>Raccoon on His Own</i>kaleidoscopeBingo dabbers, markerstapeMylar or aluminum foilheavy paper (tagboard, cardstock, etc.)tissue paper to create designsimages of kaleidoscopes (see Resource)	<p>kaleidoscope: a tube with small bits of colored glass and mirrors inside</p> <p>mirror: shiny, smooth surface</p> <p>rectangle: a shape with four sides and four right angles</p> <p>reflection: an image that bounces off a surface</p> <p>triangle: a shape with three straight sides and three angles</p>	

Procedure

Preparation: Children will make kaleidoscopes by taping 3 rectangles together to form a triangle (see Resource for this activity). To prepare rectangles, cut rectangles from heavy paper. Adhere Mylar/aluminum foil to the rectangles. Children will create pictures with bingo dabbers and markers to look at through their kaleidoscopes.

Procedure: Show the illustration of Raccoon's reflection in *Raccoon on His Own*. Review that reflections are formed by light on a shiny surface. Show children a kaleidoscope, model using it, and allow each child to take a turn. Encourage children to describe what they see in the kaleidoscope. Explain that kaleidoscopes have mirrors inside that create reflections of the materials in the cap at the end.

- Tell children they can create their own kaleidoscopes. Show materials. Model.
- Give each child three rectangles, shiny side down. Assist children in taping the sides together to make a triangle.
- Hold the contact paper collage at one end and turn as children look through the kaleidoscope. Compare and contrast the reflections in their kaleidoscopes to the reflections in the example kaleidoscope.



Small Groups:

Kaleidoscopes - RECORD SHEET



Completes procedure
with significant assistance.



Completes procedure
with minimal assistance.



Completes procedure
independently.

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

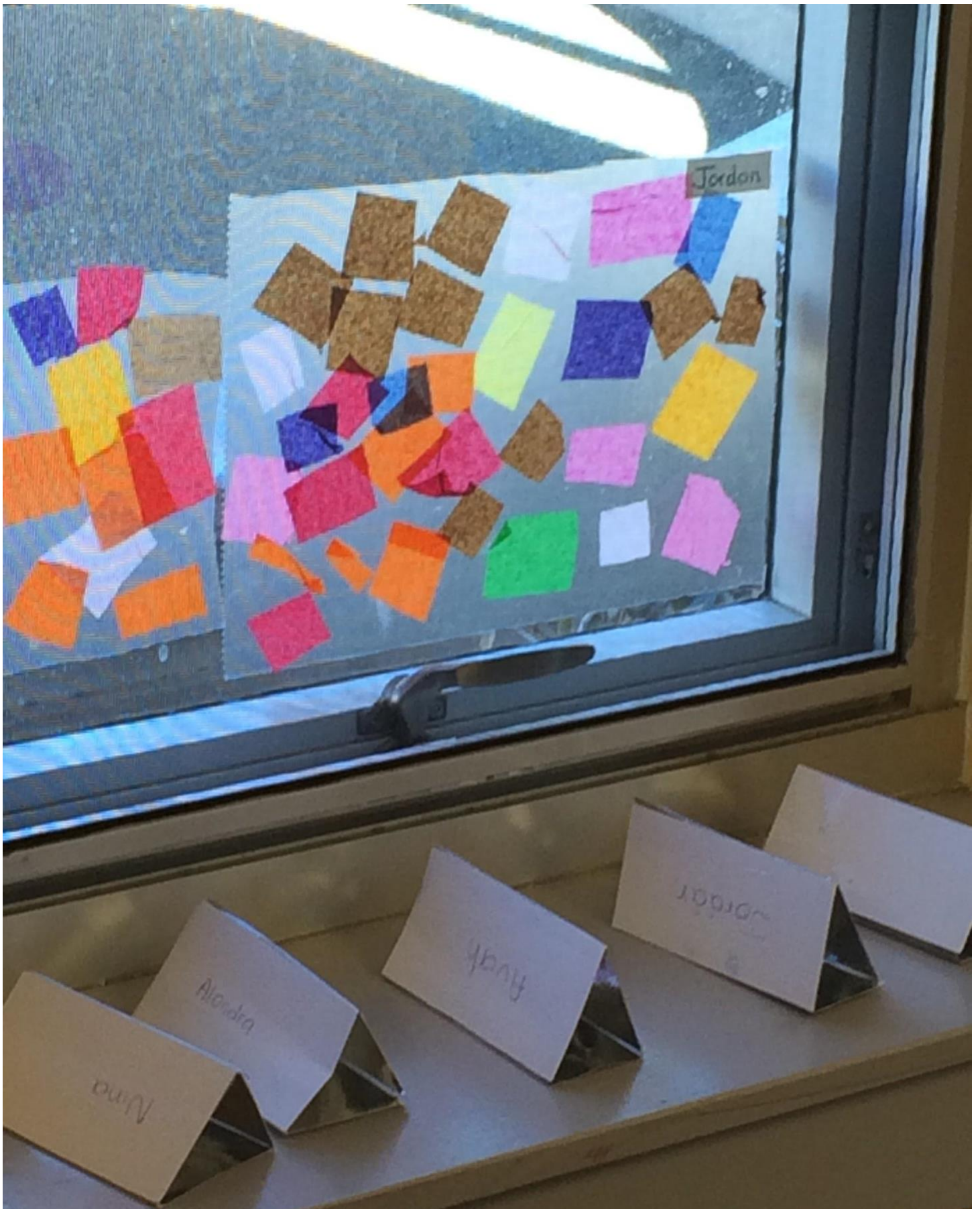


UNIT 5: Shadows And Reflections / Week 1

Small Groups:

Kaleidoscopes - RESOURCE









Small Groups:

Reflective/Non-Reflective Materials

(Medium Support)

Standard Connection:

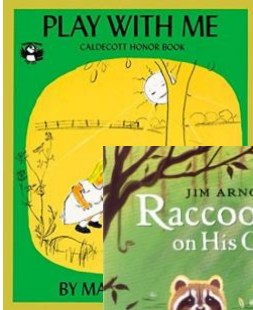
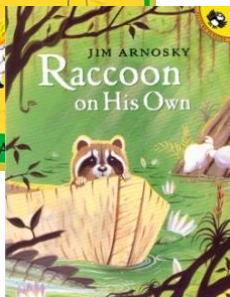
ELA.L.PK4.5a;
ELA.SL.PK4.3;
M.MD.PK4.3;
M.G.PK4.3;
PD.FM.PK4.1

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"><i>Raccoon on His Own</i><i>Play With Me</i>hand-held mirrorsflashlightsreflective and non-reflective materialsteacher-created recording chartchart paper, markers	<p>dull: not sharp/not clear</p> <p>non-reflective: not capable of reflecting</p> <p>shiny: smooth, glossy surface</p> <p>sort: arrange according to specific features</p> <p>surface: the outer layer of an object</p>	 

Procedure

Preparation: Set up materials

Procedure: Show illustrations from *Play with Me* and *Raccoon on His Own*. Review LFOAI Reflections and Sorting Reflective and Non-Reflective Materials.

Show materials and recording chart. Sort materials into 'reflective' and 'non-reflective' groups. Encourage children to explain how they sorted ("Tin foil is reflective because it has a shiny surface", "The construction paper is non-reflective because it has a dull surface", etc.).



Small Groups:

Reflective and Non-Reflective - RECORD SHEET



Sorts materials with
significant assistance.



Sorts materials with
minimal assistance; explains
rationale for sorting.



Sorts materials
independently; explains
rationale for sorting.

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:



Enduring Understanding(s):

- Light comes from natural and artificial sources.
- Shadows and reflections are products of light.

Essential Question(s):

- What are sources of light?
- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Play with Me</i> • vocabulary word picture cards 	<p>bough: large branch</p> <p>dew: drops of water on the grass</p> <p>jabber: make sounds quickly</p> <p>meadow: large, grassy area</p> <p>nibbling: taking small bites</p> <p>plopped: a sound made in the water</p> <p>shelling: taking the cover off</p> <p>sneaking: moving quietly</p> <p>trail: a mark left in the water</p>	

First Read

Preparation: Set up materials

Children will:

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop understanding of main events

"The title of this book is <i>Play with Me</i> . The author and illustrator, the person who wrote the story and created the pictures, is Marie Hall Ets. She wrote and illustrated <i>Gilberto and the Wind</i> ."	Underline the title, author, and illustrator as you say them.
" Dew is drops of water on grass and leaves. A meadow is a large grassy area."	Show illustrations.
"A <i>weed</i> is a wild plant. The <i>grasshopper</i> made a huge jump - a <i>leap</i> - into the air."	p. 2 Model.
"A <i>pond</i> is a small lake."	p. 4
"Turtles sit on logs and swim in water. This turtle plopped - made a sound when he went into the water!"	p. 7 Model.
"The <i>chipmunk</i> is shelling - taking the covering off - the acorn. An acorn is a seed of an oak tree."	p. 8

"A bough is a large branch on a tree. The blue jay jabbered - made sounds quickly - and did not make sense."	p. 10
"This rabbit is nibbling - taking small bites - just like the rabbits in <i>Rabbits & Raindrops</i> ."	p. 12 Model.
"The snake is sneaking - moving quietly so no one can see or hear him."	p. 14
"The little girl played with milkweed - a plant with milky sap inside. The insects left trails - marks - in the water."	pp. 16-17 Model.
"The <i>grasshopper</i> and frog came back! The turtle is a <i>slowpoke</i> - he walks very slowly."	p. 19 Model.
"The girl is sitting <i>still</i> - not moving or making any noise. A fawn is a young deer."	pp. 22-23
"The girl held her breath - she stopped breathing. She did not want to scare the fawn away."	p. 24
Discussion Question(s): <ul style="list-style-type: none"> Why did the little girl sit quietly by the pond? Did the animals come play with the little girl at the end of the story? Why or why not? 	

Second Read

Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (when she asks each animal to play with her, when she decides to sit still next to the pond).

Encourage children to use vocabulary words in context (*plopped, jabbered, nibbled*, etc.)

Discussion Question(s):

- What reflections did the girl see in the pond? How do you know?
- How is seeing a reflection in a pond similar to or different from looking at a reflection in a mirror?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- How are the animals in *Play with Me* similar to or different from the animals in *Rabbits & Raindrops*?
- Why did the girl want the animals to play with her?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- How is the girl similar to or different from the bird in *The Lion and the Little Red Bird*?
- If the girl returned to the pond, would the animals play with her? Why or why not?



Vocabulary Cards: *Play with Me*



meadow



trail



acorn



weed



bough



dew



fawn



jabber



bluejay



leap



shelling



sneaking



milkweed



pond



nibbling



plopped



Read Aloud: *Raccoon on His Own*

Standard Connection:
 ELA.RL.PK4.1-7,9-10
 ELA.SL.PK4.1-4,6
 ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- Light comes from natural and artificial sources.
- Light affects people, animals, and things.

Essential Question(s):

- What are sources of light?
- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Raccoon on His Own</i> • vocabulary word picture cards 	<p>bank: the edge where the mud and the water touch</p> <p>chill: a little shiver</p> <p>nudge: gently push against</p> <p>reflection: an image that bounces off a surface</p> <p>scatter: move away quickly</p> <p>sturdy: strong</p> <p>swamp: a flooded woodland</p> <p>vine: a long, thin, woody stem that climbs up a support or creeps along the ground</p>	

First Read	
Preparation: Set up materials	
Children will: <ul style="list-style-type: none"> • listen to a story read aloud • demonstrate increasing levels of sustained and focused engagement • show a steady increase in the number of words in listening vocabulary • develop an understanding of main events 	
“The title of this book is <i>Raccoon on His Own</i> . The author and illustrator is Jim Arnosky. He also wrote <i>Rabbits & Raindrops</i> .”	Underline the title, author, and illustrator as you say them.
“A swamp is a flooded woodland. Trees and vines grow in the swamp water.”	Show illustrations.
“The boat nudged - gently pushed against - the mud.”	p. 1
“A chill is a little shiver. Raccoon was scared. He was alone, away from his family, for the very first time.”	p. 9 Model.
“ Sturdy means strong.”	p. 12

"Raccoon saw his own reflection . Raccoon missed his family, but seeing his reflection made him feel less alone."	p. 15
"The turtles scattered - moved quickly away - from the boat!"	p. 24
"Here is the raccoon family. I wonder if the baby raccoon will be able to get back to them."	p. 28
"The mud bank is the edge, where the mud and the water touch."	p. 27
"The raccoon looks happy now that he is back with his family. The boat took him downstream. I wonder if he will tell his family all the things he saw during his adventure."	p. 29
Discussion Question(s): <ul style="list-style-type: none"> • Why did the baby raccoon climb into the boat? • Why didn't Raccoon's family climb in the boat with him? 	

