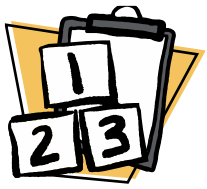


Weekly Plan

Unit 5 Week 2 BB Week 22	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"> Reflective Collages Reflection Search 	<ul style="list-style-type: none"> Reflections in Water Mirrors and Block Structures 	<ul style="list-style-type: none"> Black, White, and Gray Illustrations Reflection Puzzles 	<ul style="list-style-type: none"> Researching Nocturnal Animals 	<ul style="list-style-type: none"> Woodland/Swamp
Centers	<ul style="list-style-type: none"> Creative Arts Black, White, and Gray Illustrations Reflective Collages 	<ul style="list-style-type: none"> Library and Listening Researching Nocturnal Animals Puzzles (Manipulatives) Reflection Puzzles Creative Writing Reflection Search 	<ul style="list-style-type: none"> Blocks Mirror and Block Structures Science Reflections in Water Dramatic Play Woodland/Swamp 	<ul style="list-style-type: none"> Math Places Scenes Compare Game Road Blocks X-Ray Vision 2 	
Thinking and Feedback					

Read Aloud	<i>Raccoon on His Own</i> 3rd Read	<i>Kitten's First Full Moon</i> 1st Read	<i>Play with Me</i> 4th Read	<i>Kitten's First Full Moon</i> 2nd Read	<i>Raccoon on His Own</i> 4th Read
Transition(s)					
Literacy Small Groups	<ul style="list-style-type: none"> • Mirror Me • Outside Reflection Search • Book Browsing 	See Day 1	See Day 1	See Day 1	See Day 1
Math Small Groups	<ul style="list-style-type: none"> • Length Riddles • X-Ray Vision 2 	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 and Shadows 	<ul style="list-style-type: none"> • Problem Stories 	<ul style="list-style-type: none"> • Nocturnal and Diurnal Animals 	<ul style="list-style-type: none"> • Problem Stories 	<ul style="list-style-type: none"> • Shadows
Story Acting	Refer to Storytelling/Story Acting Guide				





BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

Numeracy: X-Ray Vision 2

Today, we are going to play X-Ray Vision in a new way!

Place Counting Cards 1-10 in numerical order and upright so that children see them in left-to-right order. Count the cards with children. Turn the cards face down after counting them.

This time, when we play, we are going to keep the cards facing up after we guess. Can someone point to a card? I am going to use my x-ray vision to tell you what numeral it is! It is numeral _____. Can you turn the card over, please, _____?

Repeat the process.

Now, you are going to use your X-ray vision! If this is the numeral 1, then what numeral is this? Let's turn it over to check. You are right. It is the numeral 2!

Incorporate counting forward and back as you continue to play.

Measurement: Measure Length

Today, we are going to talk about measuring. Measuring is finding a number to describe the size of something.

Show a ruler and measure a book, showing they may be the same length, longer or shorter.

Does anyone measure outside of school? Let's measure our rug with a measuring tape - a type of ruler - to see how long it is! It is about _____ feet long. We will be measuring different objects this week.

Day 2

Numeracy: Blast Off!

Today, we are going to pretend to be rocket ships and count backward from 10 to 0, so I need everyone to stand up. As we count backward from 10, we are going to slowly lower down into a crouched position. When we get to 0, we are going to yell, blast off, and jump as high as we can!

Measurement: Mr. Mix Up's Measuring Mess

Cut string into different lengths to measure different configurations of connecting cubes.

Mr. Mix-Up needs our help measuring the cubes correctly using this string.

Mistakes Mr. Mix-Up can make:

- Leave gaps between the cubes
- Don't align the end of the string with the cubes
- Cubes or the string are not in a straight line

Raise your hands when Mr. Mix-Up makes a mistake. How is Mr. Mix-Up measuring incorrectly? Why is that incorrect?

Day 3

Numeracy:

Ten Little Monkeys Jumping on the Bed

Recite the poem.

Use both hands to hold up all 10 fingers! We are going to pretend our fingers are the monkeys jumping on the bed!

Countdown from 10-1.

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.

Measurement:

I'm Thinking of a Number Length

Create a set of complete connecting cube stairs from 1-10. Create another step using 1-10; this will be the one you hide.

We are going to play a game today using the cube stairs, and you have to guess which step is hidden. I am going to tell you some clues:

- The secret step is more than ____.
- The secret step is less than ____.

Can you tell me why you made that guess?

Day 4

Numeracy: Blast Off!

Today, we are going to pretend to be rocket ships and count backward from 10 to 0, so I need everyone to stand up. As we count backward from 10, we are going to slowly lower down into a crouched position. When we get to 0, we are going to yell, blast off, and jump as high as we can!

Measurement: Mr. Mix Up's Measuring Mess

Cut string into different lengths to measure different configurations of connecting cubes.

Mr. Mix-Up needs our help measuring the cubes correctly using this string.

Mistakes Mr. Mix-Up can make:

- Leave gaps between the cubes
- Don't align the end of the string with the cubes
- Cubes or the string are not in a straight line

Raise your hands when Mr. Mix-Up makes a mistake. How is Mr. Mix-Up measuring incorrectly? Why is that incorrect?

Day 5

Numeracy: X-Ray Vision 2

Today we are going to play X-Ray Vision but in a new way!

Place Counting Cards 1-10 in numerical order and upright so that children see them in left-to-right order. Count the cards with children. Turn the cards face down after counting them.

This time, when we play, we are going to keep the cards facing up after we guess. Can someone point to a card? I am going to use my x-ray vision to tell you what numeral it is! It is numeral _____. Can you turn the card over, please, _____?

Repeat the process.

Now, you are going to use your X-ray vision! If this is the numeral 1, then what numeral is this? Let's turn it over to check. You are right. It is the numeral 2!

This version encourages counting forward and back. Repeat as time allows.

Measurement: I'm Thinking of a Number Length

Create a set of complete connecting cube stairs from 1-10. Create another step using 1-10; this will be the one you hide.

We are going to play a game today using the cube stairs, and you have to guess which step is hidden. I am going to tell you some clues:

- The secret step is more than _____.
- The secret step is less than _____.

Can you tell me why you made that guess?

Child's Name	Trajectory Level	Comments/ Reflections:
	3 5 6	
	3 5 6	
	3 5 6	
	3 5 6	
Needs Support:	Challenged:	Enhancements/Enrichments:

Objectives

- To measure by placing units of length end to end
- To order numbers and lengths

Learning Trajectories

3 Indirect Length Comparer: can compare the length of 2 objects by representing them with a third object (For example, a child might compare the length of 2 objects with a piece of string.)

5 End-to-End Length Measurer: can lay units end-to-end, although he or she may not see the need for equal length units (For example: a child may lay 9 one-inch cubes next to a book to see how long it is.)

6 Length Unit Iterator: can use a ruler and see the need for identical units

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

Objectives

- To count to 10 and beyond, focusing on identifying the number before or after the given number

Learning Trajectories

10 Counter (Backward from 10): able to count backwards from 10

11 Counter from N (N+1, N-1): may begin to count on, counting verbally and with objects from numbers other than 1

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

Materials List

Centers

Materials

Creative Arts



Black, White, and Grey Illustrations:

- *Kitten's First Full Moon*
- variety of black, white, and grey materials (paint, paper, crayons, markers, pencils)
- variety of sizes, kinds, and shapes of paper
- variety of paintbrushes
- smocks
- newspaper
- paper towels

Reflective Collages:

- *Raccoon on His Own*
- *Play With Me*
- *Kitten's First Full Moon*
- reflective materials from Week 1:
Sorting Reflective/Non-Reflective Materials
- variety of sizes, kinds, and shapes of paper
- variety of adhesives
- flashlights
- mirrors

Library and Listening



Researching Nocturnal and Diurnal Animals:

- *Raccoon on His Own*
- *Kitten's First Full Moon*
- non-fiction books about nocturnal animals
- images of nocturnal/diurnal animals (see Resource)
- blank books
- paper
- writing utensils
- vocabulary word/picture cards from U5, W2
- alphabet chart

Blocks



Mirrors and Block Structures:

- *Raccoon on His Own*
- variety of blocks
- mirrors
- flashlights
- Mylar-wrapped cardboard pieces

Puzzles (Manipulatives)



Reflection Puzzles:

- *Play with Me*
- *Raccoon on His Own*
- *Kitten's First Full Moon*
- images of reflections (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 or tin foil (to line the Science Table)
- waterproof Beautiful Stuff
- tape
- paper
- writing utensils
- clipboards
- flashlights
- images of reflections in water (see Resource)

Creative Writing



Reflection Search:

- *Raccoon on His Own*
- *Kitten's First Full Moon*
- children's Classroom Maps (Unit 4, Weeks 1-2)
- paper
- clipboards
- writing utensils
- flashlights
- vocabulary word/picture cards from U5, W2
- alphabet chart

Dramatic Play



Woodland/Swamp:

- *Play with Me*
- *Raccoon on His Own*
- *Rabbits and 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 <ul style="list-style-type: none"> unit books book collection in Library and Listening Area sets of vocabulary picture cards from present and previous units (see Resource)
Medium Support	Mirror Me: <ul style="list-style-type: none"> <i>Raccoon on His Own</i> <i>Kitten's First Full Moon</i>
High Support	Outside Reflection Search: <ul style="list-style-type: none"> <i>Raccoon on His Own</i> <i>Kitten's First Full Moon</i> paper clipboards writing utensils
Variable Support	Teacher's Choice: <ul style="list-style-type: none"> see intro doc

Large Group

Materials

Read Alouds



- Raccoon on His Own*, vocabulary word picture cards
- Kitten's First Full Moon*, vocabulary word picture cards
- Play with Me*, vocabulary word picture cards



SWPL Clipboard Directions

What are you Wearing?: song lyrics

I'm Thinking of Clue Game (*Play with Me*): book, picture cards: *turtle, snake, mosquito, chipmunk, fawn*

Stand Up: poem, poetry poster

Looby Loo: song lyrics

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

The Itsy, Bitsy Spider: song lyrics

Windshield Wiper: poem, poetry poster

The Wheels on the Bus: song lyrics

Raindrops: poem, poetry poster, 2-cards, marker

Interesting Sounding Words (and The Wheels on the Bus): chart paper, markers

I'm a Little Teapot: song lyrics

Cloud: poem, poetry poster

Ten Little Fingers: poem, poetry poster

Can you Think of Words That End with the Same Sound as _____? (and Ten Little Fingers): poem, picture cards: *mouse, fawn, pail, and snake*

Clap Your Hands: song lyrics

Guess What Words I am Saying (and *Play with Me*): book

Guess What Words I am Saying (and *Raccoon on His Own*): book

Open, Shut Them: song lyrics

If You're Happy: song lyrics

LFOAI



Shadows:

- *Kitten's First Full Moon*
- *Guess Whose Shadow?*
- flashlights (enough to pass around)
- white paper to set up as a screen
- white sheet
- objects from around the classroom

