



Reflection Search

Standard Connection:

ELA.W.PK.4.5

ELA.W.PK.4.6

M.MD.PK.4.3

S.LS.PK.4.4b

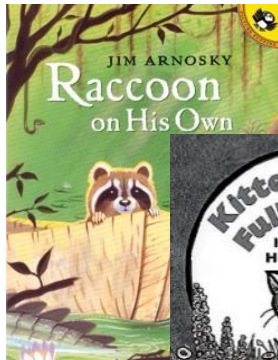
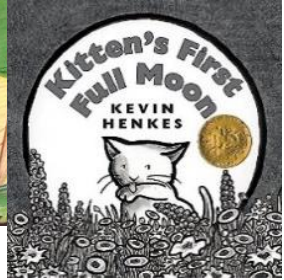
S.T.PK.4.2

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>Kitten's First Full Moon</i> • children's Classroom Maps (Unit 4, Weeks 1-2) • paper • clipboards • writing utensils • flashlights 	<p>map: a drawing of a particular city, room, etc., to show where something is</p> <p>reflection: an image that bounces off a surface</p> <p>search: to look for</p>	 

Intro to Centers	
Preparation: Set up materials	
"In <i>Raccoon on His Own</i> and <i>Kitten's First Full Moon</i> , the raccoon and the kitten looked in the water. What do you notice?"	Show illustrations. Children respond.
"Today, you can use these materials to search for reflections in our classroom. What do you notice?"	Show materials. Children respond.
"Here are the classroom maps that you used when you searched for colors in the classroom. How can they be helpful when you search for reflections ?"	Show Classroom Maps. Children respond.

During Centers:

Encourage children to collaborate, e.g., one child finds reflections, and another records on the map. Encourage children to label their observations. Encourage children to use flashlights to create reflections. Encourage children to graph the number of reflections they find. Discuss why more reflections were found in certain areas of the classroom. Compare and contrast reflections to shadows they find.

Guiding Questions during Centers:

- Was this reflection created by natural or artificial light? How do you know?
- Why are more/fewer reflections in the _____ area?
- How do you know this is a reflection and not a shadow?
- How are classroom reflections similar to or different from the reflections in *Raccoon on His Own/ Kitten's First Full Moon*?

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 play "Hide and Seek" with reflections, i.e., children give each other maps that guide them to reflections they have found.

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 to collaborate. Provide manipulatives to help children graph as needed.