Second Read

Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (when he encounters the snake and/or alligator, when he is reunited with his family, etc.).

Encourage children to use vocabulary words in context (*glided, scattered, downstream, etc.*).

Discussion Question(s):

- How did the baby raccoon/his family feel as he drifted downstream? How do you know?
- How did Raccoon's reflection keep him company?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- How is the swamp in *Raccoon on His Own* similar to or different from the woodland in *Play with Me*?
- How is the baby raccoon similar to or different from the rabbits in *Rabbits & Raindrops*/Max in *Max's Dragon Shirt*?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

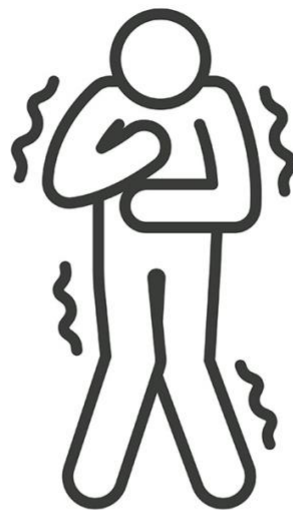
- Will the baby raccoon stay with his family the next time they look for food? Why or why not?
- How did the raccoon react to the animals he saw in the swamp? Why?



Vocabulary Cards: *Raccoon on His Own*



bank



chill



crawfish



downstream



merganser



nudge



glided



kingfisher



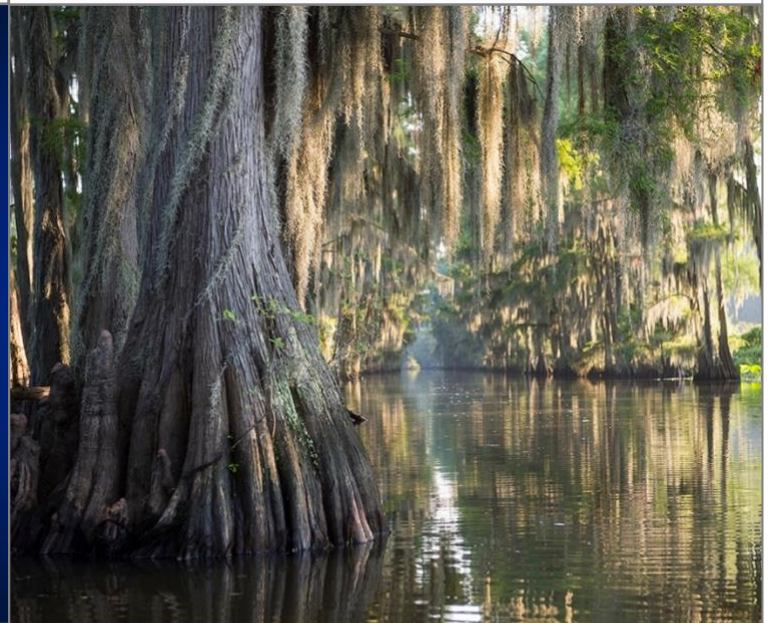
reflection



scatter



spine



swamp



vine



warblers



waterlily



draped



Let's Find Out About It: Clear and Blurry Reflections


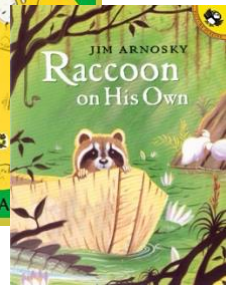
Standard Connection:
ELA.L.PK4.5
ELA.L.PK4.5d
S.ES.PK4.3
S.T.PK4.1

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- What are sources of light?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Play with Me</i> <i>Raccoon on His Own</i> mirrors images of reflections in water and in mirrors (see Resource) 	<p>blurry: not clear</p> <p>clear: clean/not cluttered</p> <p>image: a picture</p> <p>mirror: a smooth surface that shows images</p> <p>reflection: an image that you can see in a mirror or in glass or water</p> <p>still: not moving</p> <p>smooth: even surface/not rough</p>	 

Let's Find Out About It:	
Preparation: Set up materials	
"The raccoon in <i>Raccoon on His Own</i> and the girl in <i>Play with Me</i> saw their reflections . What do you notice?"	Show illustrations. Children respond.
"They saw their reflections in the water. Here are images of other reflections in the water. What do you notice?"	Show images. Children respond.
"The water in this image is still - not moving. The water in this image is moving. What do you notice?"	Children respond.
"You used a mirror to see your reflection when you made self-portraits. How is the reflection in a mirror similar to or different from a reflection in water?"	Model. Children respond.
" Reflections on a smooth surface, like still water and a mirror , are clear . A reflection on a bumpy or moving surface is blurry ."	Model if possible.



Let's Find Out About It:

Clear and Blurry Reflections

RESOURCE

Standard Connection:
ELA.L.PK4.5
ELA.L.PK4.5d
S.ES.PK4.3
S.T.PK4.1











Let's Find Out About It: Reflections

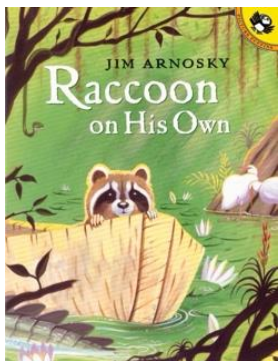
Standard Connection:
ELA.RI.PK4.7
ELA.SL.PK4.2
S.ES.PK4.2
S.PS.PK4.4

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Raccoon on His Own</i> small mirrors reflective materials (Mylar, tin foil, etc.) flashlight 	<p>image: a picture</p> <p>Mylar: shiny, foil-like plastic</p> <p>reflection: an image that you can see in a mirror or in glass or water</p> <p>shiny: smooth, glossy surface</p> <p>surface: the outside layer of an object</p> <p>tin foil: thin, flexible sheet/used to wrap/cover food</p>	

Let's Find Out About It:	
Preparation: Set up materials	
"In <i>Raccoon on His Own</i> , the raccoon looked into the water. What do you notice?"	Show illustrations. Children respond.
"He saw his reflection - an image of himself."	
"Here are mirrors you used when you made self-portraits. Where did you see your reflection ?"	Show materials. Children respond.
"You saw your reflections on the shiny part of the mirror's surface . Reflections are created when light bounces off a shiny surface ."	Trace over the mirror's surface.
"Here is material called Mylar/tin foil . What do you notice?"	Show materials. Children respond.
"The surface of Mylar/tin foil is shiny . What do you predict will happen if I shine a flashlight on the Mylar ?"	Model. Children respond.
"How is the reflection in the mirror the same as or different from the reflection on the Mylar/tin foil ?"	Children respond.



Let's Find Out About It: Sources of Light


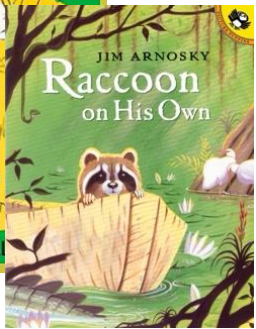
Standard Connection:
ELA.L.PK.4.4a
ELA.RI.PK.4.4
S.ES.PK.4.2a
S.ES.PK.4.3

Enduring Understanding(s):

- Light comes from natural and artificial sources.

Essential Question(s):

- What are sources of light?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Play with Me</i> <i>Raccoon on His Own</i> images of natural and artificial light sources (see Resource) 	<p>artificial: made by people</p> <p>lightbulb: a device used to make light</p> <p>natural: real, not made up</p> <p>source: where it comes from</p> <p>reflection: an image you can see in a mirror or in glass or water</p> <p>surface: the outside layer of an object</p>	 

Let's Find Out About It:	
Preparation: Set up materials	
"In <i>Raccoon on His Own</i> and <i>Play with Me</i> , the raccoon and the girl saw their reflections . What do you notice?"	Show illustrations. Children respond.
"The light from the sun shone on the water's surface and created reflections ."	
"Here are images of light sources - where it comes from. What do you notice?"	Show images. Children respond.
"A light source can be natural - like the sun. A light source can be artificial - made by people - like a lightbulb ."	
"What natural/artificial light sources do you see in our classroom?"	Children respond.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 1

Let's Find Out About It: Sources of Light - RESOURCE

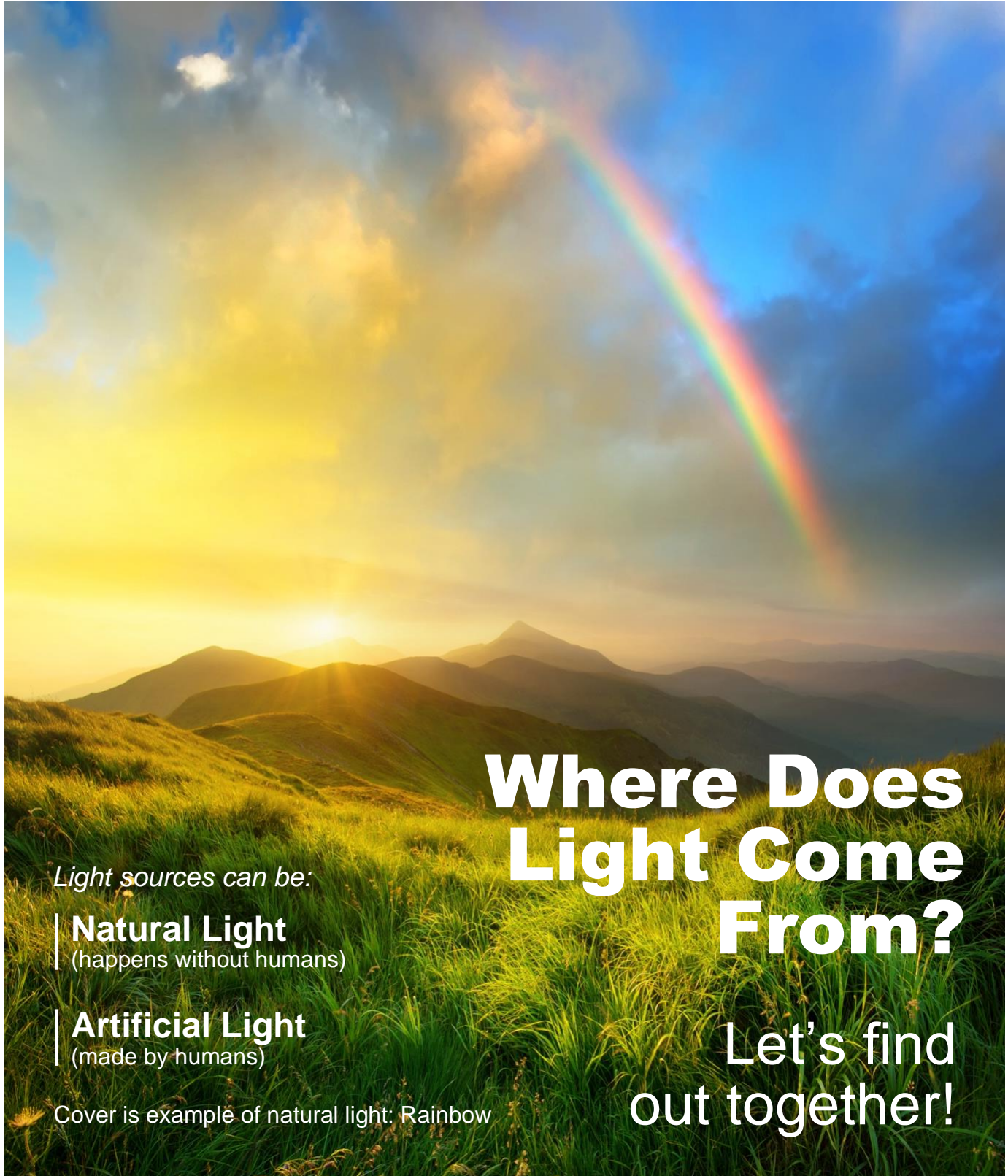
Standard Connection:

ELA.L.PK.4.4a

ELA.RI.PK.4.4

S.ES.PK.4.2a

S.ES.PK.4.3



Where Does Light Come From?

