Weekly Plan



Unit 5 Week 3 BB Week 23	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Arrival Centers/Gather Stories for Storytelling/ Story Acting		centers such as waffle block his time to collect stories from			/ finish breakfast/arrival
Greeting					
(Suggested) Intro to Centers	Shadow Illustrations	Researching PuppetsShadow Dancing	Dream PaintingsIllustrations with Outlines	Skyline Block StructuresExperimenting with Shadows	Shadow Matching Game
Centers	Creative Arts Dream Paintings Illustrations with Outlines	 Library and Listening Researching Puppets Puzzles (Manipulatives) Shadow Matching Game Creative Writing Shadow Illustrations 	 Blocks Skyline Block Structures Science Experimenting with Shadows Dramatic Play Shadow Dancing 	Math Pattern Block Puzzles X-Ray Vision 2 Pattern Block Cutouts	
Thinking and Feedback					



Read Aloud	Kitten's First Full Moon 3 rd Read	<i>Dreams</i> 1 st Read	Kitten's First Full Moon 4 th Read	<i>Dreams</i> 2 nd Read	The Puddle Pail 1 st Read
Transition(s)					
Literacy Small Groups	Shadow SearchShadow PuppetsBook Browsing	See Day 1	See Day 1	See Day 1	See Day 1
Math Small Groups	What's the Missing Card?Pattern Block Puzzles	See Day 1	See Day 1	See Day 1	See Day 1
Building Blocks Whole Group	See Clipboard	See Clipboard	See Clipboard	See Clipboard	See Clipboard
Let's Find Out About It Problem Stories	Shadow Puppets	 Problem Stories 	Opaque/ Transparent/ Translucent	Problem Stories	Reflections on a Surface
Story Acting	Refer to Storytelling/Story Acting Guide				





UNIT 5 WEEK 3 – What's the Missing Card? Group 1 2 3 4

Activity/Materials:

Child's Name	Trajectory Level	Comments/ Reflections:
	1 3 4	
Needs Support:	Challenged:	Enhancements/Enrichments:

Objectives

- To find and match shapes, including finding and describing object shapes in their environments
- To compose shapes to make pictures and designs

Learning Trajectories

- 1 Pre-Composer: can manipulate shapes as individuals, but is unable to combine them to compose a larger shape
- 3 Piece Assembler: can begin to make pictures in which each shape represents a unique role (for example, one shape for each body part) and shapes touch
- 4 <u>Picture Maker:</u> able to put several shapes together to make one part of a picture (For example, the child uses 2 shapes for 1 arm. A student at this level uses trial and error and does not anticipate creation of the new geometric shape.)





UNIT 5 WEEK 3 – What's the Missing Card? Group 1 2 3 4

Activity/Materials:

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

Objectives

- To count to 10 and back to 0
- To add and subtract small numbers

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



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3

BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

Numeracy: Blast off!

Today we are going to pretend to be rocket ships and count backward from 10-0, 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!

Geometry Puzzles:

Display a Pattern Block puzzle and model putting it together.

Doing puzzles sometimes has you combining shapes to make new shapes and pictures.

Preview:

We will do puzzles this week using pattern blocks in Small Groups and in the Hands-On Math Center.

Day 2

Numeracy: Blast Off!

Today we are going to pretend to be rocket ships and count backward from 10-0, 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!

I'm Thinking of a Number:

We are going to play a guessing game with numbers. I hid a Numeral Card, and you have to guess what the number is!

Reveal the card only when a child guesses the number correctly. Provide hints to children:

It is more than	
It is less than	
It is higher than	
It is lower than	
How did you know it was the number	2



Day 3

Geometry: I Spy

We are going to play I Spy with objects around the classroom!

- I spy an object that is a continuous curved line that never stops and has numbers on it (clock).
- I spy an object that has 4 straight sides that are all connected, and the opposite sides are the same length, and it has 4 legs (table).
- I spy an object with 3 straight sides that are all connected. You can play with these in the block area, and they are magnetic (Magna tile triangle).

This game can also be played by describing objects or placing Shape-Set shapes around the room.

Guess My Rule

Guess My Rule Sorting List A11 page A3 Teachers Edition Vol. 2

We are going to play a guessing game. I am going to sort shapes into two different piles, and I want you to think about why I am sorting them this way. Watch carefully as I sort.

Sort shapes one at a time, continuing until there are at least two shapes in each pile.

Hmm, I wonder where this shape goes? Can you point to where you think this shape goes? What do you think my sorting rule is?

Repeat with other shapes and new rules.

Day 4

Numeracy: Blast Off!