Nocturnal and Diurnal Animals:

- *Raccoon on His Own*
- *Kitten's First Full Moon*
- images of nocturnal and diurnal animals, sun, and moon (see Resource-U5W2 Centers: Library and Listening)
- Nocturnal and Diurnal Animals story – *Who is Awake at Night?* (see Resource)

Reflections and Shadows:

- *Kitten's First Full Moon*
- *Guess Whose Shadow*
- images of shadows and reflections (see Resource)

Problem Stories

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

Math Components Materials

<p>Hands-on Math Center</p>	<p>Place Scenes: counters, numeral cards (see <i>Building Blocks Teacher's Resource Guide</i>)</p> <p>Compare Game: numeral cards</p> <p>Road Blocks: blocks</p> <p>X-Ray Vision 2: counting cards</p>
<p>Small Group</p>	<p>Length Riddles: connecting cubes, riddle items</p> <p>X-Ray Vision: counting cards</p>
<p>Large Group</p>	<p>Measure Length: ruler, measuring tape</p> <p>X-Ray Vision 2: counting cards</p> <p>Blast Off</p> <p>Mr. Mix-up's Measuring Mess: Mr. Mix-up, connecting cubes, string</p> <p>Ten Little Monkeys: song lyrics</p> <p>I'm Thinking of a Number (Length): connecting cubes</p>
<p>Literature Connections</p>	<p><i>How Many Bugs in a Box?: A Pop-Up Counting Book</i> by David A Carter</p> <p><i>Little Big Bigger</i> by Beth Clure and Helen Rumsey</p> <p><i>Time To...</i> by Bruce McMillian</p> <p><i>The Big Brag</i> by Dr. Suess</p> <p><i>A Giraffe and a Half</i> by Shel Silverstein</p>



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, chart paper with the words *buzz*, *hoot*, and *swish* written on it in a column

What Are You Wearing?

Procedure:

- Tell children they will sing the song about what they are wearing.
- Sing the song, naming a clothing item and its color for each child in the group.

The Wheels on the Bus

Procedure:

- Sing several familiar verses.
- Add a couple of new verses using animals and their sounds (owls go *hoot*, *hoot*; bees go *buzz*, *buzz*).

Interesting-Sounding Words [and “The Wheels on the Bus”]

Procedure:

- Tell children that some of the sounds they just sang are interesting.
- Ask children what sound an owl makes in the song. Ask them to say the sound they hear at the beginning of the word *hoot* /h/, and then the sound they hear at the end /t/. Isolate the two sounds for children, if needed.
- Ask what letter is used to write /h/ and what letter is used to write /t/.
- Display the chart paper and ask which word they think is *hoot*. Say, “*Hoot* starts with the letter *h* for /h/ and ends with the letter *t* for /t/. Let's see, this first word (point to *buzz*) starts with *b*, /b/, not /h/, and ends with *z* /z/, not /t/. It doesn't say *hoot*.”
- Next, ask children what sound the bee makes in the song. Again, ask children to say the sound they hear at the beginning of *buzz* /b/ and the sound they hear at the end /z/. Ask what letter is used to write each of these sounds, and then ask them to point to the word on the chart.
- Read the word *swish*, underlining *s*, *w*, *i*, and *sh* as you sound it out. Ask children what made that sound in the song (‘The Windshield Wiper’).

Stand Up

Procedure:

- Say, “I am going to change a couple of things in the poem, and you should listen carefully.”
- Instead of “Stamp your foot,” say, “Shake your hands.” Instead of “Bend two knees,” say, “Bend one knee.”
- Raise your voice a little bit to emphasize these changes when you come to the phrases, and go slowly enough to allow children to hear the new verses.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, set of upper- and lowercase letters

The Itsy, Bitsy Spider

Procedure:

- Position fingers in the usual starting position for this song and ask children what song they think will be first today.
- Sing the song with the motions.

Looby Loo

Procedure:

- Stand up and ask children to stand up too.
- Sing the song as usual, doing the motions.
- Add a new verse or two ("back," "right forefinger").

Little Letter/Big Letter Chant

Procedure:

- Tell children they are going to play the Little Letter/Big Letter Chant game.
- Distribute the uppercase letters and retain the lowercase matches.
- Say this chant: "I have the little [name a letter]. As you hold it up. Take a look to see. Someone has its partner. Who might that someone be?"
- Proceed by using the lowercase matches for all letters distributed to children.
- Remind the first few children that they should say, "I have the big [name a letter]" when they hold up their cards.

Windshield Wiper

Procedure:

- Make the wiper motion with arms and ask the children what poem they think will be next.
- Recite the poem twice.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, *Play with Me*

I'm a Little Teapot

Procedure:

- Ask children to stand up. Model teapot pose and sing song.
- Add a new verse: "Add a bit of sugar to make it sweet. Stir it in. Then drink the tasty treat."
(motions: spooning sugar into a cup, stirring, then pretending to hold a cup to mouth to drink it)

Cloud

Procedure:

- Read the title to children, sounding out /c/ and /l/ as you underline the word with a finger.
- Recite the poem with the children and repeat it a second time.

Guess The Word I Am Saying [and *Play with Me*]

Procedure:

- Hold up *Play with Me* and tell children, "I am going to say some words from this book in a different way. You are to guess what words they are and say them the right way".
- Present words in individual phoneme segments if you think children are ready for this. When presenting words, do not pause too long in between phonemes. If phoneme blending seems too difficult for some children, present some words in onset - rime segments and others in phoneme segments to meet the range of skills in your group of children.
- Present an example first. Say, If I say /l/ - /e/ - /f/, you would say *leaf*.
 - To present *weed*, say /w/ - /e/ - /d/.
 - To present *log*, say /l/ - /o/ - /g/.
 - To present *snake*, say /s/ - /n/ - /a/ - /k/.
 - To present *rock*, say /r/ - /o/ - /k/.
- After children guess, confirm with a comment that reinforces their understanding of the word's meaning. For example, say, "Yes, *weed* was the word I was saying. Remember that the little girl in *Play with Me* saw the grasshopper eating a leaf of a *weed*?" (Or "Yes, *log* is the word I was saying. The turtle was sitting on a *log* until he became frightened and plopped into the pond.").
- If children are not ready to blend phoneme segments, provide onset - rime segments (*l - eaf*, *w - eed*)

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, picture cards (optional): *mouse, fawn, pail, snake; Raccoon on His Own*

Ten Little Fingers

Procedure:

- Point to and sound out /t/ in *Ten*, /l/ in *Little*, and /f/ in *Fingers* while reading the title with children.
- Recite the poem as usual, modeling the motions.
- Ask two children to raise both hands and ask the other children how many fingers there are altogether. After children offer ideas, add the two sets of fingers by taking one set of hands as a given, 10, and then counting on to add the second child's fingers like this: 11, 12, 13...20.

Can You Think of Words That End with the Same Sound as ____? [and "Ten Little Fingers"]

Procedure:

- Tell children that the words *shut* and *tight* from "Ten Little Fingers" end with the same sound, /t/. Tell them that many other words also end with /t/ and give some examples (*sit, cat*).
- Ask children to think of other words that end with /t/.
- Provide words for children to decide: "Does *kite* end with /t/? How about *dish*? How about *plate*?"
- Use the picture cards. Ask children to think of words that end with /s/ as in *mouse*, /n/ as in *fawn*, /l/ as in *pail*. And /k/ as in *snake*.

Clap, Clap, Clap Your Hands

Procedure:

- Sing four or five verses using some verses that children have sung before, as well as some new ones ("pat head" or "pull ear").

Guess The Word I Am Saying [and *Raccoon on His Own*]

Procedure:

- Hold up the book and tell children they will hear some words from this book in a funny way, and they are supposed to guess what words they are and say them the right way.
- Present words in individual phoneme segments if children are ready. When presenting words, don't pause too long in between phonemes. If phoneme blending seems too difficult for some children, present some words in onset - rime segments and others in phoneme segments to meet the range of skills.
- For *boat*, say *b* - (pause) *oa* - (pause) *t*. For *mud*, say *m* - (pause), *u* - (pause), *d*. For *snake*, say *s* - (pause), *n* - (pause), *a* - (pause), *ke*. For *float*, say *fl* - (pause), *oa* - (pause) *t*.
- After children guess, confirm with a comment that reinforces their understanding of the word's meaning. For example, say, "Yes, *boat* was the word I was saying. Remember that the raccoon in *Raccoon on His Own* climbed into a *boat*? (Or "Yes, *mud* is the word I was saying. The boat was stuck in the *mud* until the raccoon climbed in, and then the boat drifted away into the swamp.") You are good at putting sounds together to make a word."

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, two cards with *rain* and *drops* written on them, *Play with Me*, picture cards: *turtle*, *snake*, *mosquito*, *chipmunk*, *fawn*

Raindrops

Procedure:

- Show the card with *rain* written on it. Point to *r* and sound it out with the children. Then point to *ai* and sound it out. Do the same with *n*. Next, show the card with *drops* on it. Point to *d* and sound out /d/, then sound out /r/ /o/ /p/ /s/. Ask if anyone can guess the title of the poem.
- If children do not guess it correctly, read the title while underlining it with a finger. If children guess the correct title, read the title with them to confirm that they were correct. Recite poem.

Open, Shut Them

Procedure:

- Hold up both hands, then open and close them. Ask if children can guess what song they will sing next.
- Sing the song as usual.
- Sing the song a second time, mouthing the words but not speaking them while doing the motions.

I'm Thinking of ____ Word Clue Game [and *Play with Me*]

Procedure:

- Say, "In this game, I am going to give you clues. Listen to all of the clues, think about what the word could be, and then raise your hand when you have an idea of the word I am describing." Show the picture card after each word is guessed.
- For *turtle*, use these clues: "This is an animal that likes water and can swim in it, but it doesn't stay there all the time. This animal carries its shell on its back and pulls its head inside when it is scared." If children don't guess from these two clues, given this one: "The name of this animal starts with /t/ and ends with /l/."
- For *snake*: "This is an animal that doesn't have legs. These animals sometimes live in holes in the ground." If children do not guess the word from these clues, use this one: "The name of this animal starts with /s/ and ends with /k/. In *Play with Me*, this animal went down into its hole to hide from the little girl."

I'm Thinking of ____ Word Clue Game [and *Play with Me*] – Continued...

Procedure (continued...):

- For *mosquito*: "This is an insect that flies. If this insect bites you, the bite itches a lot." If children do not guess the word, provide this clue: "The name of the insect starts with /m/ and ends with /o/. In the story, the frog was waiting to catch and eat one."
- For *blue jay*: "This is a kind of bird. There are two words in its name. The first word is *blue*. In the story, this bird sat on a bough and then flew away from the girl."
- For *fawn*: "This is a baby deer. In the story, the little girl was quiet, and one of these came up to her and licked her cheek." If children do not guess the word from these clues, use this one: "The name of the animal starts with /f/ and ends with /n/."
- For *chipmunk*: "This is a furry animal that looks a little like a squirrel. It eats acorns like squirrels do, and it climbs trees." If children don't guess with these clues, use this one: "The first part of this animal's name is *chip*."