Light sources can be:

Natural Light

(happens without humans)

Artificial Light

(made by humans)

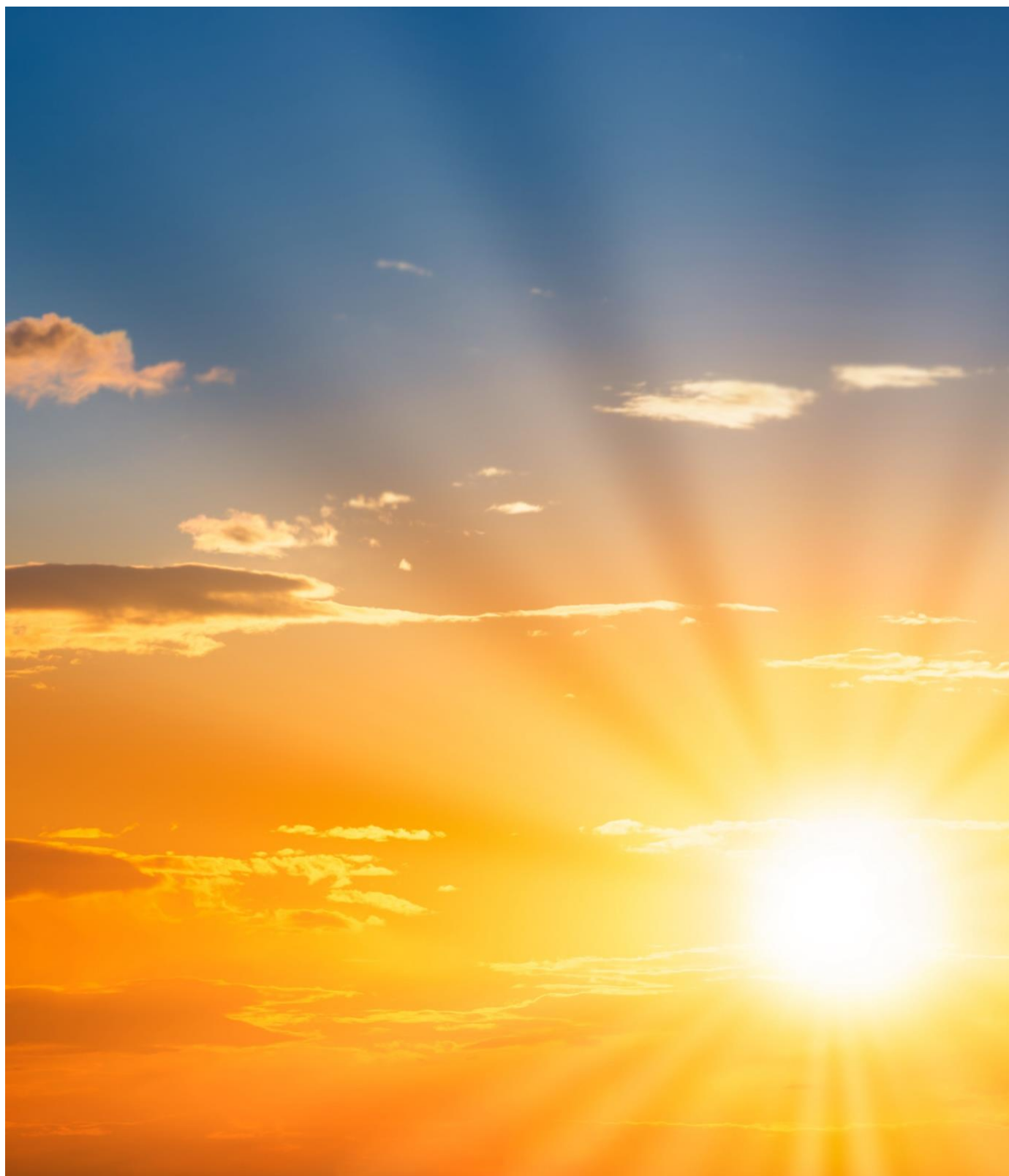
Cover is example of natural light: Rainbow

Let's find
out together!

Natural Light: Fire



Natural Light: Sunlight



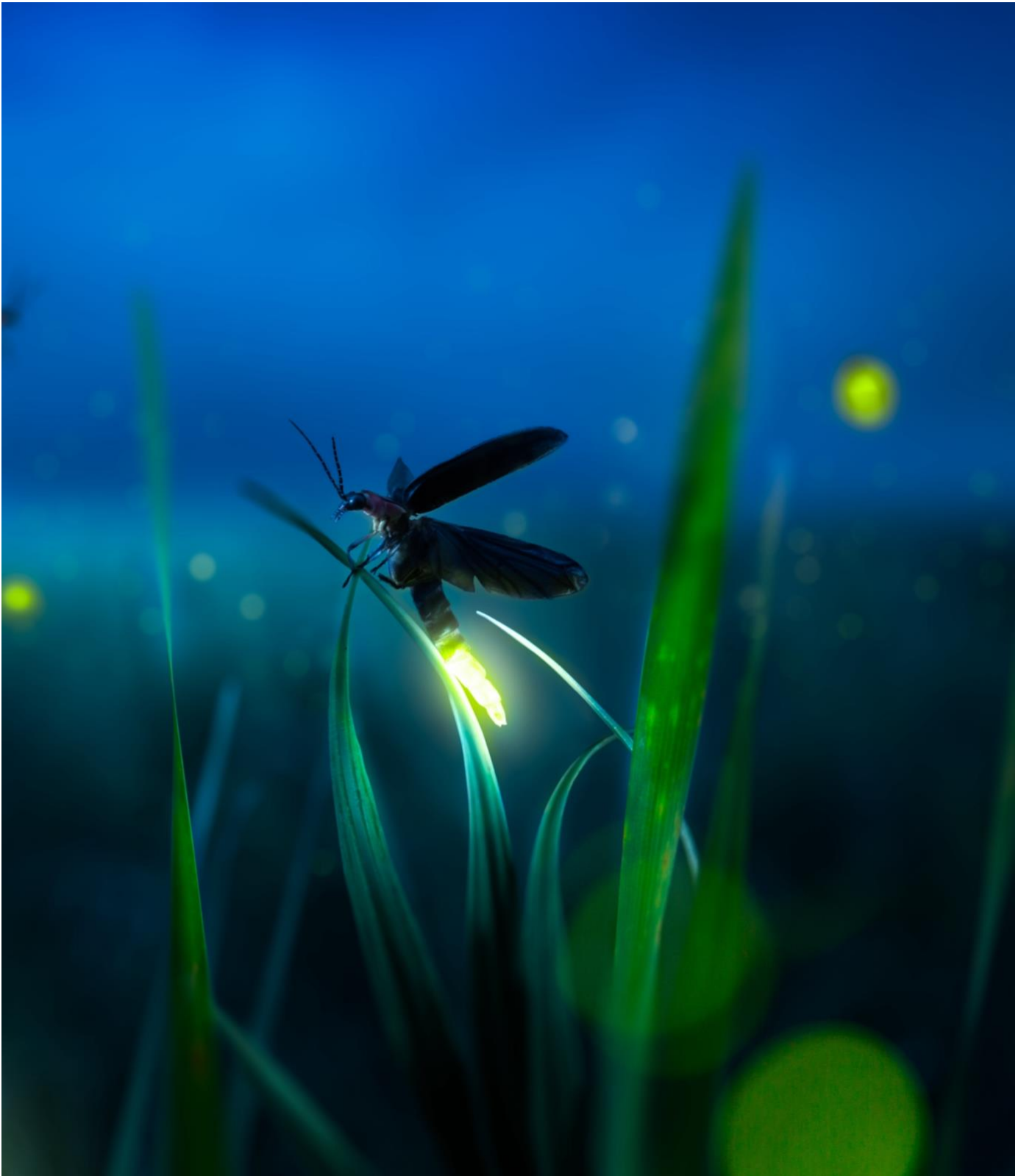
Natural Light: Lightning



Natural Light: Moon



Natural Light: Lightning Bug



Natural Light: Jellyfish



Natural Light: Foxfire Bioluminescence



*Bioluminescence - when a living thing makes and glows out light

Artificial Light: Flashlight



Artificial Light: Street Lights



Artificial Light: Lightbulb





Reflections in Water

Naming Words		Action Words		Describing Words
illustration	reflection	document	observe	bright
light	surface	explore	reflect	clear
Mylar	swamp	illuminate	shine	dull
raccoon	pond	notice	view	reflective
				shiny

Comments/ Questions/ Expanded Conversations

Right Here:

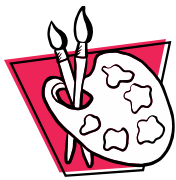
- **Use Self-Talk (describe what you are doing) + Closed Questions:**
“I can see my reflection in the Mylar. My face looks a little blurry. When you look at your reflection in the Mylar, does it look clear like in a mirror or blurry?”
- **Expand Children’s Comments:**
Child: “This reflection is bright.”
Teacher: “That reflection is bright and very clear and detailed.”
Teacher: “You see a reflection of your face!”

Connection to Text:

“In the book *Raccoon on His Own*, the raccoon saw his reflection in the water of the stream. What else did he see in the stream on his journey in the boat?”

Non-Immediate Events:

“I saw my face and the sky reflected in a puddle outside today. When you go outside, look in the big puddle and see what is reflected. Then, try to remember to tell me about it.”



CENTER LANGUAGE SUPPORTS – UNIT 5: WEEK 1 – CREATIVE ARTS/TABLE

Sorting Reflective/Non-Reflective Materials

Naming Words	Action Words	Describing Words	
category characteristic mirror surface	classify decide describe organize sort	aluminum crumpled dull flat	non-reflective reflective shiny

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
“I put these materials together in the reflective category. What kinds of materials have you gathered?”
- **Expand Children’s Comments:**
Child: “Mine is shiny.”
Teacher: “Yes. The foil on my paper is shiny and reflective.”

Connection to Text:

“The little girl in the book *Play with Me* looked in the pond and saw reflections. What animals did she see reflected there?”

Non-Immediate Events:

“I am looking forward to using all of these materials to make a collage. I wonder what sort of design I should create. I will spend some time over the next few days thinking about what kind of collage I might like to make.”



Painting a Woodland/Swamp

Naming Words			Action Words	Describing Words
alligator	fawn	reflection	choose	bright
amphibian	frog	reptile	combine	colorful
blue jay	meadow	snake	create	color names
box turtle	pond	stream	design	creative
chipmunk	raccoon	turtle	include	light
			paint	unique

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
 “You included animals from the books in your design. I see a blue jay in the sky, and here is the box turtle...what other animals did you include in your painting?”
- **Use Self-Talk (describe what you are doing):**
 “I like the light blue color of this paint that I made by mixing some white paint with the blue paint. I think I’ll call it ‘Pond Blue!’ And I made a light green alligator the same way by combining green and white paint.”
- **Expand Children’s Comments:**
 Child: “I made a painting!”
 Teacher: “You painted with several colors. No one else has painted a purple raccoon. That makes your colorful painting unique.”

Connection to Text:

“In the book *Raccoon on His Own*, there was a big reptile, an alligator. I see it in your painting. There were three reptiles in *Play with Me*: the frog, the turtle, and the snake. If you were looking for a frog, a turtle, or a snake, where would you look?”

Non-Immediate Events:

“If you could have some animals as friends like the girl in the book *Play with Me*, what animals would you choose?”



Woodland Animal Puzzles

Naming Words			Action Words		Describing Words
animals chipmunks deer forest frogs	jigsaw puzzle meadows piece ponds rabbits	raccoons rivers stream wood	attach complete connect emerge	find fit match predict	color names shape words size words

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Prediction:**
“You found the piece that fits and attached it. I see the picture starting to emerge. What animal do you predict this will be?”
- **Use Parallel-Talk (describe what the child is doing) with a Focus on Morphology (Plurals):**
“I see puzzls with rabbits, and chipmunks, and frogs, and ____.” (Point to other animals and encourage the child to say the names...frogs, snakes, raccoons, etc.)

Connection to Text:

“Both of the stories that we read this week told about animals that live in forests, streams, and ponds. Let’s point to the animals that live in the forest that you see in your puzzle. Which ones live in the forest?” (If the child is only pointing, name the animals for the child.)

Non-Immediate Events:

“I have a puzzle table at my house. We always have a puzzle on the table to work on. What do you do for fun when you are not at school?”