Today we are going to pretend to be rocket ships and count backward from 10-0, 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!

I'm Thinking of a Number:

We are going to play a guessing game with numbers. I hid a Numeral Card, and you have to guess what the number is!

Reveal the card only when a child guesses the number correctly. Provide hints to children:

It is more than	
It is less than	
It is higher than	
It is lower than	
How did you know it was the number	?



Day 5

Geometry: I Spy

We are going to play I Spy with objects around the classroom!

- I spy an object that is a continuous curved line that never stops and has numbers on it (clock).
- I spy an object that has 4 straight sides that are all connected, and the opposite sides are the same length, and it has 4 legs (table).
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This game can also be played by describing objects or placing Shape-Set shapes around the room.

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Sort shapes one at a time, continuing until there are at least two shapes in each pile.

Hmm, I wonder where this shape goes? Can you point to where you think this shape goes? What do you think my sorting rule is?

Repeat with other shapes and new rules.





Materials List

Centers Materials

Dream Paintings:

- Dreams
- Hooray, a Piñata!
- Dog's Colorful Day
- pain
- various sizes of paintbrushes
- various kinds/sizes of paper
- easel
- drying rack

Illustrations with Outlines:

- Moonbear's Shadow
- paint
- various sizes of paintbrushes
- papei
- variety of drawing tools (crayons, colored pencils, chalk, markers)
- Wiki Sticks (to create 3D outlines)
- stencils

Library and Listening

Creative Arts



Researching Puppets:

- Dreams
- Puppets Around the World (see Resource)
- blank books
- paper
- writing utensils
- clipboards
- Shadow Puppets from Small Groups

Blocks



Skyline Block Structures:

- Dreams
- Matthew and Tilly
- Nana in the City
- variety of blocks
- butcher paper
- writing utensils
- flashlights
- clipboards
- images of skylines (see Resource)



Puzzles (Manipulatives)



Shadow Matching Game:

- Dreams
- Guess Whose Shadow
- poster or tag board
- various objects (to cast a shadow)
- flashlight
- game cards (see Resource)

Science



Experimenting with Shadows:

- Dreams
- Guess Whose Shadow
- variety of materials (blocks, pretend animals, Beautiful Stuff, natural materials, etc.)
- flashlights
- images of shadows (see Resource)

Creative Writing



Shadow Illustrations:

- Dreams
- white paper
- black drawing utensils (markers, crayons, pencils)
- variety of objects (blocks, pretend animals, Beautiful Stuff, natural materials, etc.)
- flashlights
- images of shadows (see Resource)

Dramatic Play



Shadow Dancing:

- Dreams
- Kitten's First Full Moon
- white sheet or butcher paper
- flashlight or light source
- markers
- variety of music
- laptop or iPad (for video clips and music)
- images of dancing shadows (see Resource)



Small Groups	Materials	
Independent	Book Browsing	
Medium Support	Shadow Search: • Dreams • Guess Whose Shadow? • clipboards • writing utensils • flashlights	
High Support	Shadow Puppets: • Dreams • Puppets Around the World research • craft sticks, straws, sticks • construction paper • Beautiful Stuff • adhesives • writing and drawing utensils • scissors • flashlight • shadow puppet templates (see Resource)	
Variable Support	Teacher's Choice: • see intro doc	

Large Group	Materials
Read Alouds READ ALOUD	 The Puddle Pail, vocabulary word picture cards Moonbear's Shadow, Vocabulary word picture cards Dreams, vocabulary word picture cords



Clap Your Hands: book

Little Letter/Big Letter Chant:

set of both upper- and lowercase letters

Head, Shoulders, Knees and Toes: song lyrics

Boom! Bang!: poem, poetry poster, tagboard strips with poem

verses on them

Guess What Word I'm Saying: Play with Me book, Raccoon on

His Own book

The Itsy, Bitsy Spider: song lyrics

The Little Turtle: poem, poetry poster

Can You Think of Words that Begin
With the Same Sound as _____? (The Little Turtle): poem

Hands on Shoulders: poem, poetry poster

Looby Loo: song lyrics

Interesting Sounding Words (and Looby Loo): "Looby Loo"

song lyrics, chart paper, markers

If You're Happy: song lyrics

The Wheels on the Bus: song lyrics

Interesting-Sounding Words (and The Wheels on the Bus):

"The Wheels on the Bus" song lyrics, chart paper with the words

hiss and chirp

I'm Thinking of ____ Clue Game (and *The Puddle Pail*):