If You're Happy

Procedure:

- Sing the song as usual. Ask the children to add verses and motions if time allows.



Small Groups: Mirror Me (Medium Support)

Standard Connection:

ELA.SL.PK4.2

ELA.RI.PK4.2

S.PS.PK4.1

PD.SHS.PK4.3

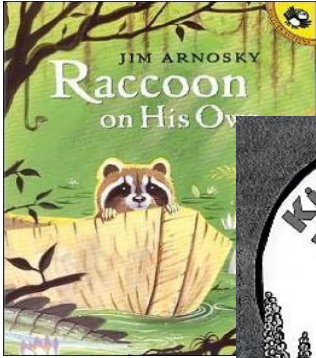
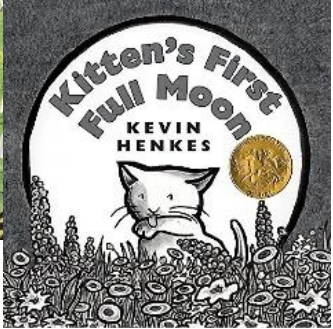
PD.SHS.PK4.5

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>Kitten's First Full Moon</i>	<p>imitate: to copy</p> <p>mirror: a flat piece of glass that reflects</p> <p>reflection: an image that bounces off a surface</p>	 

Procedure

Preparation: Set up materials

Procedure: Show illustrations from *Raccoon on His Own* and *Kitten's First Full Moon*. Compare and contrast their reflections. Tell children they will use each other as mirrors to create a reflection.

Pair children to take turns doing an action/gesture that the partner child mirrors - **imitates**.



Small Groups:

Mirror Me - RECORD SHEET



Matches friend's movements
with significant assistance.



Matches friend's movements
with some assistance.



Matches friend's
movements 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:



Small Groups:

Reflection Search (*High Support*)

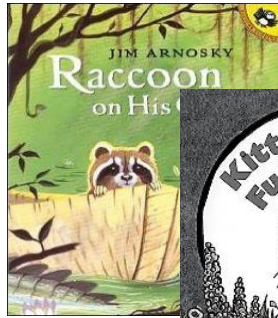
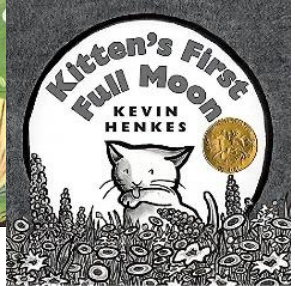
Standard
Connection:
ELA.SL.PK4.3
ELA.W.PK4.8
M.MD.PK4.3
S.ES.PK4.1
SS.OW.PK4.1

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>Kitten's First Full Moon</i> clipboards paper writing utensils 	<p>image: a picture of someone or something</p> <p>light: type of energy that makes it possible for us to see</p> <p>reflection: an image that bounces off a surface</p> <p>surface: the outside of an object</p>	 

Procedure

Preparation: *Set up materials*

Procedure: Show illustrations from *Raccoon on His Own* and *Kitten's First Full Moon*. Compare and contrast the reflections the baby raccoon and kitten saw when they went exploring. Weather permitting, explore outside or, alternatively, around the school.

Tell children they will go on their own exploration to look for reflections. Give children materials to record their observations. Encourage children to make a map of the school/playground and label where they found a reflection.

Compare and contrast children's documentation. Discuss why or why not they would find more or fewer reflections if it were night and/or if the weather were cloudy.

Consider asking for family volunteers to accompany the children.



Small Groups:

Reflection Search - RECORD SHEET



Notices reflection(s)
with assistance.



Notices reflection(s)
Independently.



Notices reflection(s)
independently and
identifies the source(s).

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:



Read Aloud: *Kitten's First Full Moon*

Standard Connection:
ELA.RL.PK.4.1-7,9-10
ELA.SL.PK.4.1-4,6
ELA.L.PK.4.1,1c,4,6

Enduring Understanding(s):

- Light comes from natural and artificial sources.
- Shadows and reflections are products of light.
- 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>Kitten's First Full Moon</i>• vocabulary word picture cards	<p>(full) moon: when all of the moon is visible in the sky</p> <p>sprang: jumped</p> <p>tumbled: fell</p> <p>lucky: having good fortune</p> <p>pinched: squeezed tightly between something</p> <p>sprang: jumped</p> <p>tumbled: fell</p> <p>raced: moved very quickly</p> <p>scared: afraid</p> <p>stretched: spread or reached out to the full length</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 an understanding of main events

"The title of this book is <i>Kitten's First Full Moon</i> . The author and illustrator is Kevin Henkes."	Show the front cover. Point to title and author/illustrator.
"The kitten goes out on a night when there is a full moon - you can see all of the moon in the sky."	p. 1 Trace the circle of the moon.
"The moon looked like a bowl of milk in the water."	
"Kitten accidentally licked a firefly when she tried to lick the bowl of milk."	pp. 3-4
"The kitten - sprang - jumped - off the step."	p. 7
"Kitten tumbled - she fell."	p. 8
"Kitten chased - ran after - the moon."	p. 11

Discussion Question(s):

- Why did the kitten think the moon looked like a bowl of milk?
- Why did the author write, "Poor kitten!" (p. 8)?

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, i.e., the kitten's different attempts to get the bowl of milk.

Encourage children to use vocabulary words in context, i.e., *sprang*, *tumbled*, etc.

Discussion Question(s):

- How did the kitten feel when she couldn't get the bowl of milk in the sky? How do you know?
- Why was the kitten scared when she climbed the tree?

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):

- Would the kitten have fallen in the water if the moon weren't full? Why or why not?
- How is the kitten at night in *Kitten's First Full Moon* similar to or different from the kittens at night in *One Dark Night*?

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 do you think the kitten's family/owner reacted when she came home wet, hungry, and tired?
- What will the kitten do the next time she sees the moon's reflection in the water?



Vocabulary Cards: *Kitten's First Full Moon*



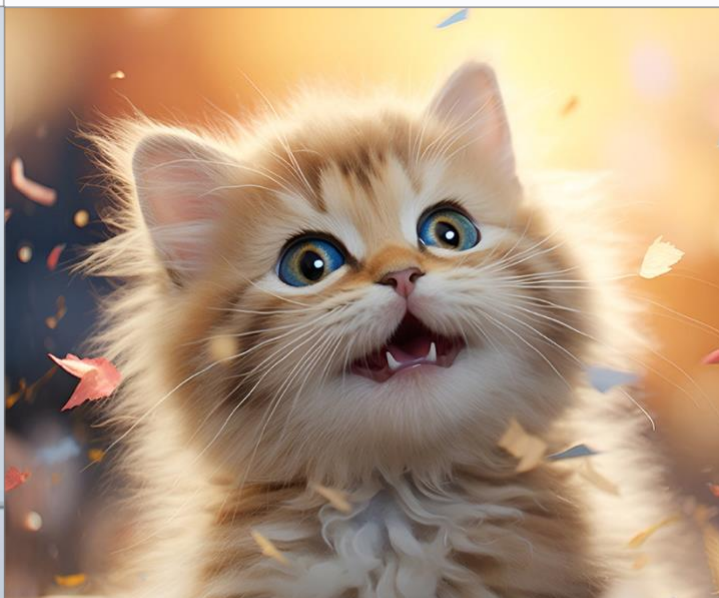
full moon



pinched



sprang



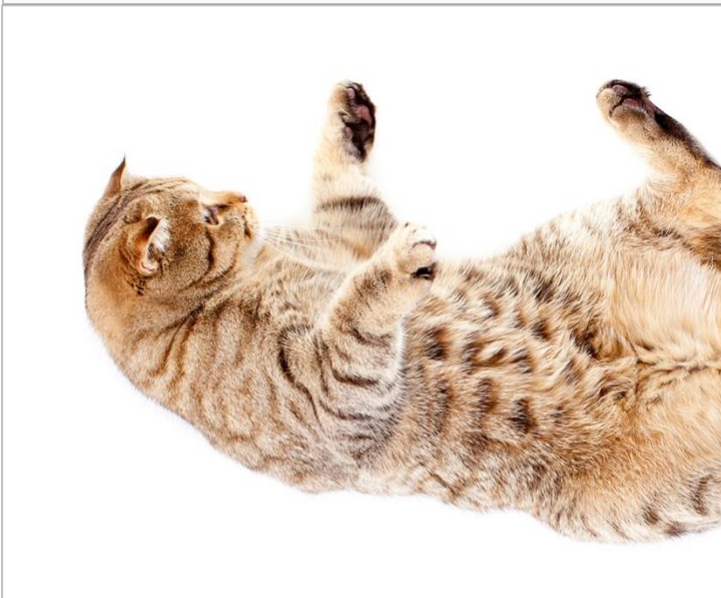
lucky



raced



scared



tumbled



stretched



Let's Find Out About It: Nocturnal and Diurnal Animals

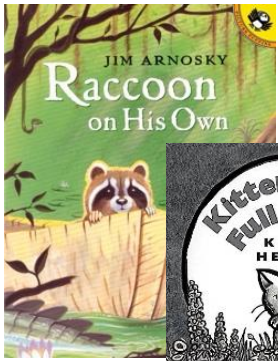
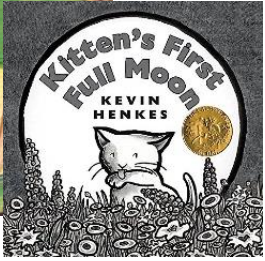
Standard
Connection:
ELA.RI.PK4.7
ELA.RI.PK4.3
S.LS.PK4.4
TH.CR1a.1.PK

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>Kitten's First Full Moon</i> • <i>Raccoon on His Own</i> • images of nocturnal and diurnal animals, sun, and moon (see Resource - U5W2: Centers: Library and Listening) • Nocturnal And Diurnal Animals – <i>Who is Awake at Night?</i> (see Resource) 	<p>diurnal: awake during the day and asleep at night</p> <p>nocturnal: awake at night and asleep during the day</p>	 

Let's Find Out About It:

Preparation: Set up materials

<p>"In <i>Raccoon on His Own</i>, the raccoon family went out to look for food. In <i>Kitten's First Full Moon</i>, the kitten went out to look for food. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"Raccoons are usually nocturnal animals - they stay awake at night and sleep during the day."</p>	
<p>"Cats are usually diurnal animals - awake during the day and asleep at night."</p>	
<p>"Here are images of nocturnal and diurnal animals. What do you notice?"</p>	<p>Show images. Children respond.</p>
<p>"Here are some images of nocturnal and diurnal animals. How can we act like nocturnal and diurnal animals?"</p>	<p>Show images, pausing in places for children to act out the animals' descriptions, i.e., big eyes, sneaking, etc. Children respond.</p>