Mylar and Block Structures

Naming Words	Action Words	Describing Words
illustration light Mylar raccoon reflection structure surface swamp	<i>(present progressive and irregular past tense)</i> building/built breaking/broken create falling/fell growing/grew making/made plan sketch	big/bigger/biggest flat/flatter/flattest high/higher/highest long/longer/longest strong/stronger/strongest tall/taller/tallest thick/thicker/thickest thin/thinner/thinnest wide/wider/widest

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) with a Focus on Morphology:**
“You are building a tower. It is tall, now it is taller, now it is the tallest tower of all. You built the tallest tower in the block town.”
- **Use Self-Talk (describe what you are doing) with a Focus on Morphology:**
“I am making a house. It is going to have thick high walls and a wide flat roof. See, this house has the thickest, highest walls and the widest roof of all the houses in this block town. Tell me about what you are building.”
- **Use Morphological Expansions:**
Child: “Make a tower.”
Teacher: “You made a tower.”
Child: “My tower is big.”
Teacher: “Your tower is bigger and taller than the one you built before.”

Non-Immediate Events:

Child: “I falled down on the ice at my house.”

Teacher: “You fell? You fell on the ice? I hope you didn’t get hurt. Tell me more about what happened.”



Woodland/Swamp

Naming Words		Action Words		Describing Words	
branches	habitat	appear	notice	green	
canopy	moss	create	overlap	short	
cave	sunlight	design	plan	sunny	
ferns	tree	grow	view	tall	
forest	woodland				

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Closed-Ended Question:**
“I see that you are looking in *Play with Me* to get ideas about creating a woodland. There are lots of different animals in that book. Would you like to make a bird or a turtle?”
- **Use Self-Talk (describe what you are doing) + Mix of Open- and Closed-Ended Questions:**
“I am going to sketch a plan for creating some trees with construction paper. Do you think I should make tall trees or short trees?”

Connection to Text:

“In the book *Play with Me*, the little girl sat at a pond in a woodland, and many animals came to sit near her. I wonder what other animals she might have seen if she had walked further into the woods.”

Non-Immediate Events:

“I enjoy walking in the woods sometimes. It is very peaceful and quiet, and if I listen carefully, I can hear animals making all sorts of different sounds.”



Woodland/Swamp Research

Naming Words	Action Words	Describing Words
data fact graph information researcher results zoologist	analyze explore investigate report revise summarize	non-fiction

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“I see that you are reading a book about squirrels. What are you learning?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“What is something interesting about deer? I read in this book that deer sometimes have antlers.”
- **Use Self-Talk (describe what you are doing) + Indirect Question:**
“When I read this book about lizards, I had a lot of questions. I wonder what else I could do to find out more information about lizards.”

Connection to Text:

“This book about raccoons reminds me of *Raccoon on His Own* and the raccoon’s adventure in the boat.”



Woodland/Swamp Research

Naming Words	Action Words	Describing Words
data fact graph information researcher results zoologist	analyze explore investigate report revise summarize	non-fiction

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“I see that you are reading a book about squirrels. What are you learning?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“What is something interesting about deer? I read in this book that deer sometimes have antlers.”
- **Use Self-Talk (describe what you are doing) + Indirect Question:**
“When I read this book about lizards, I had a lot of questions. I wonder what else I could do to find out more information about lizards.”

Connection to Text:

“This book about raccoons reminds me of *Raccoon on His Own* and the raccoon’s adventure in the boat.”



Woodland/Swamp

Standard Connection:

ELA.RF.PK.4.4

ELA.RI.PK.4.2

S.PS.PK.4.2

S.LS.PK.4.3

SS.OW.PK.4.2

TH.CR1a.1.PK

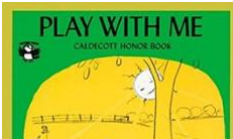
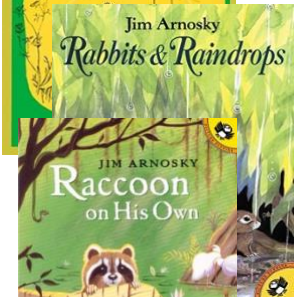

TH.CN11a.2.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Play with Me</i> <i>Raccoon on His Own</i> <i>Rabbits & Raindrops</i> Beautiful Stuff (natural materials: twigs, leaves, rocks) children's work from <i>Painting a Woodland/Swamp</i> images of woodland and swamp (see Resource) 	<p>canopy: top of the trees</p> <p>ferns: plants that do not have flowers</p> <p>floor: bottom of the woodland</p> <p>habitat: the place a plant or animal lives</p> <p>lichens: plantlike living thing made up of an alga and a fungus</p> <p>moss: small seedless plants that grow in moist, shady places</p> <p>overlap: lay on top of each other</p> <p>swamp: an area of land with trees that is always wet</p> <p>woodland: a place with lots of trees</p>	  

Intro to Centers	
Preparation: Set up materials	
"In <i>Play with Me</i> , the girl sat by a pond in a woodland - a place with lots of trees. What do you notice?"	Show illustrations. Children respond.
"In <i>Raccoon on His Own</i> , the raccoon floated on a swamp - a flooded - covered with water - woodland . What do you notice?"	Show illustrations. Children respond.
"Here are images of woodlands and swamps . What do you notice?"	Show images. Children respond.
"The tops of the trees overlap - lay on top of each other. Sunlight shines through the canopy - top of the trees - to help plants grow on the floor - bottom - of the woodland ."	
"When lots of sunlight reaches the floor , different kinds of plants like moss , ferns , and lichens grow. The plants provide food and shelter for animals. What do you notice?"	Show images. Children respond.
"Today in Dramatic Play, you can create a woodland or a swamp , using your research, woodland/swamp paintings, and Beautiful Stuff."	Show materials.

During Centers:

Encourage children to pretend to be different woodland/swamp animals. Encourage children to make props and costumes similar to *Animal Coverings*. Encourage children to use reflective surfaces from Mylar and blocks. Compare and contrast animals in their woodland/swamp to animals depicted in *Play with Me/Raccoon on His Own/Rabbits & Raindrops*.

Guiding Questions During Centers:

- How are the plants helpful to the animals in your woodland?
- How did you use the materials to create your woodland?
- How are the baby rabbits in *Rabbits & Raindrops* similar to the raccoon in *Raccoon on His Own* or the animals in *Play with Me*?
- How is your woodland/swamp similar to the illustrations in the stories/images in research?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Plan and document a field trip to the Mississippi Museum of Natural Science or nearby woodland. Compare and contrast woodlands/swamps to other habitats (plains, caves).

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of materials for children to use as props and costumes. Include items with different fasteners and textures to meet the children's fine motor and sensory needs.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 1-2

Woodland/Swamp RESOURCE

Standard Connection:

ELA.RF.PK.4.4

ELA.RI.PK.4.2

S.PS.PK.4.2

S.LS.PK.4.3

SS.OW.PK.4.2

TH.CR1a.1.PK

TH.CN11a.2.PK





Reflections in Water

Standard Connection:

ELA.L.PK4.5c

ELA.W.PK4.1c

S.PS.PK4.1

S.T.PK4.1

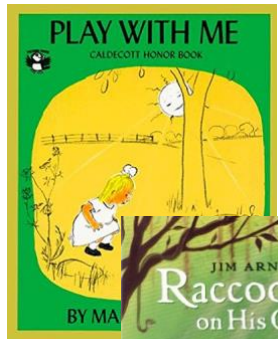
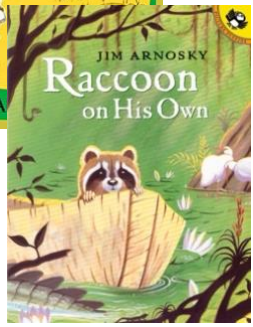
VA.RE7a.2.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Raccoon on His Own</i> <i>Play with Me</i> reflective material (Mylar, tin foil) to line bottom and sides of the Science Table images of reflections in water (see Resource) waterproof Beautiful Stuff flashlights tape paper drawing/writing utensils clipboards 	<p>pond: small area of still, fresh water</p> <p>reflection: an image that you can see in a mirror or in glass or water</p> <p>shiny: smooth/glossy surface</p> <p>surface: the outside of an object</p> <p>swamp: area of land with trees that is always wet</p>	 

Intro to Centers	
Preparation: Set up materials	
<p>"In <i>Raccoon on His Own</i>, the raccoon saw his reflection in the water as he drifted in the swamp. In <i>Play with Me</i>, the girl sat still, very still, and saw her reflection in the pond. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"How is the raccoon's reflection the same as or different from the girl's reflection?"</p>	<p>Children respond.</p>
<p>"Today in Science, you can experiment with making reflections in water. The surface of the table is lined with shiny material. What do you notice?"</p>	<p>Show materials. Children respond.</p>

During Centers:

Encourage children to compare and contrast the reflections created using different materials. Encourage children to experiment with shining light on objects from different positions. Encourage children to observe what happens when two or more reflections overlap or touch. Compare and contrast the reflections in Science to the illustrations in *Play with Me* and *Raccoon on His Own*. Encourage children to draw and label pictures of the reflections.

Guiding Questions During Centers:

- What happens to an object's reflection when you shine light close to/far away from/at an angle on the object?
- How is an object's reflection on the bottom of the Science Table similar to or different from its reflection on the side of the table?
- What do you predict will happen if you shine a light on two objects/ materials next to/on top of each other?
- How are the reflections in the Science Table similar to or different from the raccoon's reflection and/or the girl's reflection?

Thinking and 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 of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to create and document reflections throughout the classroom/school.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, allow the children to work together to hold the light and make observations. Provide a variety of materials for children to draw and label pictures of the reflections.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 1-2

Reflections in Water RESOURCE

Standard Connection:

ELA.L.PK4.5c

ELA.W.PK4.1c

S.PS.PK4.1

S.T.PK4.1

VA.RE7a.2.PK

Reflections: Sky



Reflections: Trees



Shadows: People



Shadows: Trees



Shadows: Deserts



Shadows: Paintings & Drawings







UNIT 5: SHADOWS AND REFLECTIONS / WEEK 1-2

Reflections in Water RESOURCE

Standard Connection:

ELA.L.PK4.5c

ELA.W.PK4.1c

S.PS.PK4.1

S.T.PK4.1

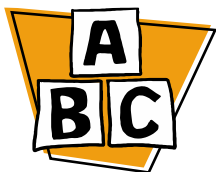
VA.RE7a.2.PK

Reflections: Sky



Reflections: Trees





Mylar and Block Structures

Standard Connection:

ELA.RI.PK4.8

ELA.L.PK4.5c

M.CC.PK4.6

M.MD.PK4.2

S.T.PK4.1

S.ES.PK4.2a

SS.OW.PK4.1

PD.FM.PK4.5

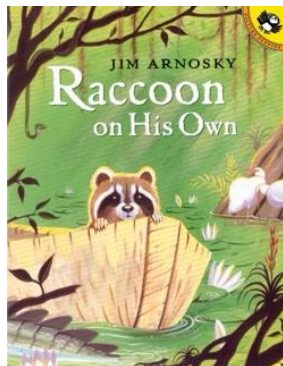
PD.SHS.PK4.3

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Raccoon on His Own</i> Mylar variety of blocks Beautiful Stuff large pieces of cardboard covered with Mylar/shiny wrapping paper flashlights tape 	<p>Mylar: a shiny, foil-like plastic material</p> <p>reflection: an image that bounces off a surface</p> <p>structure: anything made up of parts held together in a particular way</p> <p>sunlight: the light of the sun</p> <p>surface: the outer layer of an object</p> <p>swamp: a type of wetland where trees are common</p>	

Intro to Centers

Preparation: Set up materials

“In <i>Raccoon on His Own</i> , the baby raccoon looked into the swamp water. What do you notice?”	Show illustrations. Children respond.
“The sunlight shone on the swamp water and created a reflection .”	Show illustrations.
“Today in Blocks, you can build structures with these materials. What do you notice?”	Show materials. Children respond.
“What do you predict will happen if you build structures on the Mylar surface ?”	Children respond.

During Centers:

Compare and contrast block structure reflections and Raccoon's reflection. Compare and contrast reflections with the classroom lights turned off. Encourage children to experiment with moving the light source/object. Compare and contrast reflections in Mylar to reflections in mirrors/other reflective surfaces.