The Puddle Pail book, picture cards: pail, rhombus, starfish,

reflection, seashells, blackberries

Raindrops: poem, poetry poster

Guess What Word I'm Saying: The Puddle Pail book

My Big Balloon: poem, poetry poster

Stand Up: poem, poetry poster

SWPL Clipboard Directions





LFOAI	Opaque, Transparent, and Translucent Objects: • Dreams • variety of objects: (opaque: wood, cardboard, felt; transparent: clear plastic wrap, cellophane, clear plastic, clear glass; translucent: waxed paper, tinted glass or plastic, tissue paper • flashlight • white paper or sheet to set up as a screen Shadow Puppets: • Dreams • puppets • light source • large white paper or sheet Reflections on a Surface: • The Puddle Pail • mirror
Problem Stories	Materials: Block People (Set Up for Success)

Math Components	Materials
Hands-on Math Center	Pattern Block Puzzles: pattern blocks X-Ray Vision 2: counting cards Pattern Block Cutouts: pattern blocks, pattern block cards
Small Group	What's the Missing Cards?: counting cards Pattern Block Puzzles: pattern blocks
Large Group	Puzzles: wooden puzzles, pattern blocks I'm Thinking of a Number: counting cards I Spy: shape sets, flat manipulatives Guess My Rule: shape sets
Literature Connections	Changes, Changes by Pat Hutchins Lottie's New Beach Towel by Petra Mathers A Pair of Socks by Stuart J. Murphy Grandfather Tang's Story by Ann Tompert Make a Bigger Puddle, Make a Smaller Worm by Marian Walter





UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3

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, set of upper- and lowercase letters, *Clap your Hands,* tag-board strips with Boom Bang! verses on them

Clap Your Hands

Procedure:

- Show the cover of the book and read its title with children. Tell children they can help read some of the book this time.
- Read the book naturally, but slow down on the second word in some rhyming word pairs
 (fee/seat; toes/nose; bird/word) and linger on the first sound of the word. When finished, go
 back to a few pages with motions that children can perform in their space in the circle (rub your
 tummy and pat your head; close your eyes and count four; show me a smile, show me a
 frown).

Little Letter / Big Letter Chant

Procedure:

- Select as many lowercase letters as there are children. Vary the letters from the ones used the last time to expose children to different lowercase letters.
- Distribute uppercase matches for each lowercase letter selected and tell the children they are going to play the uppercase/lowercase matching game again.
- Say this chant: "I have the little [letter name]. Take a look and see. Someone has its partner. Who might that someone be?"
- Remind them to say, "I have the big [letter name]" when they hold up their card.

Head, Shoulders, Knees, and Toes

Procedure:

- Tell children to stand up and sing the song once.
- Then tell them they will sing the song again, but with different words and motions. Tell
- · children to listen and watch carefully.
- Change "head, shoulders" to "hands, elbows," and change "eyes, ears" to "chin, cheeks." "Knees and toes" stays the same.

Boom! Bang!

Procedure:

- Read the title. Sound out /b/ in Boom and Bang and underline the words with a finger while reading.
- Recite the poem. Then, read and pass out the tag-board strips.
- Explain that several children will have the same line, so they should recite together in unison.
- Lead the children in reciting and cue each group of children to say the line printed on their tag-board strip. Everyone says the last four lines together.



Materials: poetry posters, Raccoon on His Own, Play with Me

Guess What Word I'm Saying [and Play with Me, Raccoon on His Own]

Procedure:

- Hold up the books and tell children they will hear words from the books in a funny way. They are to guess what words they are and say them the right way.
- Present in individual phoneme segments or onset-rime segments.
- For pond, say p- (pause) o- (pause) n- (pause) d. [or: p- (pause) ond]
- For frog, say f- (pause) r- (pause) o- (pause) g. [or: fr- (pause) og]
- For mud, say m- (pause) u (pause) d. [or: m- (pause) ud]
- For boat, say b- (pause) oa-(pause) t. [or: b- (pause) oat]

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.

The Little Turtle

Procedure:

 Read the title with the children. Point to and underline The and read it quickly as a sight word. Point to and sound out /l/ in Little and /t/ in Turtle.

Can You Think of Words that Begin with the Same Sound as ____? [and "The Little Turtle"]

Procedure:

- Tell children they will hear some words from the poem, and they can think of other words that begin with the same sound.
- Introduce *turtle* first. Say, "The first word is *turtle*, which starts with /t/. Do you think *top* starts with the same sound as *turtle*? What about *box*?"
- Confirm that *top* starts with /t/, but that *box* does not. Ask children if they can think of other words that start with /t/, like *turtle* and *top*. If there is a lull, provide examples.
- Introduce box next.
- If children are still engaged with the task, proceed with rocks.