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 2

Let's Find Out About It

Nocturnal and Diurnal Animals

RESOURCE

Standard Connection:

ELA.RI.PK4.2

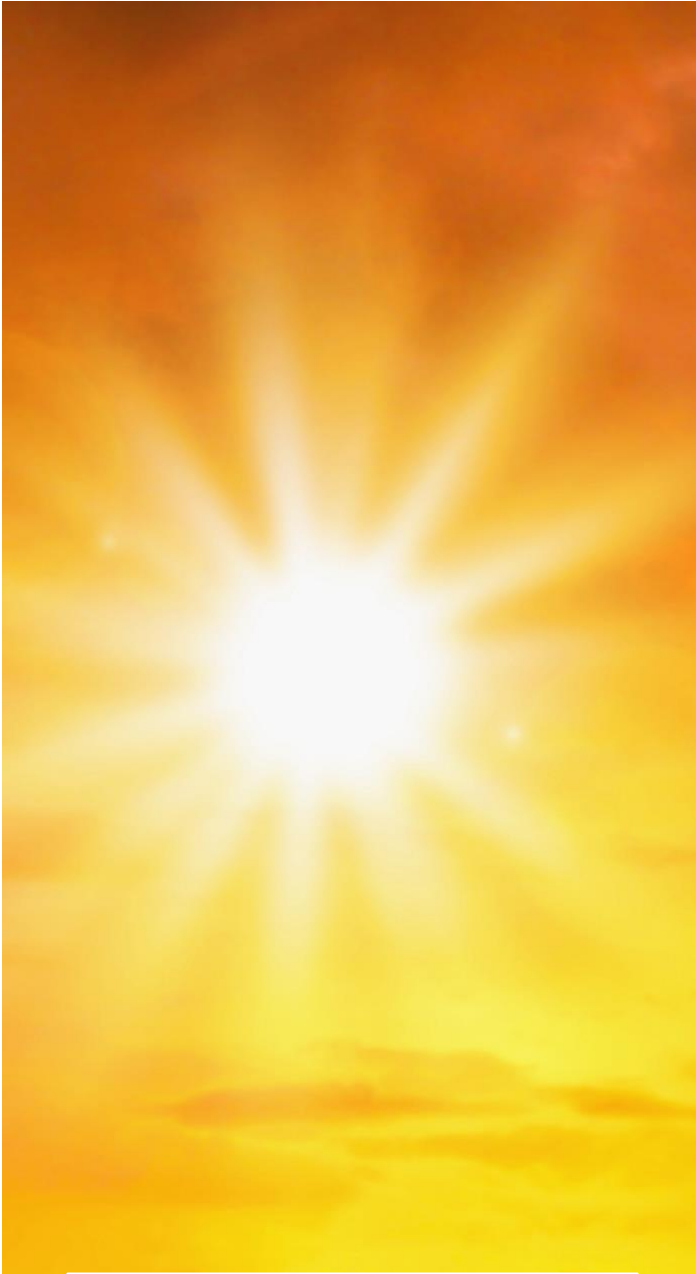
ELA.SL.PK4.5

M.MD.PK4.3

S.LS.PK4.3

PD.FM.PK4.4

PD.SHS.PK4.5



Diurnal Animals are
awake with the
SUN.



Nocturnal Animals are
awake with the
MOON.



Nocturnal Bats

Most bats are active at night or at twilight. As they can locate their prey by means of sonar, they do not require daylight to hunt. It's also common for bats to retreat to caves during the winter and hibernate for six months.





Nocturnal Owls

These birds wait, listen and watch for prey, then swoop down. Their large facial disks focus sound, and the placement of their ears assists them in locating prey, because of the lack of light during the late and early hours in which they hunt. They are active mostly during the night.

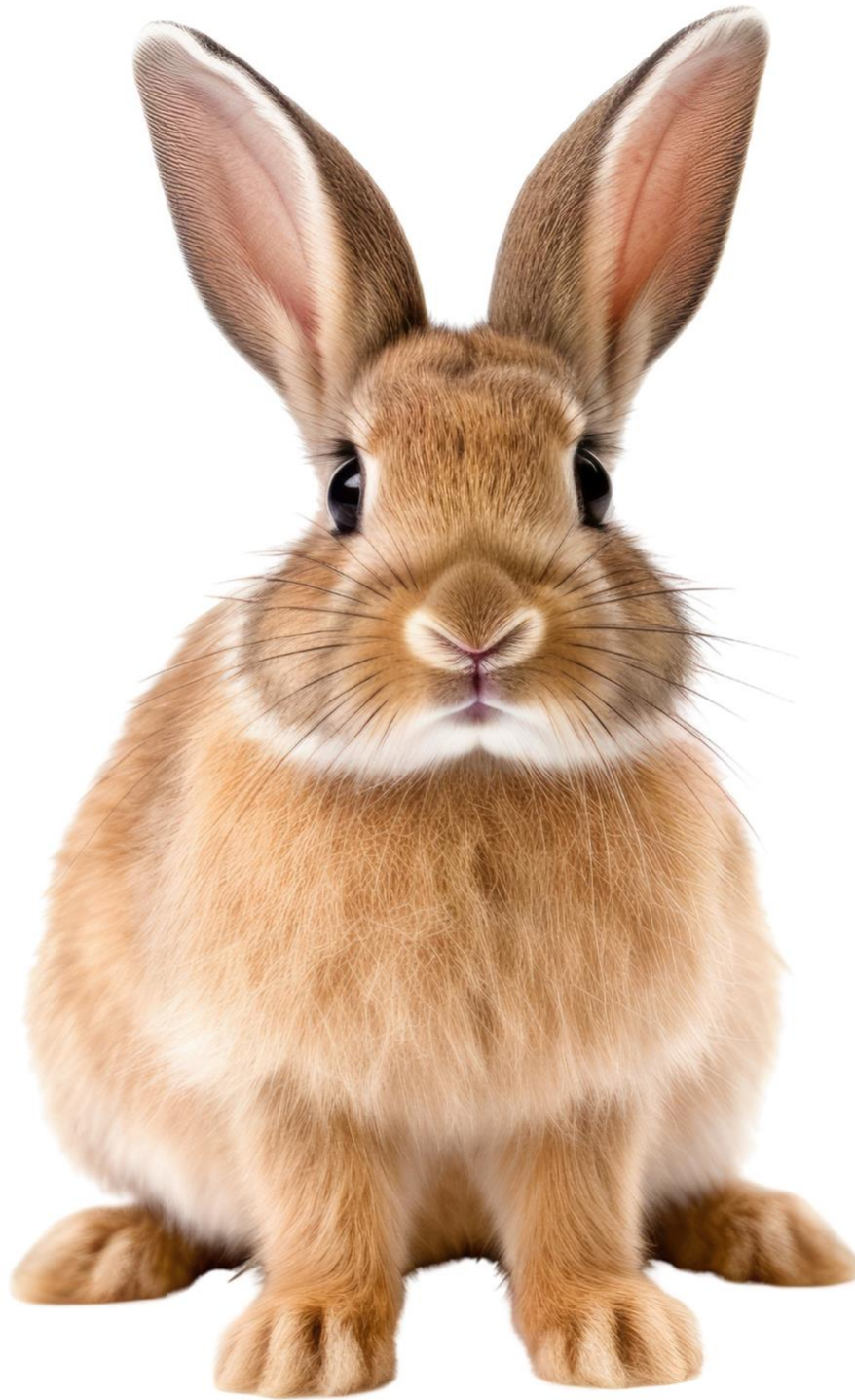


Nocturnal **Foxes**

The Red Fox has a tendency toward becoming nocturnal in areas of great human interference (and artificial lighting). It is most active at night and at twilight, and hunts alone.



Nocturnal **Hedgehogs**



Nocturnal Rabbits

Rabbits are mainly nocturnal, emerging from their burrows at dawn and dusk, although on warm, sunny days, or in undisturbed places, they may be out during broad daylight.

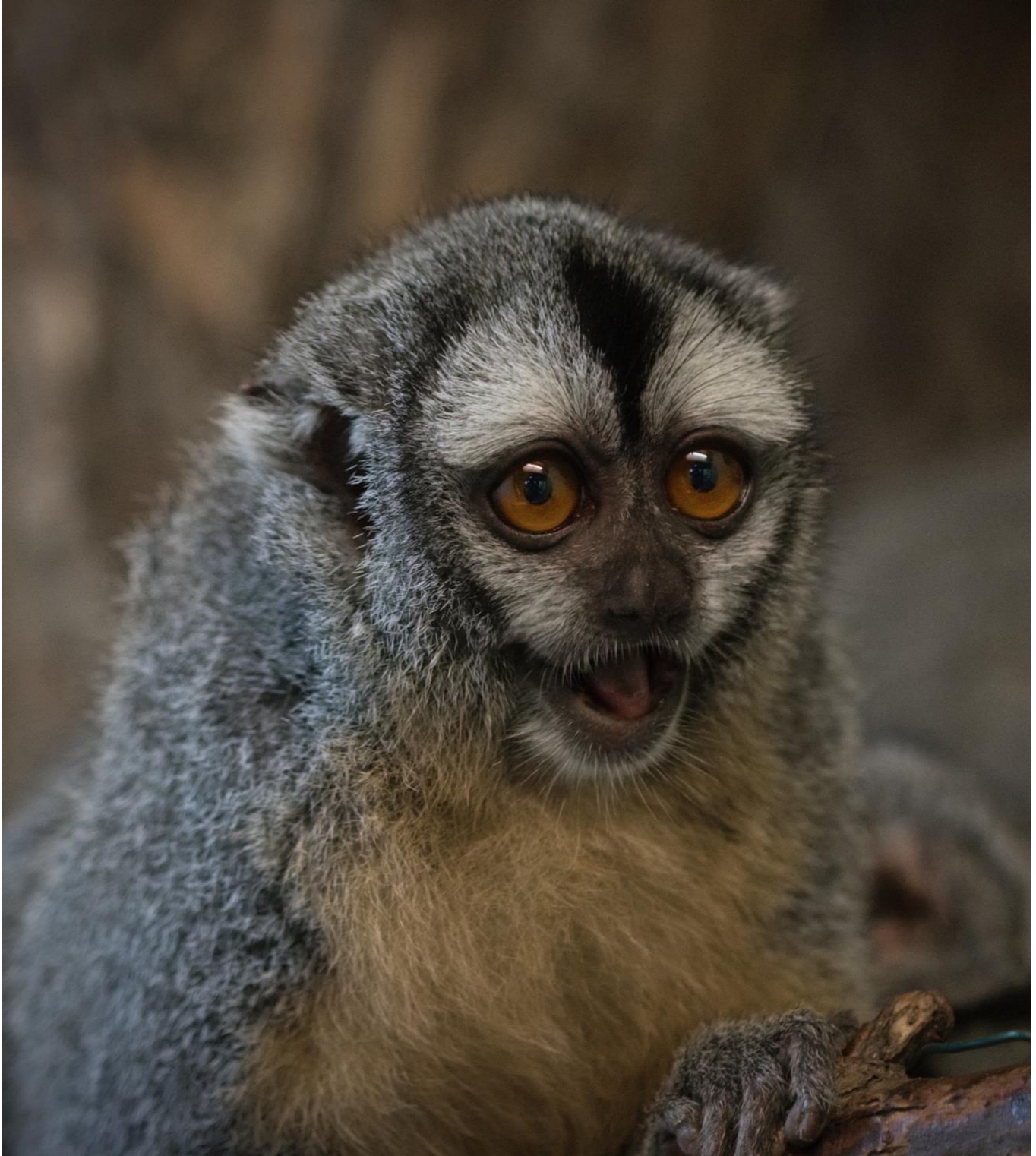


Nocturnal **Long-eared Jerboas**



Nocturnal Tarantula

Tarantulas are nocturnal, avoiding bright light and direct sunlight. They live in small, dark holes in the ground and are mostly active at night.