Guiding Questions During Centers:

- How does the size of your structure affect its reflection?
- What do you predict will happen to reflections if the classroom lights are turned off?
- What do you predict will happen if you use a flashlight on your structure?
- How many blocks do you see in a reflection of your structure?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Line trays or smaller pieces of cardboard with Mylar for a scaled-down work area. Challenge children to place the Mylar bases in different positions to create reflections. Challenge children to duplicate each other's structures by looking at the reflections.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of materials to meet children's fine motor needs, such as different sizes and weights of blocks.



Painting a Woodland/Swamp

Standard Connection:

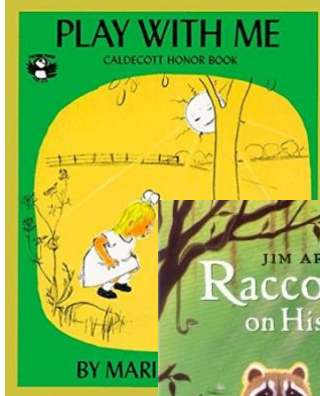
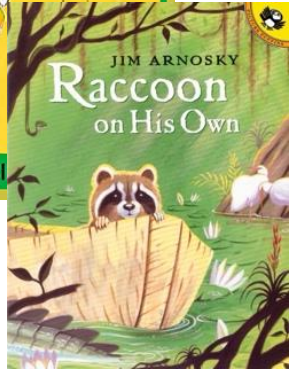
ELA.W.PK4.1
ELA.L.PK4.6
M.MD.PK4.2
S.PS.PK4.2
SS.OW.PK4.1
PD.FM.PK.4.4
VA.CR2a.3.PK
VA.CN10.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Play with Me</i> • <i>Raccoon on His Own</i> • images of woodlands and painting examples (see Resource) • green, yellow, brown, white, blue, and black paint • children's Woodland/Swamp Research • variety of paintbrushes • sponges • markers • small cups for paint and water • butcher-roll paper • smocks • Beautiful Stuff 	<p>flooded: covered with water</p> <p>setting: where a story happens</p> <p>swamp: flooded woodland</p> <p>woodland: a forest with many trees</p>	 

Intro to Centers	
Preparation: Set up materials	
"In <i>Play with Me</i> , the girl sat by a pond in a woodland . What do you notice?"	Show book cover. Children respond.
"In <i>Raccoon on His Own</i> , the raccoon floated down the water in a swamp . What do you notice?"	Show book cover. Children respond.
"How is the woodland setting - where the story happened - similar to or different from the swamp setting ?"	Children respond.
"A woodland is a forest with many trees. A swamp is a woodland that has been flooded - covered in water."	Show resource.
"Today, in Creative Arts, you can create a woodland or swamp painting using these materials. What do you notice?"	Show materials. Children respond.
"How will you use these paint colors to show the different parts of a woodland/swamp ?"	Children respond.

During Centers:

Encourage children to mix paint colors to create tints and shades. Encourage children to label the parts of the settings depicted in their paintings. Encourage children to use Woodland/Swamp Research. Encourage children to depict reflections in their paintings similar to the illustrations in *Play with Me* and *Raccoon on His Own*.

Guiding Questions During Centers:

- How is your painting similar to or different from the illustrations in *Play with Me* or *Raccoon on His Own*/your friends' paintings?
- How did you create the tint(s)/shade(s) you used in your painting?
- How can create a collaborative painting with a friend(s)?
- How did you use your Woodland/Swamp Research to create your painting?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

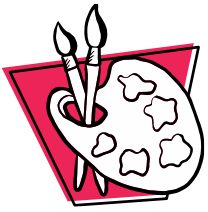
Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to use Beautiful Stuff to add animals to their paintings after they dry. Use paintings as backdrops for Blocks and Dramatic Play. Encourage children to add Mylar or other reflective materials to their paintings to depict reflections in the settings.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of writing and painting materials, such as knob or bulb paintbrushes and grippers for pencils to meet the children's fine motor needs.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 1

Painting a Woodland/Swamp RESOURCE

Standard Connection:

ELA.W.PK4.1

ELA.L.PK4.6

M.MD.PK4.2

S.PS.PK4.2

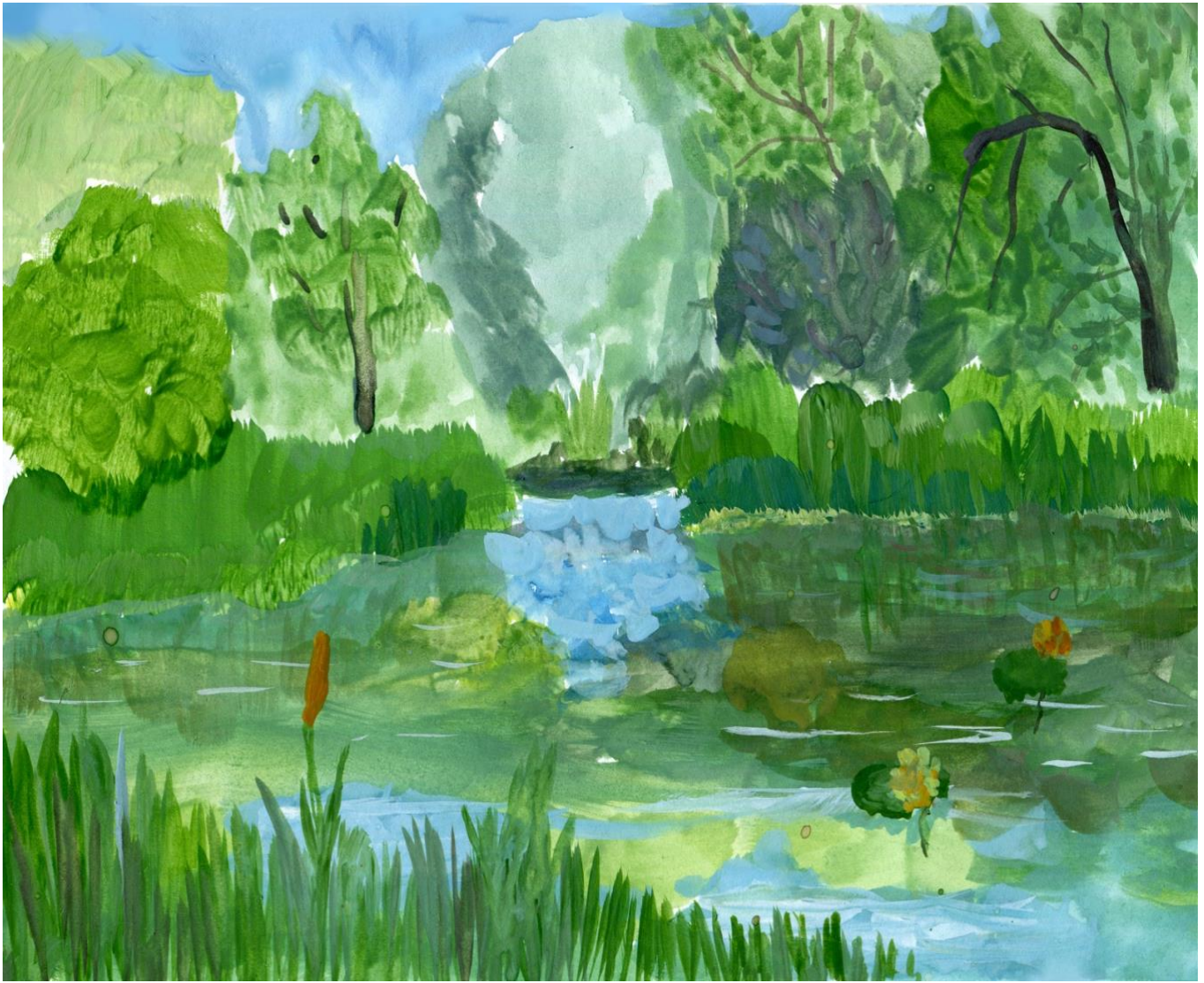
SS.OW.PK4.1

PD.FM.PK.4.4

VA.CR2a.3.PK

VA.CN10.1.PK







Sorting Reflective and Non-Reflective Materials

Standard Connection:


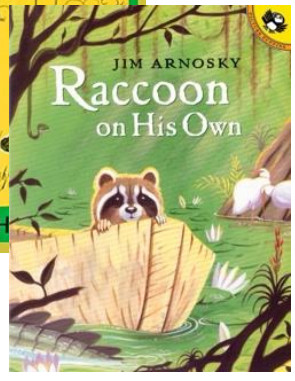
ELA.SL.PK4.6
ELA.L.PK4.4
M.MD.PK4.2
S.PS.PK4.2
S.ES.PK4.3
SS.OW.PK4.2
PD.SHS.PK4.3

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Play with Me</i> <i>Raccoon on His Own</i> reflective and non-reflective materials flashlights trays containers for sorting materials labels: "reflective"/ "non-reflective" paper and writing utensils 	<p>dull: not sharp/not clear</p> <p>non-reflective: not capable of reflecting</p> <p>reflective: an image that bounces off an object/surface; mirror-like</p> <p>shiny: smooth, glossy surface</p> <p>sort: arrange according to specific features</p> <p>surface: the outside of an object</p>	 

Intro to Centers	
Preparation: Set up materials	
"In <i>Raccoon on His Own</i> and <i>Play with Me</i> , the raccoon and the girl saw their reflections in water. What do you notice?"	Show illustrations. Children respond.
"When the sunlight shone on the shiny surface of the water, a reflection was created."	
"I want to create a reflection with these materials. What do you notice?"	Show materials. Children respond.
"The ____ is shiny , like the surface of water. The ____ is dull - not shiny . If I shine a light on the ____ and the ____, where do you predict would be a reflection ?"	Model. Children respond.
"Today in Creative Arts, shine the flashlight (or hold up to a light source, like a lamp) on the materials. If you see a reflection on the material, sort it into the tray labeled ' reflective .' If you don't see a reflection on the material, sort it into the tray labeled, ' non-reflective .'"	Model.

During Centers:

Support children in using light sources (flashlights, lamps, etc.) to test materials. Encourage children to collaborate (one child shines the light source, and another sorts into the tray). Compare and contrast the reflections on the materials to the reflections in *Play with Me* and *Raccoon on His Own*. Encourage children to count the objects in the groups, record the data, and/or compare which has more/less.

Guiding Questions During Centers:

- How did you sort the materials?
- How can you make the number of items in the two groups equal/the same?
- How are the reflective materials similar to or different from a mirror?
- What do you predict would happen if we hung the reflective materials in the window like when we did the Color Fading experiment?

Thinking and 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 processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to label 'reflective' and 'non-reflective' groups with other names (*shiny, dull, sparkly, matte*, etc.). Encourage children to list other materials in the classroom/around the school into the groups (draw a picture of the front door to add to the 'non-reflective' group).

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically pair children who may need additional support with those who can support them to collaborate in testing materials. Provide manipulatives as needed to help children count objects in groups, as well as a variety of materials to record data.



Woodland/Swamp Research


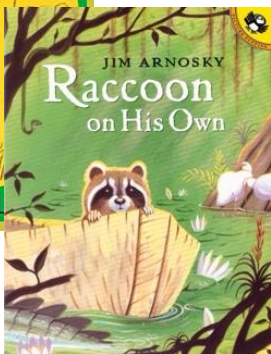
Standard Connection:
ELA.W.PK4.5
ELA.RL.PK4.10
M.CC.PK4.5a
S.LS.PK4.3
PD.FM.PK4.1
PD.FM.PK4.2
TH.CN11a.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Raccoon on His Own</i> • <i>Play with Me</i> • non-fiction books about woodland animals • images of woodland/swamp (see Resource) • paper for blank books • writing utensils • vocabulary word picture cards from Unit 5, Week 1 • alphabet chart 	<p>flooded: covered with water</p> <p>swamp: a flooded woodland</p> <p>woodland: a place with many trees</p>	 

Intro to Centers		
Preparation: Set up materials		
"In <i>Play with Me</i> , the girl sat by a pond in a woodland - a place with many trees. What do you notice?"		Show illustrations. Children respond.
"Here are images of woodlands . How are the illustrations in <i>Play with Me</i> similar to or different from the images of woodlands ?"		Show images. Children respond.
"In <i>Raccoon on His Own</i> , the raccoon floated down a swamp - a flooded - covered with water - woodland . What do you notice?"		Show illustrations. Children respond.
"Here are images of swamps . How are the illustrations in <i>Raccoon on His Own</i> similar to or different from the images of swamps ?"		Show images. Children respond.
"Today in Library and Listening, you can research - find facts - true things - about woodlands and swamps . You can document your research in Creative Writing with these materials."		Show materials.

