



# Mirrors and Block Structures

Standard Connection:  
 RL.PK.1-7,10  
 RI.PK.7  
 SL.PK1-4,6  
 L.PK,1d,5a,c,6  
 PK.MD.4

**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"> <li>• <i>Raccoon on His Own</i></li> <li>• large pieces of cardboard covered with Mylar or shiny wrapping paper</li> <li>• flashlights</li> <li>• mirrors</li> </ul>	<p><b>mirror:</b> a flat piece of glass that reflects</p> <p><b>Mylar:</b> a shiny, foil-like plastic</p> <p><b>reflection:</b> an image that bounces off a surface</p> <p><b>structure:</b> anything made up of parts held together in a particular way</p> <p><b>sunlight:</b> the light of the sun</p> <p><b>swamp:</b> a type of wetlands where trees are common</p> <p><b>surface:</b> the outer layer of an object</p>	

Intro to Centers	
Preparation: <i>Set up materials</i>	
“In <i>Raccoon on His Own</i> , the baby raccoon looked into the <b>swamp</b> water. What do you notice?”	Show illustrations. <b>Children respond.</b>
“The <b>sunlight</b> shone on the <b>swamp</b> water and created a <b>reflection</b> .”	
“Today in Blocks, you can build <b>structures</b> with these materials. What do you notice?”	Show materials. <b>Children respond.</b>
“How are the <b>mirrors</b> similar to and different from the <b>Mylar</b> you used last week in Blocks?”	<b>Children respond.</b>
“What do you predict will happen when you use <b>mirrors</b> with your <b>structures</b> ?”	<b>Children respond.</b>

### **During Centers:**

Compare and contrast block structure reflections to illustrations in *Raccoon on His Own*. Compare and contrast reflections with the classroom lights turned off. Encourage children to experiment with moving the light source/object. Encourage children to “record” their illustrations in Creative Writing. Encourage children to create settings from *Play with Me* and *Raccoon on His Own* using block structures and mirrors.

### **Guiding Questions During Centers:**

- How does the position of the mirror affect the block structure reflection?
- What happens to the reflection if you shine a flashlight on the structure?
- How are reflections in the Mylar similar to or different from reflections in the mirror?
- How are the reflections in mirrors similar to or different from the reflections depicted in *Play with Me/Raccoon on His Own*?

### **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:**

Give children smaller mirrors and wooden cubes for a scaled-down work area. 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, partner children together to experiment and record observations using a variety of writing materials.