Nocturnal **Night Monkeys**

Night monkeys have big brown eyes, giving increased ability to be active at night. They are called night monkeys because all species are active at night and are in fact the only truly nocturnal monkeys.



Nocturnal **Lemurs**



Diurnal Robin



Diurnal **Horses**



Diurnal **Falcon**



Diurnal **Squirrel**



Diurnal **Cats**



Nocturnal and Diurnal Animals

Who is Awake At Night?

RESOURCE

Standard Connection:

ELA.RI.PK4.2

ELA.SL.PK4.5

M.MD.PK4.3

S.LS.PK4.3

PD.FM.PK4.4

PD.SHS.PK4.5

**I have two big,
round eyes.**

I have feathers.

I live in the woods.

I go ‘Whooo!’

Who am I?



OWL

I have prickles.

**I roll into a ball
when I'm scared.**

**I like to hide
in the leaves.**

Who am I?



HEDGEHOG

I am **small**.

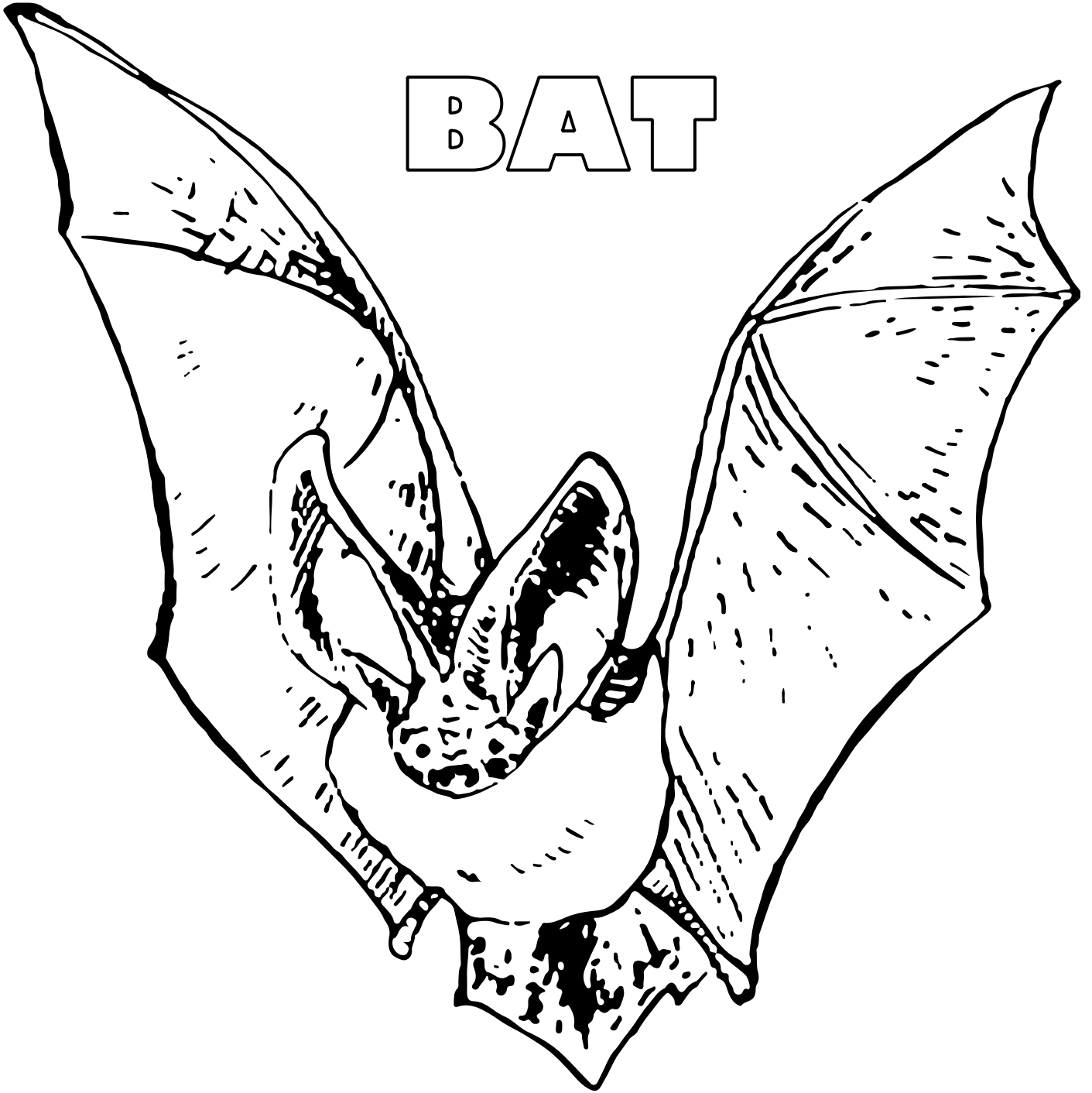
I have **wings**.

I have **big ears**.

I like to
live in caves.

Who am I?

BAT



I have a
bushy tail.

I have
pointed ears.

I can **run fast.**

I am very **clever.**

Who am I?



FOX

**I am black
and white.**

**I live under the
ground.**

I sniff out food.

**I live with
my family.**

Who am I?



BADGER



Let's Find Out About It

Reflections and Shadows

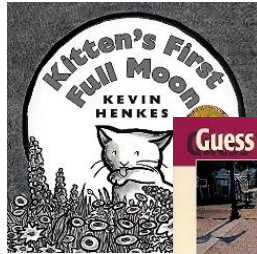
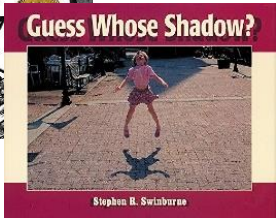
Standard Connection:
ELA.RI.PK4.9
ELA.L.PK4.1c
S.ES.PK4.2

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>Kitten's First Full Moon</i> <i>Guess Whose Shadow?</i> images of shadows and reflections (see Resource) 	<p>reflection: an image that you can see in a mirror or in glass or water</p> <p>shadow: a dark shape that is formed when an object blocks a source of light</p> <p>shiny: smooth, glossy surface</p>	 

Let's Find Out About It:	
Preparation: Set up materials	
"In <i>Kitten's First Full Moon</i> , the kitten saw a bowl of milk in the water. What do you notice?"	Show illustrations. Children respond.
"The moonlight shone on the water's shiny surface and made a reflection . What do you notice when the moon shone on the kitten?"	Show illustrations. Children respond.
"The moon shone on the kitten and created her reflection in the water in front of her. Behind her was her shadow ."	
"Here are images of reflections and shadows ."	Show images.
"How are reflections the same as or different from shadows ?"	Record and summarize children's responses on chart paper.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 2

Let's Find Out About It

Reflections and Shadows

RESOURCE

Standard
Connection:
ELA.RI.PK.4.9
ELA.L.PK.4.1c
S.ES.PK.4.2











Let's Find Out About It: Shadows

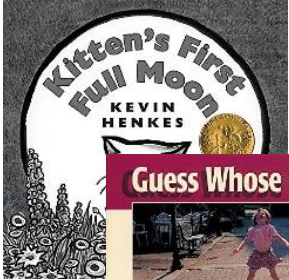
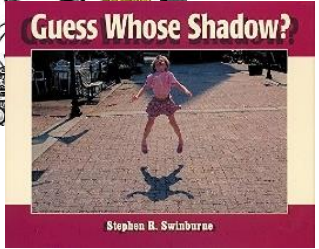
Standard Connection:
 ELA.RI.PK4.8
 ELA.L.PK4.5
 S.ES.PK4.2
 PD.FM.PK4.1

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>Kitten's First Full Moon</i> <i>Guess Whose Shadow?</i> flashlights white paper to set up as a screen white sheet objects from around the classroom 	<p>block: get in the way of</p> <p>light: a type of energy that makes it possible for us to see</p> <p>shadow: dark shape made when something blocks light</p> <p>shine: to give light</p> <p>surface: the outside of an object</p>	 

Let's Find Out About It:	
Preparation: Set up materials	
"We saw shadows in <i>Kitten's First Full Moon</i> . What do you notice?"	Show illustrations. Children respond.
" Shadows are made when an object blocks - gets in the way of - light ."	
"In <i>Kitten's First Full Moon</i> , Kitten's body blocked the moonlight and created a shadow ."	
"We will read a book titled <i>Guess Whose Shadow?</i> "	
"How are the shadows in <i>Guess Whose Shadow?</i> similar to or different from the shadows in <i>Kitten's First Full Moon</i> ?"	Children respond.
"I will shine a flashlight on a white surface , and then I will move my hand to block the light . What do you notice?"	Children respond.
"In pairs, create shadows using flashlights and your hands."	



Reflections in Water

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

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Forced Choice 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.”



Reflection Puzzles

Naming Words	Action Words	Describing Words
image jigsaw puzzle piece reflection	attach complete connect emerge find	fit match predict rotate solve
		color names different shape words similar 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?”

“You are matching similar colors - red to red, grey to grey. That looks like a helpful technique for completing the puzzle.”

Connection to Text (Categorization and Language Comprehension):

“In *Raccoon on His Own* and *Play with Me* there were reflections in water. What other sorts of reflections can we see in these puzzles?”

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?”



Mirror and Block Structures

Naming Words	Action Words	Describing Words
illustration light mirror raccoon reflection structure surface swamp	<i>(present progressive and irregular past tense)</i> breaking/broken building/built 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 tallerer, now it is the tallestest tower of all. You built the tallestest 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 thickestest, highestest walls and the widestest 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 biggerer and tallerer 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.”



Researching Nocturnal Animals

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 raccoons? I read in this book that raccoons sometimes wash their food before eating it.”
- **Use Self-Talk (describe what you are doing) + Indirect Question:**
“When I read this book about bats, I had a lot of questions. I wonder what else I could do to find out more information about bats?”