During Centers:

Encourage children to label their research. Encourage children to use their research in *Painting a Woodland/Swamp*. Encourage children to document their research in blank books. Compare and contrast woodlands/ swamps depicted in illustrations to photographs. Compare and contrast the animals, vegetation, and light sources in woodlands and swamps.

Guiding Questions during Centers:

- How are woodlands similar to or different from swamps?
- How is your research helpful to someone?
- Do you think the illustrators of *Raccoon on His Own* and *Play with Me* used research to depict the settings? Why or why not?
- How does light affect the animals and plants in woodlands and swamps?

Thinking and 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 processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Compare and contrast woodlands and swamps to other habitats (plains, caves, etc.). Encourage children to consider why an author/illustrator depicts an animal acting in fictional ways (talking to convey non-fictional information).

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of materials for children to use for comparing and contrasting for children who may have limited writing skills.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 1

Woodland/Swamp Research RESOURCE

Standard Connection:

ELA.W.PK4.5

ELA.RL.PK4.10

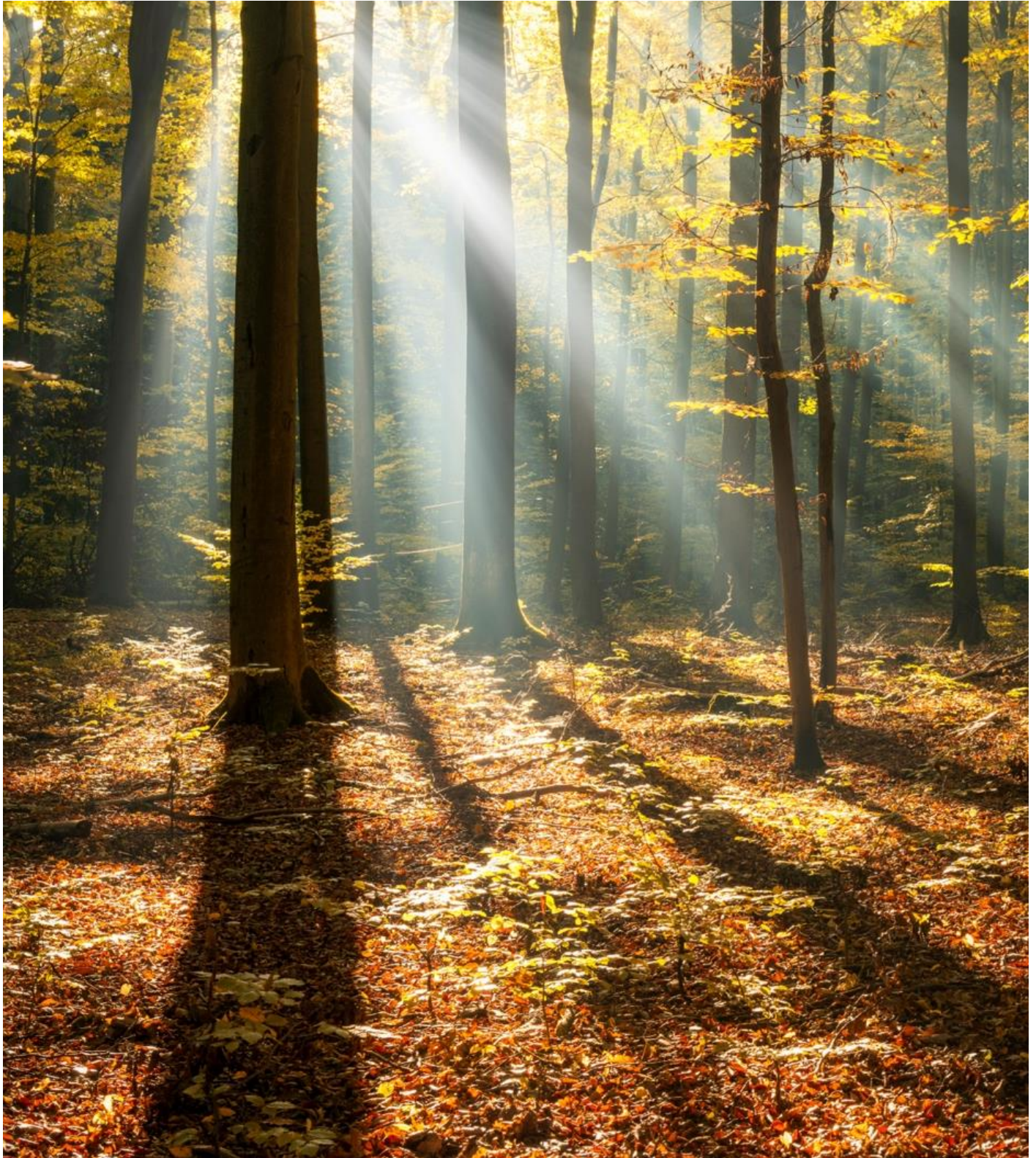
M.CC.PK4.5a

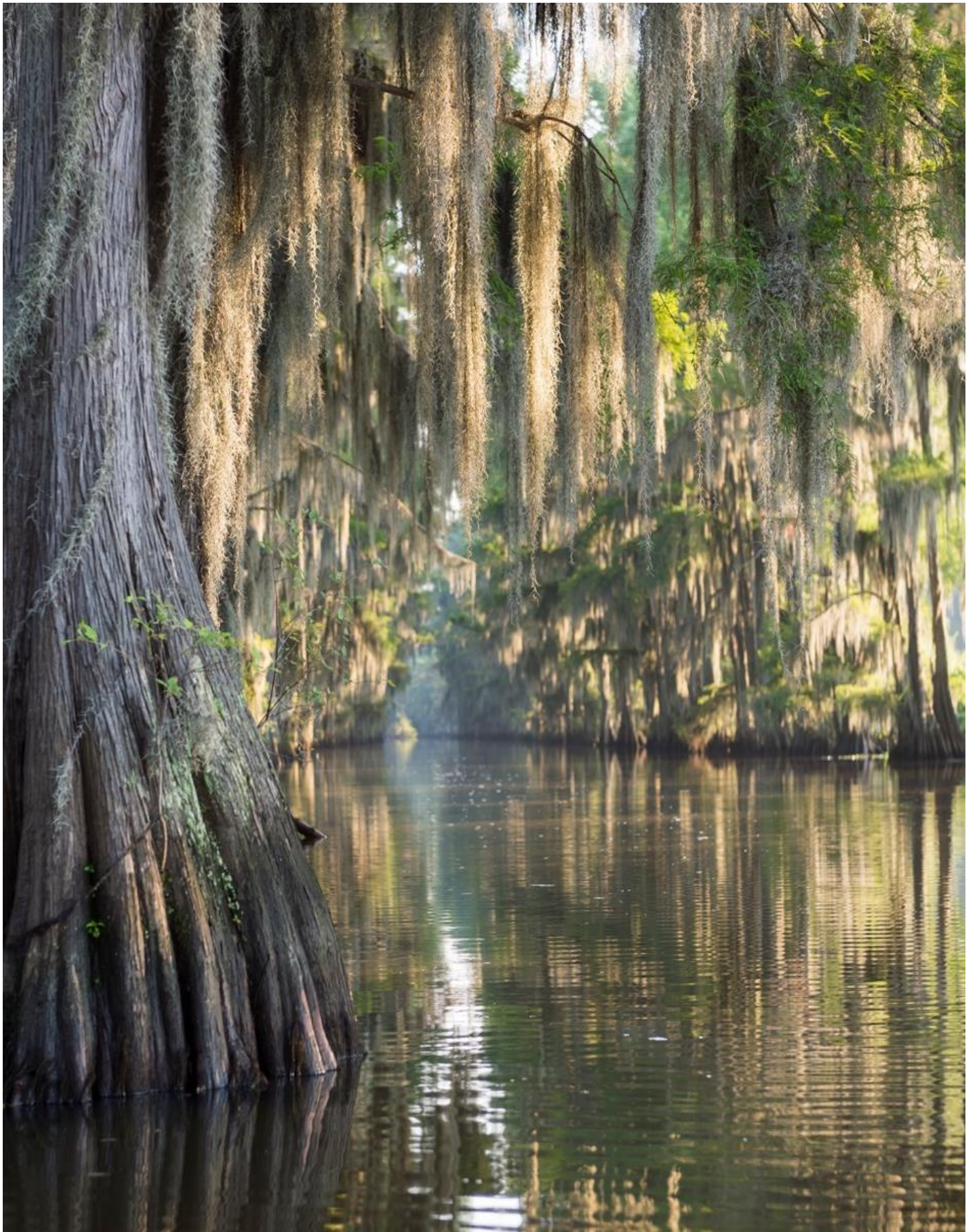
S.LS.PK4.3

PD.FM.PK4.1

PD.FM.PK4.2

TH.CN11a.1.PK







Woodland/Swamp Research


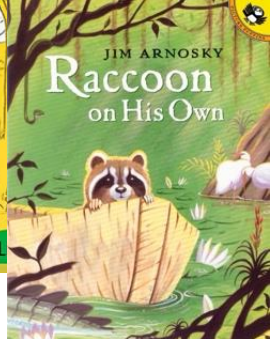
Standard Connection:
 ELA.L.PK4.6
 ELA.SL.PK4.2
 S.LS.PK4.4c
 PD.FM.PK4.4
 VA.CN10a.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Raccoon on His Own</i> <i>Play with Me</i> non-fiction books about animals images of woodlands and swamps (see Resource) paper for blank books writing utensils vocabulary word picture cards from Unit 5, Read Aloud, Week 1 alphabet chart 	<p>flooded: covered with water</p> <p>swamp: a flooded woodland</p> <p>woodland: a place with many trees</p>	 

Intro to Centers		
Preparation: Set up materials		
"In <i>Play with Me</i> , the girl sat by a pond in a woodland - a place with many trees. What do you notice?"		Show illustrations. Children respond.
"Here are images of woodlands . How are the illustrations in <i>Play with Me</i> similar to or different from the images of woodlands ?"		Show images. Children respond.
"In <i>Raccoon on His Own</i> , the raccoon floated down a swamp - a flooded - covered with water - woodland . What do you notice?"		Show illustrations. Children respond.
"Here are images of swamps . How are the illustrations in <i>Raccoon on His Own</i> similar to or different from the images of swamps ?"		Show images. Children respond.
"Today in Library and Listening, you can research - find facts - true things - about woodlands and swamps . You can document your research in Creative Writing with these materials."		Show materials.

During Centers:

Encourage children to label their research. Encourage children to use their research in Painting a Woodland/Swamp. Encourage children to document their research in blank books. Compare and contrast woodlands/ swamps depicted in illustrations to photographs. Compare and contrast the animals, vegetation, and light sources in woodlands and swamps.

Guiding Questions during Centers:

- How are woodlands similar to or different from swamps?
- How is your research helpful to someone?
- Do you think the illustrators of *Raccoon on His Own* and *Play with Me* used research to depict the settings? Why or why not?
- How does light affect the animals and plants in woodlands and swamps?

Thinking and 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 processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Compare and contrast woodlands and swamps to other habitats (plains, caves, etc.). Encourage children to consider why an author/illustrator depicts an animal acting in fictional ways (talking, to convey non-fictional information).

