



# Reflective Collages

Standard Connection:

- ELA.RI.PK4.1
- ELA.L.PK4.5
- M.MD.PK4.3
- S.PS.PK4.1
- SS.FC.PK4.6b
- PD.FM.PK4.4
- PD.SHS.PK4.3
- VA.CR1a.2.PK
- VA.CR3a.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"> <li>• <i>Play with Me</i></li> <li>• <i>Raccoon on His Own</i></li> <li>• <i>Kitten's First Full Moon</i></li> <li>• Sorting Reflective/ Non-Reflective materials (from Week 1)</li> <li>• paper</li> <li>• adhesives</li> <li>• flashlights</li> <li>• mirrors</li> </ul>	<p><b>dull:</b> not sharp/not clear</p> <p><b>non-reflective:</b> not capable of reflecting</p> <p><b>reflection:</b> an image that bounces off a surface</p> <p><b>reflective:</b> an image that bounces off an object/surface; mirrorlike</p> <p><b>shiny:</b> smooth, glossy surface</p>	

Intro to Centers	
<b>Preparation:</b> <i>Set up materials</i>	
<p>“In <i>Play with Me</i>, <i>Raccoon on His Own</i>, and <i>Kitten's First Full Moon</i>, the girl, the raccoon, and the kitten saw their <b>reflections</b>. What do you notice?”</p>	<p>Show illustrations. <b>Children respond.</b></p>
<p>“Light from the sun and moon <b>shone</b> on the surface of the water and created a <b>reflection</b>.”</p>	
<p>“Today in Creative Arts, you can create <b>reflective</b> collages with these materials. What do you notice?”</p> <p>“How did you sort these materials into groups?”</p>	<p>Show materials. <b>Children respond.</b></p>
<p>“The materials with a <b>shiny</b> surface are <b>reflective</b>, and the materials with <b>dull</b> surfaces are <b>non-reflective</b>.”</p>	

## **During Centers:**

Encourage children to collaborate, e.g., one child arranges materials, and another child adheres to materials. Encourage children to make a group or partner collage. Encourage children to use collages as backdrops for *Woodland/Swamps* in Blocks and Dramatic Play. Encourage children to use flashlights and mirrors at different angles on collages. Compare and contrast reflective collages in natural and artificial light.

## **Guiding Questions During Centers:**

- How is your reflective collage similar to or different from the illustrations in *Play with Me/ Raccoon on His Own/Kitten's First Full Moon*?
- What do you predict will happen to your reflective collages if we turned off the lights in the classroom?
- How is a reflective collage similar to or different from a mirror?
- Did you use more or less reflective materials in your collage than your friend? How do you know?

## **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:**

Display reflective collages in different parts of the classroom. Document how collages look at different times of the day.

## **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 partner children together to create collages. Provide a variety of materials to meet the children's fine motor and sensory needs.