Connection to Text:

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



Black, White, and Gray Illustrations

Naming Words		Action Words	Describing Words
illustration image light media painting	sculpture shade surface tint	adhere collaborate describe sketch	bright dark dull light

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Closed Questions:**
“First, you sketched a design, and then you gathered materials from Beautiful Stuff. Should I sketch a plan first to start my illustration?”
- **Use Self-talk with a Focus on Morphological Word Endings (Regular Past Tense):**
“I sketched my illustration, and then I painted it on a piece of paper. Then, I decorated it with Beautiful Stuff. What did you do?”

Connection to Text (Focus on Syntax and Social Skills):

“In the book *Play with Me*, the little girl asked the animals, “Will you play with me?” Let’s invite a new friend to come play in the Creative Art Center. Let’s go ask Takia, “Will you play with us? Will you create illustrations with us?”

Non-Immediate Events:

“I like to create illustrations at home. Sometimes, I paint and sometimes draw or sketch with pencils. I might use black and white, but sometimes, I use a variety of different colors. Do you ever draw or sketch or paint at home?”



Reflective Collages

Naming Words		Action Words		Describing Words	
collage foil masking tape types of paper (reflective, non-reflective, tissue, construction, etc.)		attach crush create decorate design	glue paste secure smooth-out tape	aluminum creative crumpled dull flat	innovative non-reflective reflective shiny

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I created a reflective design in the center of my collage with the foil. Look at my reflection. What kind of design did you make in your collage? Let’s look at your reflection in your collage.”
- Expand Children’s Comments:**
Child: “Mine is shiny.”
Teacher: “Yes. The paper in your collage 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 going to hang my collage on my refrigerator at home. I am going to have my friends look for their reflections in my collage. Where are you going to hang your collage? Who would you like to have look for their reflections in your collage?”



Reflection Search

Naming Words		Action Words	Describing Words
cartographer detail distance location map	part piece reflection whole	clarify depict discover describe	explain illustrate locate represent color words

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Indirect and Closed-Ended Questions:**
“What a (colorful, creative, interesting) map! Tell me about this part here that you made with the brown pencil. Describe why you made it. What did you find that is this color brown?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I like using colored pencils. There are so many different shades. This lime green pencil is just the right color for what I found. It’s the same color. What colors do you like using?”

Connection to Text:

“We could make a map showing the swamp and the pond from *Raccoon on His Own* and *Play with Me*.”

Non-Immediate Events:

“After we complete our maps, we can share them with our friends and see if they are able to use the maps to find the different reflections around our classroom.”



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

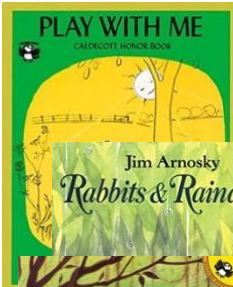
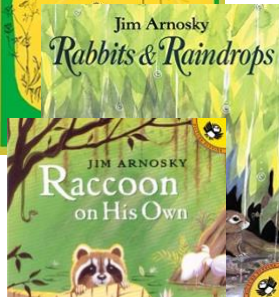

Standard Connection:
 ELA.RF.PK4.4
 ELA.RI.PK4.2
 S.PS.PK4.2
 S.LS.PK4.3
 SS.OW.PK.4.2
 TH.CR1a.1.PK
 TH.CN11a.2.PK

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.PK4.4

ELA.RI.PK4.2

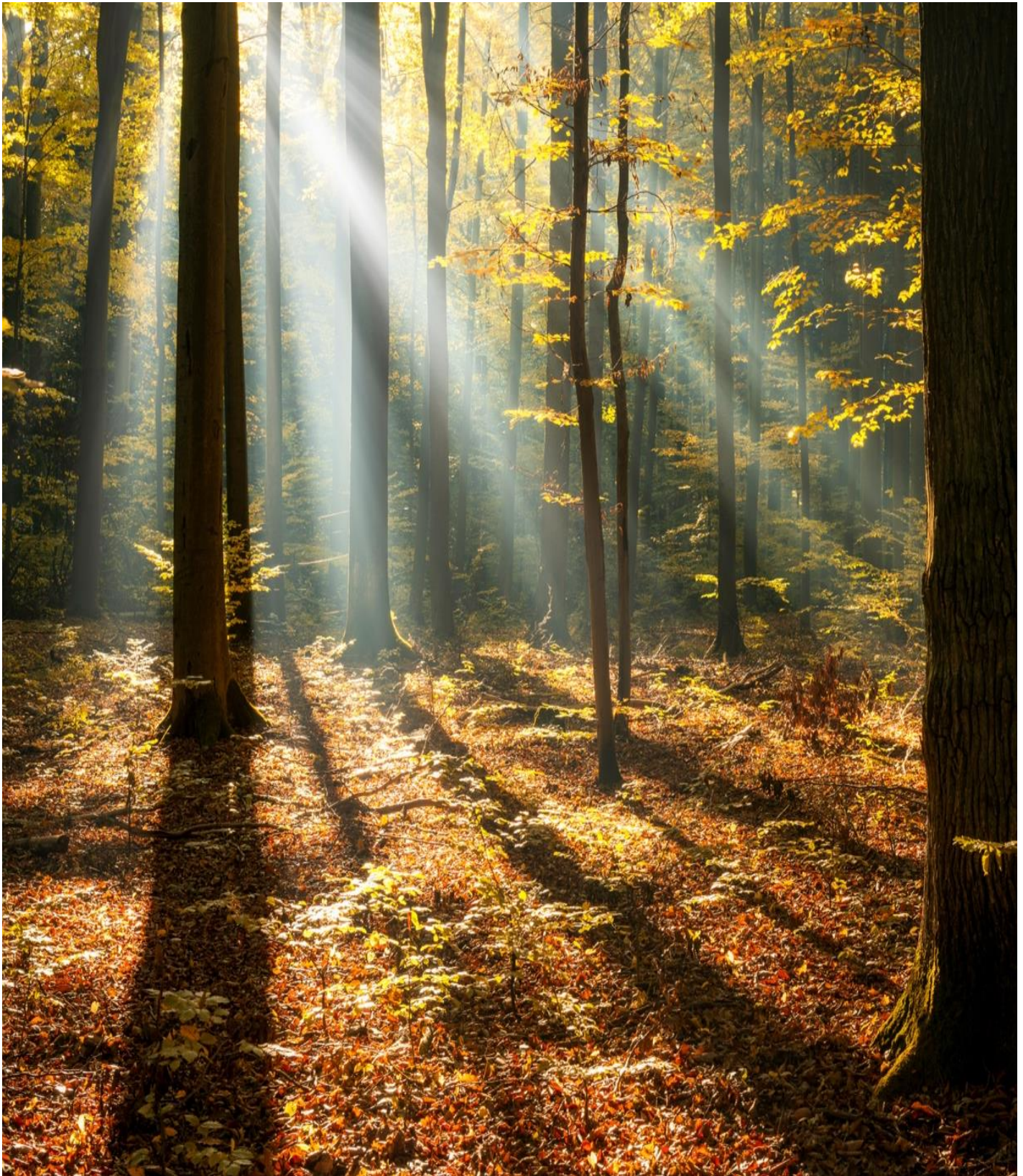
S.PS.PK4.2

S.LS.PK4.3

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

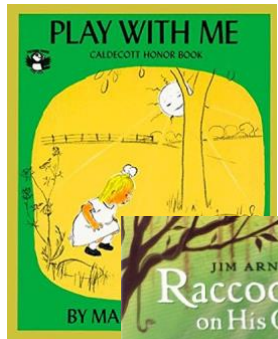
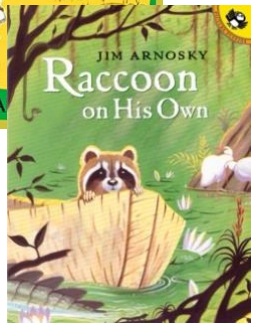
VA.RE7a.2.PK

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







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"> <i>Raccoon On His Own</i> large pieces of cardboard covered with Mylar or shiny wrapping paper flashlights mirrors variety of blocks 	<p>mirror: a flat piece of glass that reflects</p> <p>Mylar: a shiny, foil-like plastic</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>swamp: a type of wetlands where trees are common</p> <p>surface: the outer layer of an object</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 ."	
"Today in Blocks, you can build structures with these materials. What do you notice?"	Show materials. Children respond.
"How are the mirrors similar to and different from the Mylar you used last week in Blocks?"	Children respond.
"What do you predict will happen when you use mirrors with your structures ?"	Children respond.

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 processes; 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.



Black, White, and Gray Illustrations

Standard Connection:

ELA.W.PK4.5
ELA.SL.PK4.4
M.MD.PK4.3
S.ES.PK4.2a
SS.OW.PK4.2
PD.FM.PK4.4
VA.CR1a.1.PK
VA.RE7.2.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>Kitten's First Full Moon</i> black, white, and gray paint, markers, crayons, etc. paper (variety of sizes, kinds, and shapes) variety of paintbrushes smocks newspaper paper towels 	<p>depict: to show or represent</p> <p>illustration: a picture or drawing used to explain or decorate a book or other written material</p> <p>reflection: an image that you can see in a mirror, glass, or water</p> <p>tint: to lighten with pale colors</p> <p>shade: to darken a color by adding dark colors</p> <p>shadow: a dark shape that is formed when an object blocks a source of light</p>	

Intro to Centers

Preparation: Set up materials

"In <i>Kitten's First Full Moon</i> , Kevin Henkes did not use many colors in his illustrations . What do you notice?"	Show illustrations. Children respond.
"Why are black, white, and gray useful for depicting shadows and reflections ?"	Children respond.
"Today in the Creative Arts, you can use black, white, and gray paint to create illustrations ."	Show materials.
"How will you mix colors to create tints and shades for your painting?"	Children respond.

During Centers:

Encourage children to collaborate, e.g., one child mixes the paint, and another child creates the illustrations. Compare and contrast children's illustrations to the illustrations in *Kitten's First Full Moon*. Compare and contrast the depiction of kittens in *Kitten's First Full Moon* and in *One Dark Night*. Support children in painting circles and other shapes from the illustrations in *Kitten's First Full Moon*.

Guiding Questions During Centers:

- How did you use black, white, and gray to illustrate a shadow/reflection?
- How are the illustrations of shadows and reflections in *Kitten's First Full Moon* similar to or different from the reflections in *Play with Me* and/or *Raccoon on His Own*?
- How does Kevin Henkes use shapes in the illustrations for *Kitten's First Full Moon*?
- How are the illustrations in *Kitten's First Full Moon* similar to or different from the illustrations in *One Dark Night*, i.e., the night in *Kitten's First Full Moon* is bright and calm, the night in *One Dark Night* is dark and stormy?

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 create a large group illustration, similar to a collaborative collage. Encourage children to label their illustrations. Encourage children to create a black, white, and gray mural.

