



Shadow Dancing

Standard Connection:

ELA.SL.PK4.2

ELA.W.PK4.1c

S.T.PK4.1

S.PS.PK4.4

DA.CN11a.1PK

TH.CN10a.1.PK

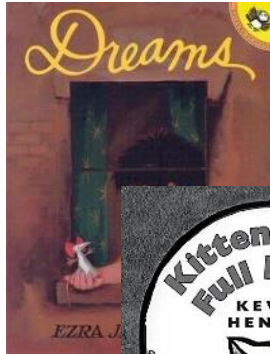
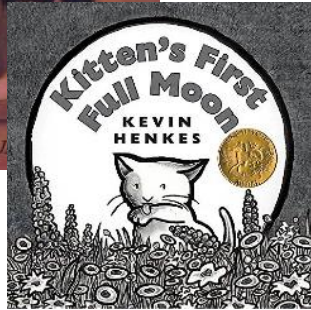
TH.PR6a.1.PK

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>Dreams</i> <i>Kitten's First Full Moon</i> white sheet or butcher paper flashlight or light source markers variety of music images of dancing shadows (see Resource) 	<p>choreograph: to create/arrange a dance/movement</p> <p>light source: form of energy, either artificial or natural</p> <p>shadow: the dark shape made when something blocks light</p> <p>surface: the outer layer of an object</p>	 

Intro to Centers	
Preparation: Set up materials	
"In <i>Dreams</i> , the mouse's shadow scared the snarling dog. What do you notice?"	Show illustrations. Children respond.
"In <i>Kitten's First Full Moon</i> , the moon shone on the kitten and created a shadow . What do you notice?"	Show illustrations. Children respond.
"The mouse's and kitten's shadow moved when they moved."	
"Here are images of shadows moving and dancing. What do you notice?"	Show images. Children respond.
"Today in Dramatic Play, you can use this light source on the surface of the sheet/paper to create moving and dancing shadows ."	Model.

During Centers:

Encourage children to compare their shadow movements to Shadow Puppets illustrations of shadows in *Dreams/Kitten's First Full Moon*. Encourage children to use music as they move/dance. Encourage children to move like the animals in *Kitten's First Full Moon/Raccoon on His Own/Over in the Meadow*. Encourage children to write stories about their shadows.

Guiding Questions During Centers:

- What is your inspiration for your shadow dance?
- How is shadow dancing similar to or different from Shadow Puppets/Mirror Me/Painting to Music?
- How does the music you chose inspire your movements?
- What name could you give your movement/dance? Why?

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:

Encourage children to play Charades shadow dancing, e.g., some children shadow dance like an animal and other children guess what animal they are. Encourage children to shadow dance using Skyline Block Structures.

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 support to students who may need help with movement activities. Provide pictures for examples, have students model movements, and/or provide hand-over-hand assistance if needed.