Hands on Shoulders

Procedure:

- Read the title, underlining the words.
- Stand up and recite the poem. Recite it again and tell the children some parts will be changed. Tell them to listen carefully.
- Change "and now your toes" to "and now your clothes." Change "clap to four" to "point to the door."



Materials: poetry posters, marker, chart paper or clipboard/paper

Looby Loo

Procedure:

• Tell children they are going to sing "Looby Loo." Stand up and ask them to stand up, too. Sing the song as usual, adding a new verse or two ("right knee" "back").

Interesting-Sounding Words [and "Looby Loo"]

Procedure:

- Tell children there are interesting-sounding words in "Looby Loo" and that these words will be written down for them to see how they are spelled.
- Segment /l/ from Looby and ask children if they have an idea of the letter used to write /l/. If children do not link /l/ to the letter *L* fairly quickly, make the link for them. Write *L*.
- Then segment /oo/ in *Looby* and tell children that two *O*'s are used to write that sound. Write two *O*'s. Then segment /b/ in *Looby* and ask what letter is used to write *B*. Make the link if children do not and write *B*. Segment /e/ in *Looby* and tell children that the *Y* is used for that sound in the word *Looby*. Write *Y* and then underline the entire word and read it.
- Remind children, "In the song, we sing, 'Here we go Looby Loo,' I think *Loo* sounds like the first part of the word *Looby*. Say *Looby* in syllable segments (*Loo-by*) and ask the children if they agree.
- Point to *Looby* on the chart paper and ask children which letters they think are needed to write *Loo* if there is a lull, then tell children they will sound out *Loo* to write it so they can see which letters are needed.
- Segment /I/ in *Loo* and write *L*. Then segment /oo/ in *Loo* and write *OO*. Read the word and help children see that these are all the letters you need.

If You're Happy

Procedure:

• Tell the children to stay seated for this song and sing "clap hands," "snap fingers," "shout hooray," "nod head," and "pat cheeks."



Materials: poetry posters, chart paper with *chirp* and *hiss* written on it, one word per line, *The Puddle Pail*, picture cards; *pail*, *diamond*, *starfish*, *reflection*, *puddle*, *blackberries*

The Wheels on the Bus

Procedure:

• Sing several familiar verses, then add some new ones using animals and their sounds ("birds go chirp" "snakes go hiss").

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 the bird made (chirp). Ask them to say the sound they hear at the
 beginning of chirp. Repeat with hiss. Isolate the first sounds in these words for children if they
 cannot do it (/ch/ and /h/).
- Tell children that two letters together, c and h, are used to write /ch/.
- Display the chart paper with the two words written on it and ask children which word is *chirp*. Advise children to look for the word that starts with *ch*. If children seem puzzled, say, "*Chirp* starts with the letters *ch* for /ch/ and ends with the letter *p* for /p/. Let's see. The first word (Point to *chirp*.) starts with *ch*, /ch/ and ends with *p* /p/, so this word is the one that says *chirp*." Then, underline the entire word with a finger and read it.
- Read *hiss* to the children to finish up, and comment that it starts with the letter *h*, which is used to write /h/.

Hands on Shoulders

Procedure:

• Read the title with the children. Point to and sound out /h/ in *Hands* and /sh/ in *Shoulders*. Read the word "on" quickly as a sight word.

I'm Thinking of _____Word Clue Game [and The Puddle Pail]

Procedure:

- Hold up the book and tell children they will play the word guessing game using words from this book. Remind them to raise their hands and not shout out their ideas because other children might still be thinking.
- For *pail*, say, "This is the name of a small kind of bucket. Children often use these small buckets at the beach or at the sand table. The name of this small bucket starts with /p/ and ends with /l/."
- For *puddle*, say, "These are little pools of water that form on the ground when it rains and then dry up when the sun comes out. Ernst saw reflections in these little pools and scooped them up to put in his pail. The name of these little pools rhymes with *cuddle*."
- If time permits, play the same game with other story words, reinforcing word meanings by showing the cards.



Materials: poetry posters, The Puddle Pail

Raindrops

Procedure:

- Point to and sound /r/ at the beginning, /d/ in the middle, and /s/ at the end of the word raindrops while reading the title with the children.
- Recite the poem and model the motions.

Guess What Word I'm Saying [and The Puddle Pail]

Procedure:

- Show children the book. Tell them they will hear words from the book in a funny way and they are to guess the word and say it back the right way.
- Present the following words, one at a time, in onset-rime segments, and ask children to quess each one after you say it in a funny way: r-ocks, cl-ocks, st-ars, sw-ing.
- Present *pail* in phoneme segments: /p/ /a/ /l/. Have children say the whole word.