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 options for children who may have an aversion to painting. Strategically partner children together.



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"> <i>Play with Me</i> <i>Raccoon on His Own</i> <i>Kitten's First Full Moon</i> Sorting Reflective/ Non-Reflective Materials (from Week 1) paper (variety of sizes, kinds and shapes) adhesives flashlights mirrors 	<p>dull: not sharp/not clear</p> <p>non-reflective: not capable of reflecting</p> <p>reflection: an image that bounces off a surface</p> <p>reflective: an image that bounces off an object/surface; mirror-like</p> <p>shiny: smooth, glossy surface</p>	

Intro to Centers	
Preparation: Set up materials	
<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 reflections. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"Light from the sun and moon shone on the surface of the water and created a reflection."</p>	
<p>"Today in Creative Arts, you can create reflective collages with these materials. What do you notice?"</p> <p>"How did you sort these materials into groups?"</p>	<p>Show materials. Children respond.</p>
<p>"The materials with a shiny surface are reflective, and the materials with dull surfaces are non-reflective."</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.



Reflection Search

Standard Connection:

ELA.W.PK.4.5

ELA.W.PK.4.6

M.MD.PK.4.3

S.LS.PK.4.4b

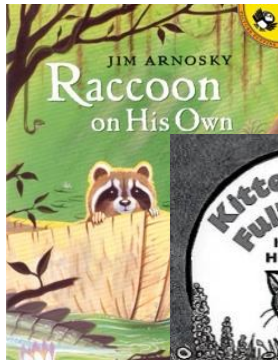
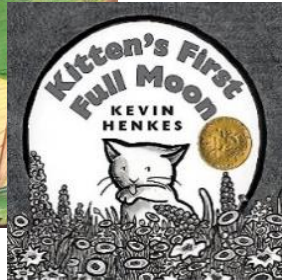
S.T.PK.4.2

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.



Researching Nocturnal and Diurnal Animals

Standard Connection:

ELA.RI.PK4.2

ELA.SL.PK4.5

M.MD.PK4.3

S.LS.PK4.3

PD.FM.PK4.4

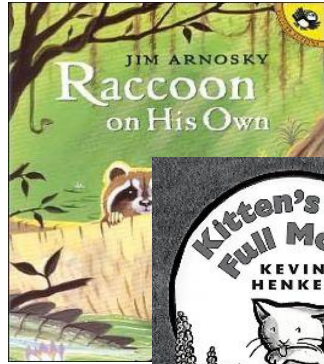
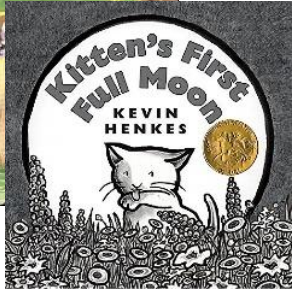
PD.SHS.PK4.5

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> • <i>Kitten's First Full Moon</i> • add non-fiction books about nocturnal and diurnal animals • writing utensils • blank books • Nocturnal and Diurnal Animals (see Resource) 	<p>diurnal: awake during the day and asleep at night</p> <p>nocturnal: awake at night and asleep during the day</p> <p>research: a way of looking for new information</p>	 

Intro to Centers	
Preparation: Set up materials.	
"In <i>Raccoon on His Own</i> , the raccoon and his family looked for food in the daytime. How do you know?"	Show Illustrations. Children respond.
"In <i>Kitten's First Full Moon</i> , the kitten also looked for food, but at nighttime. How do you know?"	Show Illustrations. Children respond.
"Here are images of diurnal and nocturnal animals. What do you notice?"	Show images. Children respond.
"Today in Library and Listening, you can research nocturnal animals and find out how being awake at night is helpful and how they can find food when it's dark."	Show images.

During Centers:

Encourage children to use their *Woodland/Swamp Research*. Compare the animals in research to the illustrations in *Raccoon on His Own* and *Kitten's First Full Moon*. Encourage children to create diurnal and nocturnal animals using Beautiful Stuff. Encourage children to construct animal habitats, turn off the classroom lights/use flashlights to act out diurnal and nocturnal animals. Encourage children to graph a survey, "Would you rather be a diurnal or nocturnal animal?"

Guiding Questions During Centers:

- How are diurnal animals similar to and different from nocturnal animals?
- How are nocturnal animals similar to and different from people, like the father in *Night Shift Daddy*, who work at night?
- How is being awake at night similar to and different from animal camouflage?
- How can you add your research to your *Woodland/Swamp Research*?
- How is the moon helpful to nocturnal animals?

Thinking and Feedback:

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

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:

Arrange and document a field trip to the Hattiesburg Zoo, the Jackson Zoo, Tupelo Buffalo Park and Zoo, or the Museum of Natural Science to observe nocturnal and diurnal animals.

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 and sensory needs. Provide manipulatives as needed to help with creating graphs.



Researching Nocturnal and Diurnal Animals **RESOURCE**

Standard Connection:

ELA.RI.PK4.2
ELA.SL.PK4.5
M.MD.PK4.3
S.LS.PK4.3
PD.FM.PK4.4
PD.SHS.PK4.5



Nocturnal Bats

Most bats are active at night or at twilight. As they can locate their prey by means of sonar, they do not require daylight to hunt. It's also common for bats to retreat to caves during the winter and hibernate for six months.





Nocturnal Owls

These birds wait, listen and watch for prey, then swoop down. Their large facial disks focus sound, and the placement of their ears assists them in locating prey, because of the lack of light during the late and early hours in which they hunt. They are active mostly during the night.



Nocturnal **Foxes**

The Red Fox has a tendency toward becoming nocturnal in areas of great human interference (and artificial lighting). It is most active at night and at twilight, and hunts alone.



Nocturnal **Hedgehogs**



Nocturnal Rabbits

Rabbits are mainly nocturnal, emerging from their burrows at dawn and dusk, although on warm, sunny days, or in undisturbed places, they may be out during broad daylight.

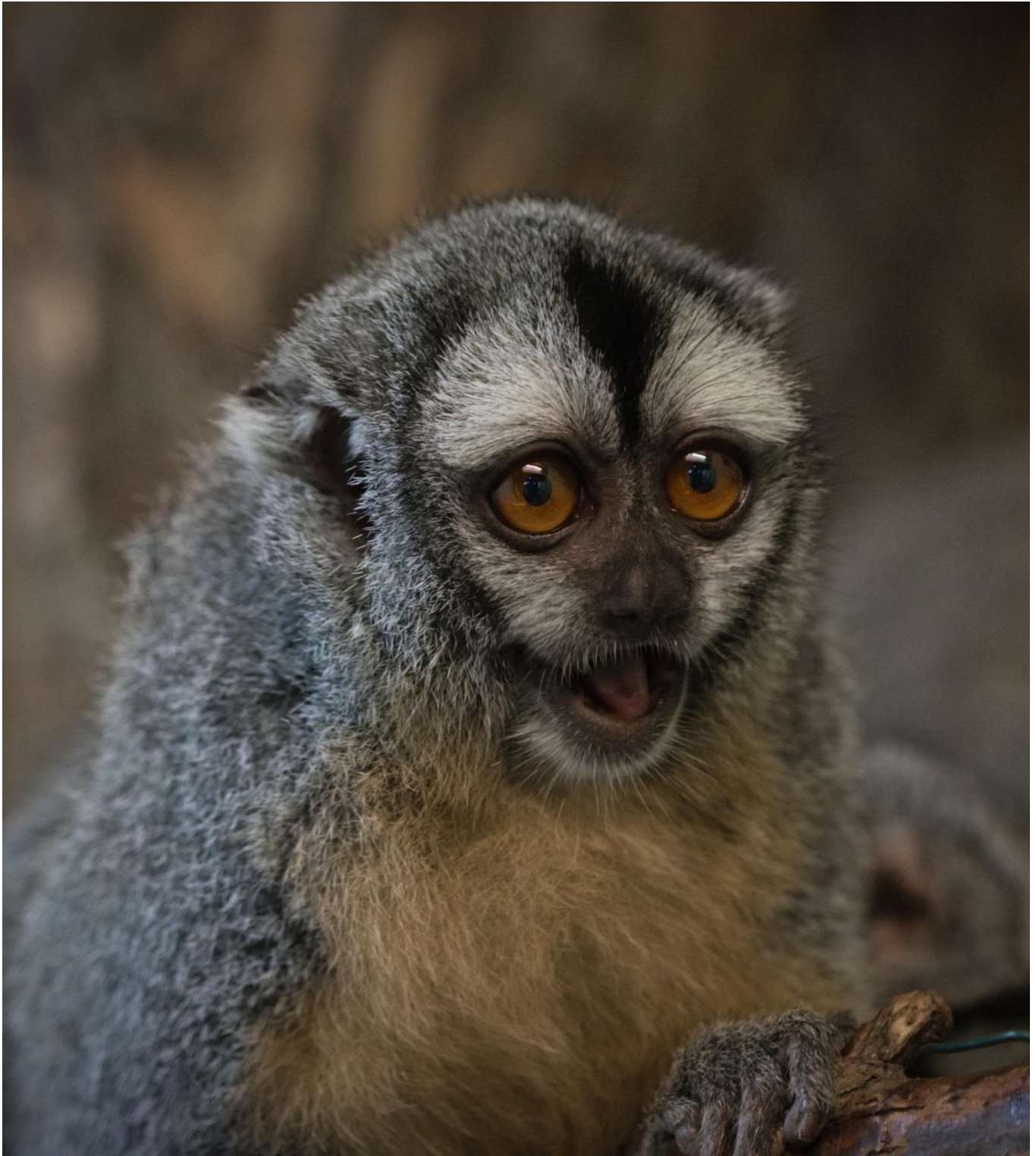


Nocturnal **Long-eared Jerboas**



Nocturnal **Tarantula**

Tarantulas are nocturnal, avoiding bright light and direct sunlight. They live in small, dark holes in the ground and are mostly active at night.



Nocturnal **Night Monkeys**

Night monkeys have big brown eyes, giving increased ability to be active at night. They are called night monkeys because all species are active at night and are in fact the only truly nocturnal monkeys.