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of materials for children to use for comparing and contrasting for children who may have limited writing skills.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 1

Woodland/Swamp Research RESOURCE

Standard Connection:

ELA.L.PK4.6

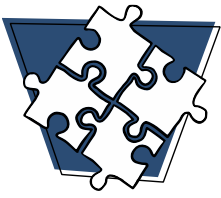
ELA.SL.PK4.2

S.LS.PK4.4c

PD.FM.PK4.4

VA.CN10a.1.PK





Woodland Animal Puzzles

Standard Connection:

ELA.L.PK4.1d

M.CC.PK4.5a

S.LS.PK4.3

PD.FM.PK4.1

PD.FM.PK4.2

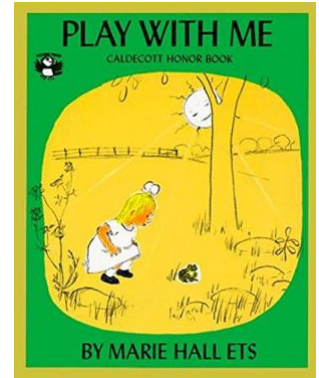
TH.CN11a.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Play with Me</i> teacher-made puzzles from images of woodland animals (see Resource) poster or tag board Ziploc bags basket or box to store puzzles trays 	<p>habitat: the place a plant or animal lives</p> <p>woodland: an area of land covered by trees</p>	

Intro to Centers	
Preparation: Set up materials	
"In <i>Play with Me</i> , the girl made friends with animals. What do you notice?"	Show illustrations. Children respond.
"The animals lived in a woodland habitat . What do you notice?"	Show illustrations. Children respond.
"Today in Puzzles (Manipulatives), you can solve woodland animal puzzles."	Show materials.
"We solved this puzzle of a _____. What do you notice?"	Model puzzle. Children respond.
"How is the animal in this puzzle similar to or different from the animal(s) in <i>Play with Me</i> ?"	Model puzzle. Children respond.

During Centers:

Encourage children to describe their puzzle-solving strategies (if they put all the edge pieces together first). Encourage children to count the number of pieces in the puzzles. Scaffold puzzle-solving by providing images of completed puzzles for children to refer to.

Guiding Questions During Centers:

- What strategy did you use to solve your puzzle?
- How is your puzzle similar to or different from your friend's puzzle?
- How are woodland animals similar to or different from animals we see in our neighborhood/city?
- How is the woodland animal in the puzzle you solved similar to or different from the illustrations in *Play with Me*?

Thinking and 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 processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Create woodland animal puzzles from children's drawings. Add child-made puzzles to Puzzles (Manipulatives). Invite children to tell and act out stories about the animals in Dramatic Play.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, have a range of numbers of puzzle pieces (some puzzles with five pieces, some with seven, etc.) to match children's levels of challenge.

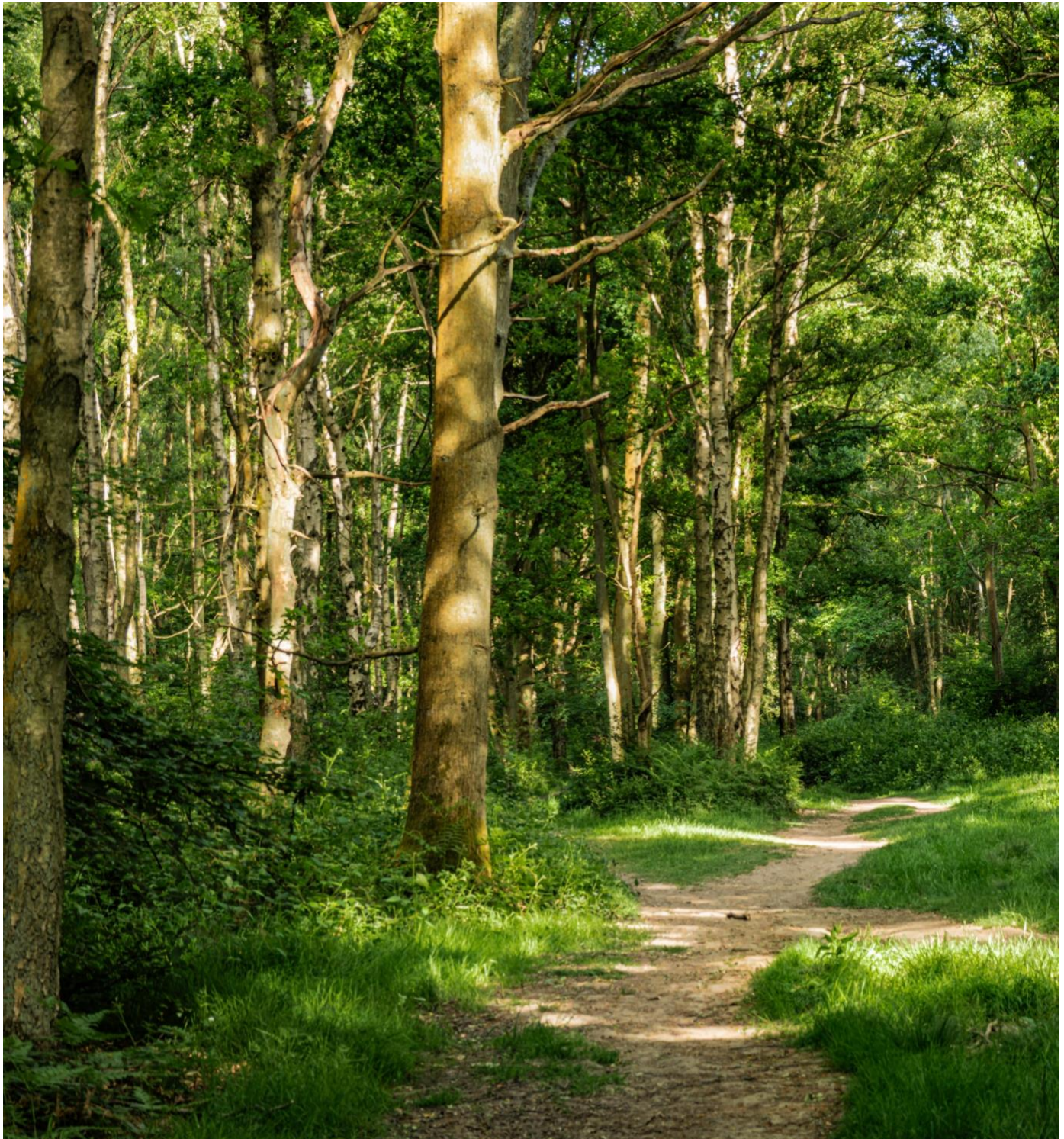


UNIT 5: SHADOWS AND REFLECTION / WEEK 1- 4

Woodland Animal Puzzles RESOURCE

Standard Connection:

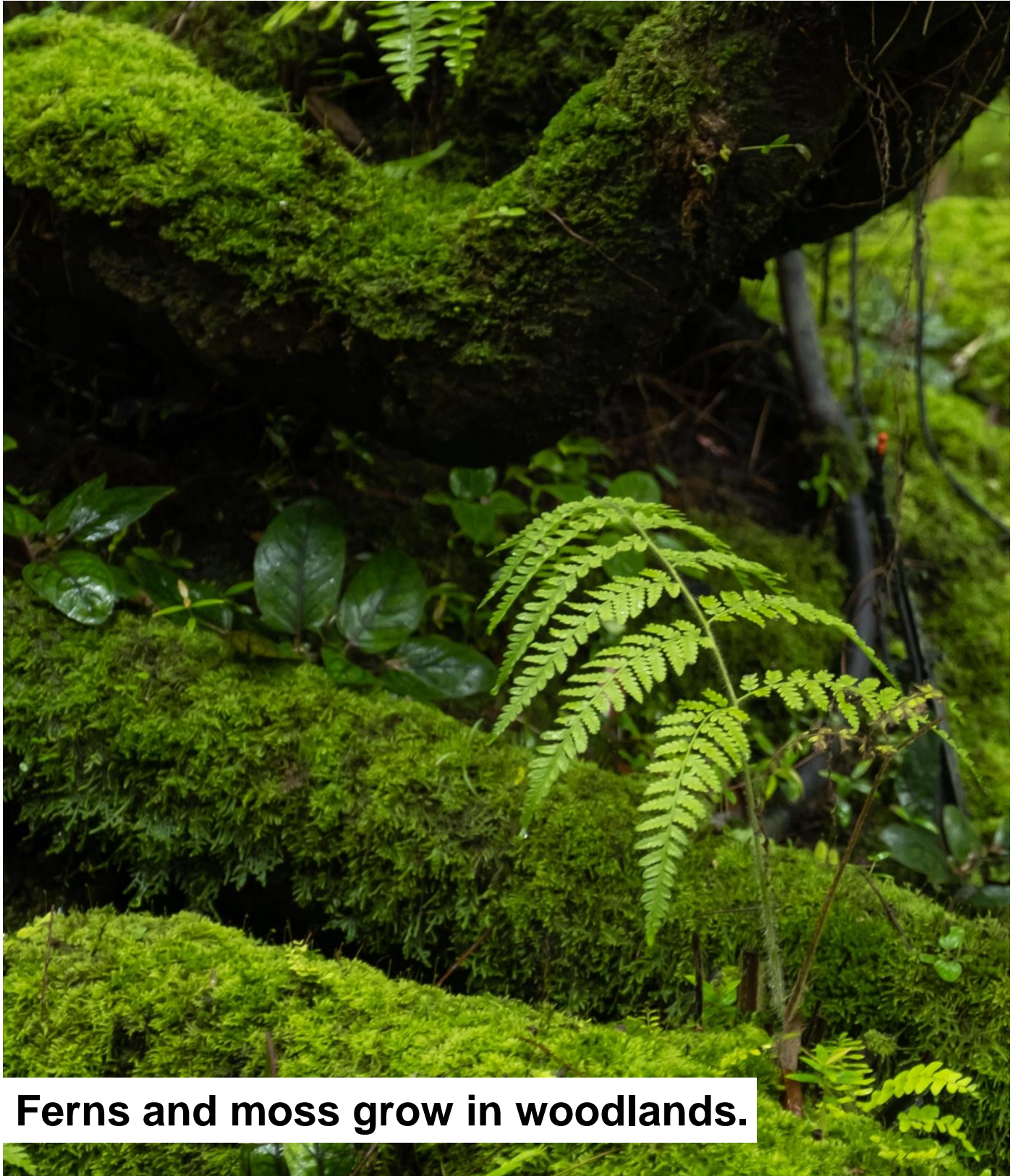
ELA.L.PK4.1d
M.CC.PK4.5a
S.LS.PK4.3
PD.FM.PK4.1
PD.FM.PK4.2
TH.CN11a.1.PK



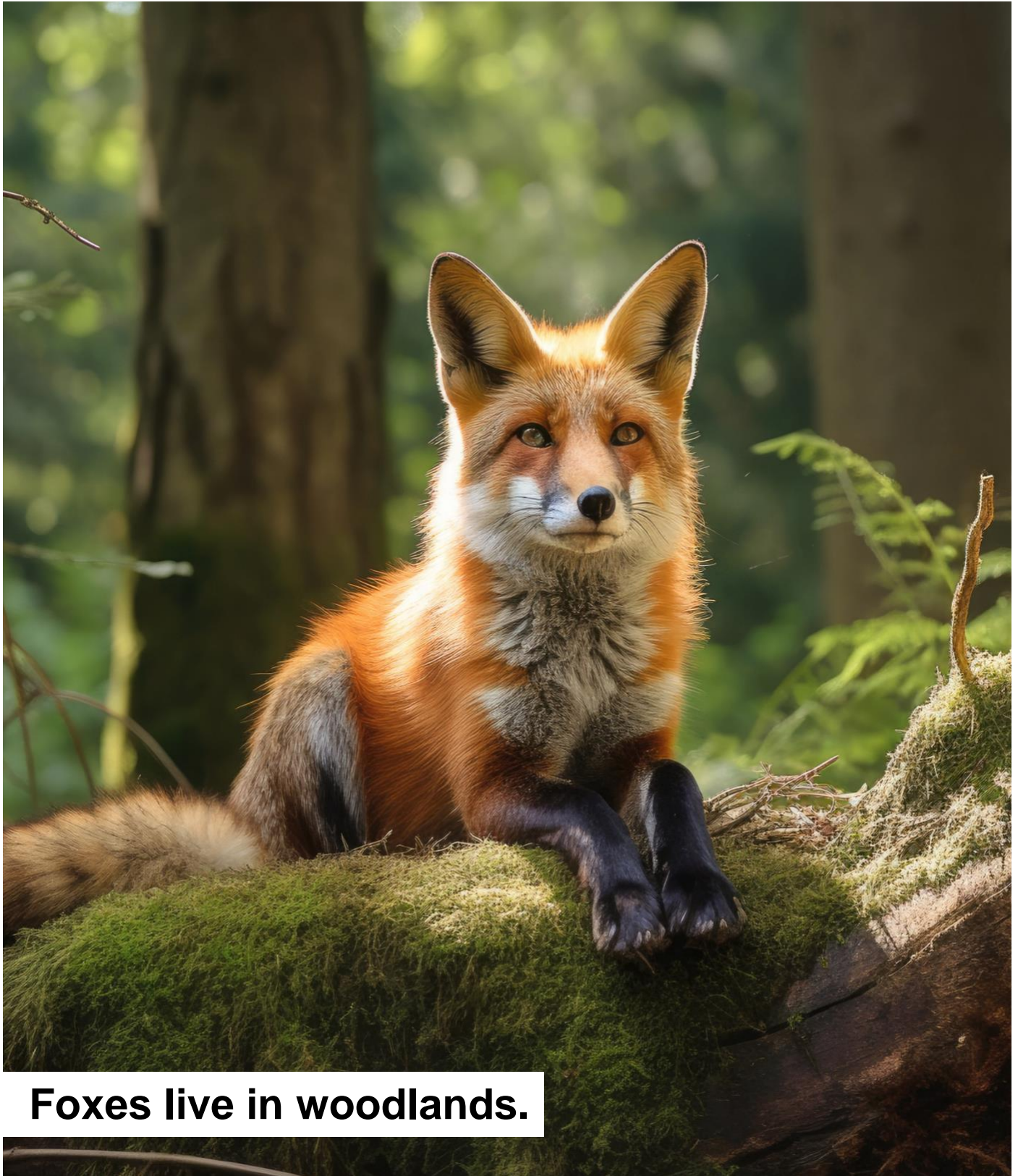
Trees grow in woodlands.