Nocturnal **Lemurs**



Diurnal Robin



Diurnal **Horses**



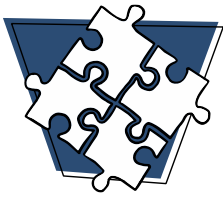
Diurnal **Falcon**



Diurnal **Squirrel**



Diurnal **Cats**



Reflection Puzzles

Standard Connection:

ELA.SL.PK4.6

M.CC.PK4.5a

M.MD.PK4.3

S.PS.PK4.2

PD.GM.PK4.3

PD.FM.PK4.2

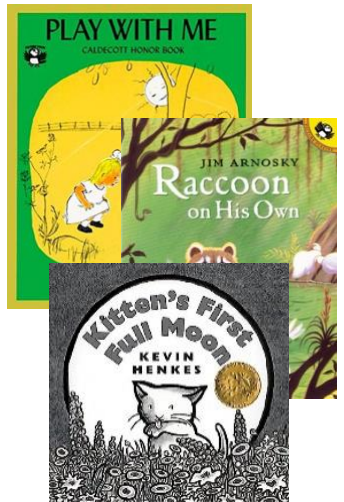
VA.PR6a.1.PK

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> • <i>Kitten's First Full Moon</i> • images of reflections (see Resource) • poster or tag board • Ziploc bags • basket or box to store puzzles • trays 	<p>light: a type of energy that makes it possible for us to see</p> <p>reflection: an image that bounces off a surface</p> <p>shone: past tense of shine</p> <p>solve: to find an answer/solution</p> <p>surface: the outer layer of an object</p>	

Intro to Centers	
Preparation: Set up materials	
<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 reflections. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"Light from the sun and moon shone on the surface of the water and created a reflection. Today in Puzzles (Manipulatives), you can solve reflection puzzles."</p>	<p>Show materials.</p>
<p>"We solved this puzzle of a _____. What do you notice?"</p>	<p>Model. Children respond.</p>
<p>"How is the reflection in this puzzle similar to or different from the reflections in <i>Play with Me/Raccoon on His Own/Kitten's First Full Moon</i>?"</p>	<p>Children respond.</p>

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 the reflections in these puzzles similar to or different from the reflections you created in *Mylar/Mirror* and *Blocks*?
- Was the light source that created this reflection natural or artificial? How do you know?

Thinking and Feedback:

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

Documentation:

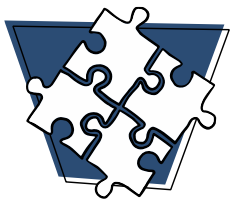
Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Create reflection puzzles from children's *Woodland/Swamp Research*. Attach magnet tape/Velcro to puzzle pieces so children can solve puzzles on a vertical surface, such as a magnet board, easel, etc., and use them as backdrops to *Blocks/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 number of puzzle pieces, i.e., some puzzles with five pieces, some with seven, etc. to match children's level of challenge.



UNIT 5: SHADOWS AND REFLECTION / WEEK 2

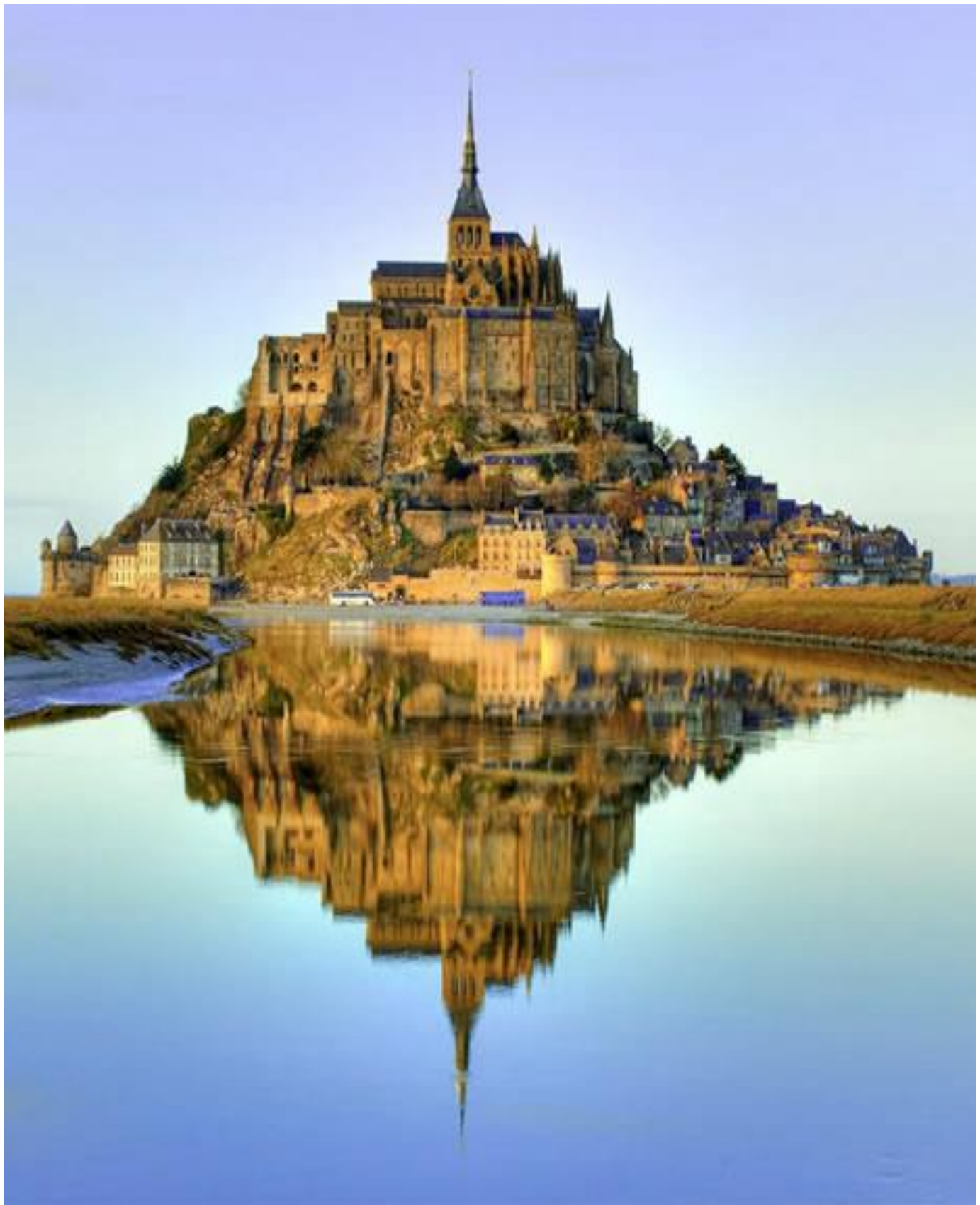
Reflection Puzzles RESOURCE

Standard Connection:
ELA.SL.PK4.6; M.CC.PK4.5a
M.MD.PK4.3; S.PS.PK4.2
PD.GM.PK4.3; PD.FM.PK4.2
VA.PR6a.1.PK



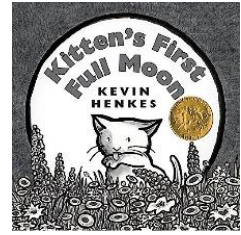








Home Link - English



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: _____

Language

Reflection Hunt:

(Related to *Play with Me*, *Raccoon on His Own*, and *Kitten's First Full Moon*)

Look with your child at your reflections in a mirror and notice how the reflections move with your bodies. Stand facing each other. Slowly move your body and encourage your child to copy, or "mirror," your movements, then switch roles.

Conversation starters:

- What do you notice?
- What would happen if we were to move quickly?
- How is it similar or different from when we move slowly?

Words to use during the conversation:

imitate, mirror, reflect, reflection, image

Literacy

Recite Together: This is a poem your child learned at school.

The Little Turtle

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.
He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.
He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me.

Discovery

Reflection Hunt:

(Related to *Play with Me*, *Raccoon on His Own*, and *Kitten's First Full Moon*)

Tell your child you're going to go on a reflection hunt (either outside or inside your house). Take photos with your phone as you find reflective objects.

Conversation Starters:

- What created this reflection?
- Where did we find the most reflections?

Words to use during the conversation:

reflection, nonreflective, shiny, dull, surface, image.

Math

Comparing Capacities:

Gather various sizes and shapes of containers, such as cups, bowls, storage containers, and water bottles. Set a pitcher or a large bowl of water outside or on a surface that can get wet. Invite your child to explore the containers, comparing their capacities by pouring water from one into another.

Conversation Starters:

- What container holds the most/least amount of water?
Why do you think that?
- How many _____ does it take to fill _____?

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?

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 ____

Books we are reading in school:

Kitten's First Full Moon by Kevin Henkes

Other books you and your child might enjoy:

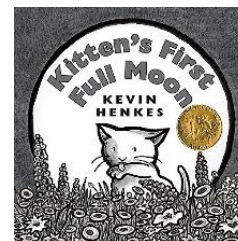
Shadows and Reflections by Tana Hobin

Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary. For example, “**Sprang** means he moved forward quickly.”
- As you read, ask your child questions pertaining to the book. For example, “What happened when she touched the reflection?”



Home Link - Spanish



Home Links, Unidad 5: Sombras y Reflejos: Semana 2

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: _____

Lenguaje

Imítame: (Relacionado con el libro *Play with Me, Raccoon on His Own*, y *Kitten's First Full Moon*)

Observe sus reflejos en un espejo con su hijo(a) y note cómo los reflejos se mueven con sus cuerpos. Párense uno en frente del otro. Mueva su cuerpo lentamente y anime a su hijo(a) a copiar, o "imitar" sus movimientos y luego cambiar de roles.

Formas de Iniciar una Conversación:

- ¿Qué notas?
- ¿Qué sucedería si tuviéramos que movernos rápidamente?
- ¿Cómo es esto similar o diferente de cuando nos movemos lentamente?

Palabras que Pueden Utilizar Durante la Conversación:

imitar, espejo, reflejar, reflejo, imagen

Alfabetización

Reciten juntos: Este es un poema que su hijo(a) aprendió en la escuela.

The Little Turtle

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.
He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.
He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me.

Descubrimiento

Búsqueda de Reflejos: (Relacionado con el libro *Play with Me, Raccoon on His Own*, y *Kitten's First Full Moon*)

Dígale a su hijo(a) que van a realizar una búsqueda de reflejos (ya sea fuera o dentro de su casa). Tome fotos con su teléfono mientras encuentran objetos que producen reflejos.

Formas de Iniciar una Conversación:

- ¿Qué fue lo que creó este reflejo?
- ¿Dónde encontramos la mayoría de los reflejos?

Las Palabras que Pueden Utilizar Durante

la Conversación Incluyen: *reflejo, no produce reflejo, brillante, opaco, superficie, imagen*

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?

Matemáticas

Comparación de Capacidades:

Reúna contenedores de varios tamaños y formas, tales como vasos, tazones, recipientes de almacenamiento y una botella de agua. Coloque una jarra o un tazón grande de agua afuera o en una superficie que se pueda mojar. Invite a su niño(a) a explorar los contenedores, comparando sus capacidades al echar el agua de uno al otro.

Formas de Iniciar una Conversación:

- ¿Cuál contenedor tiene la mayor/menor cantidad de agua? ¿Por qué piensas eso?
- ¿Cuántos _____ se necesitan para llenar _____?

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:

Kitten's First Full Moon por Kevin Henkes

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

Shadows and Reflections por Tana Hobin

Sugerencias para Leer Juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, "**Brincó** significa que avanzó rápidamente."
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, "¿Que sucedió cuando ella tocó el reflejo?"