Lichens grow in woodlands.



Ferns and moss grow in woodlands.



Foxes live in woodlands.



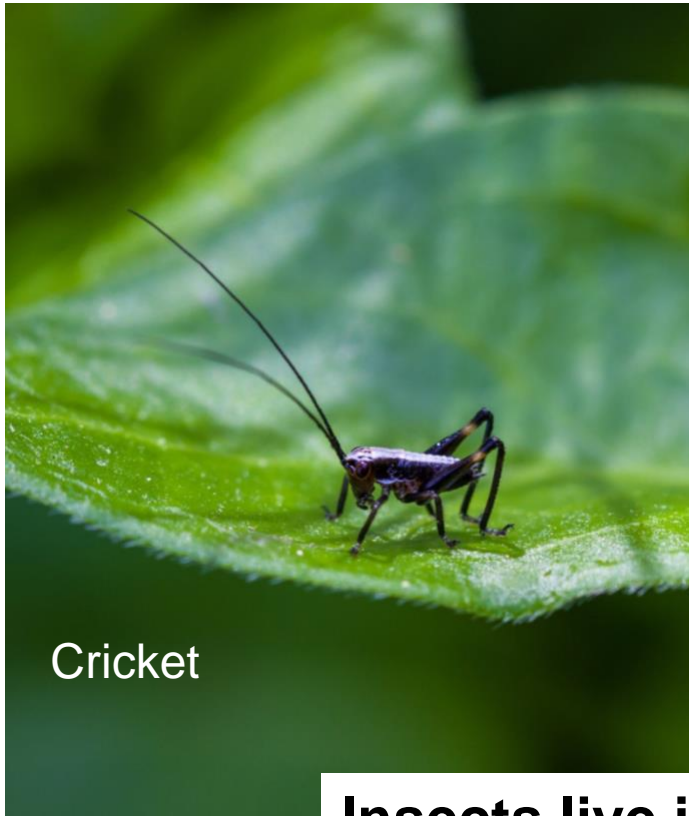
Deer live in woodlands.



Bears live in woodlands.



Badgers live in woodlands.



Cricket

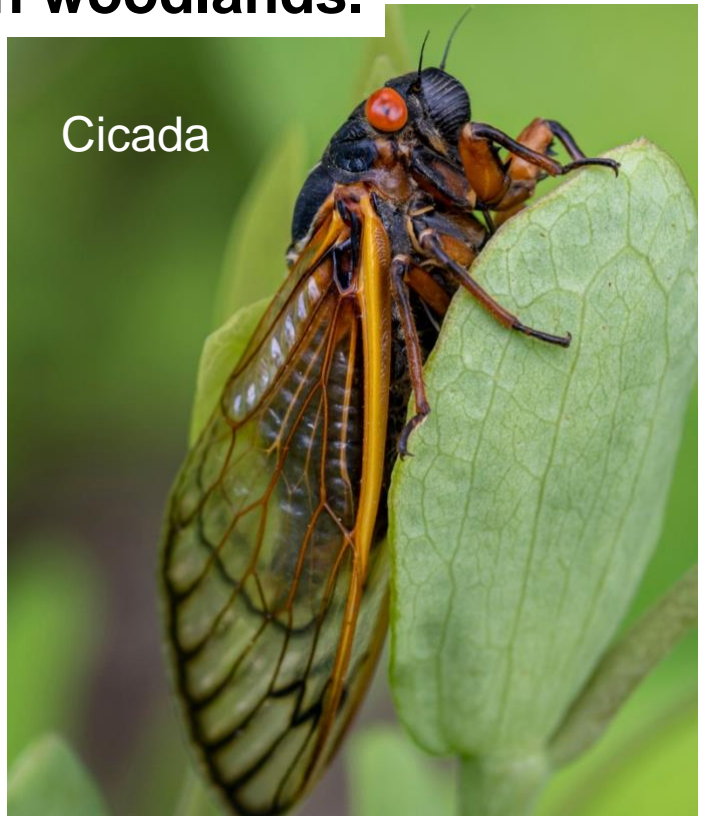


Katydid

Insects live in woodlands.



Grasshopper



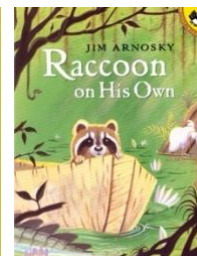
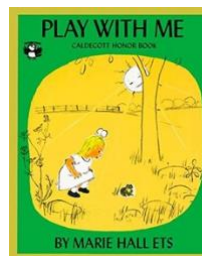
Cicada



Birds live in woodlands.



Home Link - English



Dear Families: In this unit, your child will be learning about shadows and reflections. Try at least three of these fun learning activities, or do them all! The most important thing is to enjoy time with your child and learn about what is happening in the classroom. Please color in the boxes of the activities you choose and return this form to school next Monday. **HAVE FUN!**

Child's Name: _____

Discovery

Is It Reflective or Non-Reflective:

(Related to *Play with Me* and *Raccoon on His Own*)

Gather objects around your house, such as cans, spoons, cellophane, aluminum foil, wax paper, cardboard, wrapping paper, and tissue paper. Sort them into 2 groups: reflective and non-reflective.

Conversation starters:

- What do you notice about _____?
- Why do you think _____ is reflective/non-reflective?

Words to use during the conversation: *reflection, image, light, blurry, sharp, surface*

Literacy

Sing Together:

This is a song your child sings at school.

Open, Shut Them

Open, shut them.

Open, shut them.

Give a little clap, clap, clap.

(clap, clap, clap)

Open, shut them.

Open, shut them.

Put them in your lap, lap, lap.

Creep them, creep them,

slowly creep them right up to your chin.

(walk fingers up chest to chin)

Open up your mouth. (open mouth)

But do not let them in!

Talk and Read Together

(20 minutes)

Conversation Starters:

- What is your favorite part of the story?
- What is the first thing that happens in the story?
- What do you think will happen next?

Math

Compare Weights:

Ask your child to gather a selection of 6 to 8 objects, such as cans, shoes, boxed food, water bottles, tissue boxes, and coins. Work together on sorting them between heavy and light. Choose two objects and compare their weight. Talk about what you notice.

Language

Storytelling (Animal Stories):

(Related to *Play with Me* and *Raccoon on His Own*)

Ask your child to tell you a story about his/her favorite woodland animal (*squirrel, turtle, raccoon, fox, deer, snake, chipmunk*, etc.). If possible, write down your child's story and act it out together.

Conversation Starters:

- I notice that _____ is heavier/lighter than _____ because...
- Why do you think _____ is heavier/lighter than _____?

Reading Log

Check off each day that you and your child read a story together. The books can be in English or in your home language. Visit your public library for great books about shadows and reflections!

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____ Saturday ____ Sunday ____

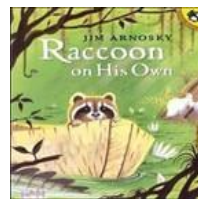
<p><u>Books we are reading in school:</u></p> <p><i>Play with Me</i> by Marie Et Hall <i>Raccoon on His Own</i> by James Arnosky</p>	<p><u>Other books you and your child might enjoy:</u></p> <p><i>The Night World</i> by Mordicai Gerstein</p>
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Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary. For example, “A **reflection** is an image formed by something shiny.”
- As you read, ask your child questions pertaining to the book. For example, “How did the raccoon feel when he saw his own reflection?”



Home Link - Spanish



Home Links, Unidad 5: Sombras y Reflejos: Semana 1

Estimadas Familias: En esta unidad su niño(a) estará aprendiendo acerca de las sombras y los reflejos. ¡Traten de hacer por lo menos tres de estas divertidas actividades de aprendizaje o háganlas todas! Lo más importante es disfrutar el tiempo con su hijo(a), aprendiendo sobre lo que está sucediendo en el salón de clases. Por favor colorea los cuadros de las actividades que usted elija y devuelva esta hoja a la escuela el próximo lunes. ¡DIVIERTANSE!

Nombre del niño: _____

Descubrimiento

Produce o no Produce un Reflejo:

(Relacionado con el libro *Play with Me* y *Raccoon on His Own*)

Reunan objetos alrededor de su casa tales como latas, cucharas, celofán, papel aluminio, papel encerado, cartón, papel para envoltura y papel de seda. Clasifíquelos en 2 grupos: Los que producen reflejo y los que no producen reflejo.

Formas de Iniciar una Conversación:

- ¿Qué notas acerca de ____?
- ¿Por qué piensas que ____ produce reflejo/no produce reflejo?

Palabras que Pueden Utilizar Durante la Conversación:

reflejo, imagen, luz, borroso, nítido, superficie

Alfabetización

Reciten juntos: Este es un poema con el cual su hijo(a) debe estar familiarizado.

Open, Shut Them

Open, shut them.

Open, shut them.

Give a little clap, clap, clap.

(*aplaudir 3 veces*)

Open, shut them.

Open, shut them.

Put them in your lap, lap, lap.

Creep them, creep them,
slowly creep them right up to your chin.

(*caminar los dedos por el pecho
hacia la barbilla*)

Open up your mouth. (*abrir la boca*)

But-do not let them in!

Matemáticas

Comparación de Pesos:

Pídale a su hijo(a) que reúna una selección de 6 a 8 objetos tales como latas, zapatos, comida enlatada, botellas de agua y monedas. Trabajen juntos clasificándolos entre pesados y ligeros. Elija dos objetos y compare su peso. Hablen sobre lo que notan.

Formas de Iniciar una Conversación:

- Yo noto que ____ es más pesado/ligero que ____ porque...
- ¿Por qué piensas que ____ es más pesado / ligero que ____?

Hablar y Leer Juntos (20 minutos)

Formas de iniciar una conversación:

- ¿Cuál es tu parte favorita de la historia?
- ¿Qué es lo primero que sucede en la historia?
- ¿Qué crees que sucederá después?

Lenguaje

Narración de Cuentos-Historias de Animales:

(Relacionado con el libro *Play with Me* y *Raccoon on His Own*)

Pídale a su niño(a) que le cuente un cuento sobre su animal del bosque favorito (por ej. *ardilla, tortuga, mapache, zorro, ciervo, serpiente, ardilla listada*, etc.). Si es posible, escriba la historia de su hijo(a) y actúenla juntos.

Registro de Lectura

Marque cada día que usted y su hijo(a) lean una historia juntos. Los libros pueden ser en inglés o en su idioma natal. ¡Visite su biblioteca pública para obtener excelentes libros sobre sombras y reflejos!

Lunes ____

Martes ____

Miércoles ____

Jueves ____

Viernes ____

Sábado ____

Domingo ____

Libros que estamos leyendo en la escuela:

Play with Me por Marie Et Hall
Raccoon on His Own por James Arnosky

Otros libros que usted y su hijo(a) podrían disfrutar:

The Night World por Mordicai Gerstein

Sugerencias para Leer Juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, "Un **reflejo** es una imagen formada por algo brillante."
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, "¿Cómo se sintió el mapache cuando vio su propio reflejo?"