Looby Loo

Procedure:

- Next, tell the children we will sing "Looby Loo".
- · Ask children for their favorite verses to sing.
- Sing and add the motions for each verse.

My Big Balloon

Procedure:

- Point to and sound /m/ in *My*, /b/ and /g/ in *Big*, and /b/ and /n/ in *Balloon* while reading the title with children.
- Recite the poem and model the motions. Pause after the fourth line, "Watch it grow and grow,"
 and blow five to six times into your pretend balloon. Then, make a big "pop" sound by clapping
 loudly.
- Tell children you need a new balloon and that they should get a new one, too, if theirs popped. Recite the poem again. This time, blow only two times after the fourth verse and then finish it in the standard way with a pop at the end.

Stand Up

Procedure:

- Read the title with the children. Point to and sound /s/, /t/, and /d/ in *Stand*, and run a finger under while reading it.
- Recite the poem once and model the motions. Then tell children they will hear the same changes made the last time and that they should listen for these. Change "Stamp your foot" to "Shake your hands," and "Bend two knees" to "Bend one knee."





UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3

Small Groups:

Shadow Puppets (High Support)

Enduring Understanding(s):

Shadows and reflections are products of light.

Essential Question(s):

How does light affect the way things look?

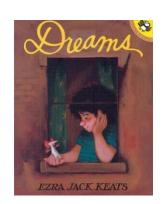
Vocabulary **Books Materials**

- Dreams
- Puppets Around the World research
- craft sticks, straws, sticks
- construction paper
- **Beautiful Stuff**
- adhesives
- writing and drawing utensils
- scissors
- flashlight
- shadow puppet templates (see Resource)

light source: a form of energy (artificial or natural) that helps us to see all the things around us

puppet: a figure moved by a human

shadow: the dark shape made when something blocks light



Standard Connection:

ELA.SL.PK4.1b; ELA.RI.PK4.2;

SS.OW.PK4.1; PD.FM.PK4.5; TH.CR1b.1.PK; TH.PR6a.1.PK

Procedure

Preparation: Set up screens and light sources (see below)

Procedure: Show illustrations from Dreams. Discuss how Roberto created his mouse puppet at school. Show materials children can use to create their own shadow puppets. Support children in using the templates, scissors, and/or adhesives.

Encourage children to collaborate in creating/acting out a puppet show and being an audience.









Small Groups: Shadow Puppets - RECORD SHEET

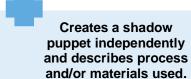


Child:

Creates a shadow puppet with significant assistance.

Creates a shadow puppet with some assistance and/or visual support.

Child:



Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:
Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

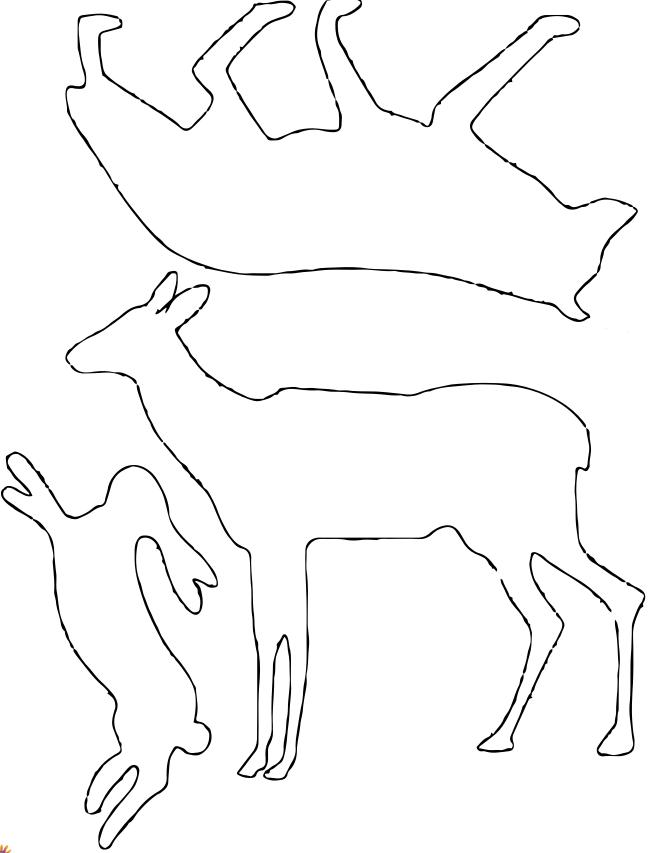


Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:
Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:





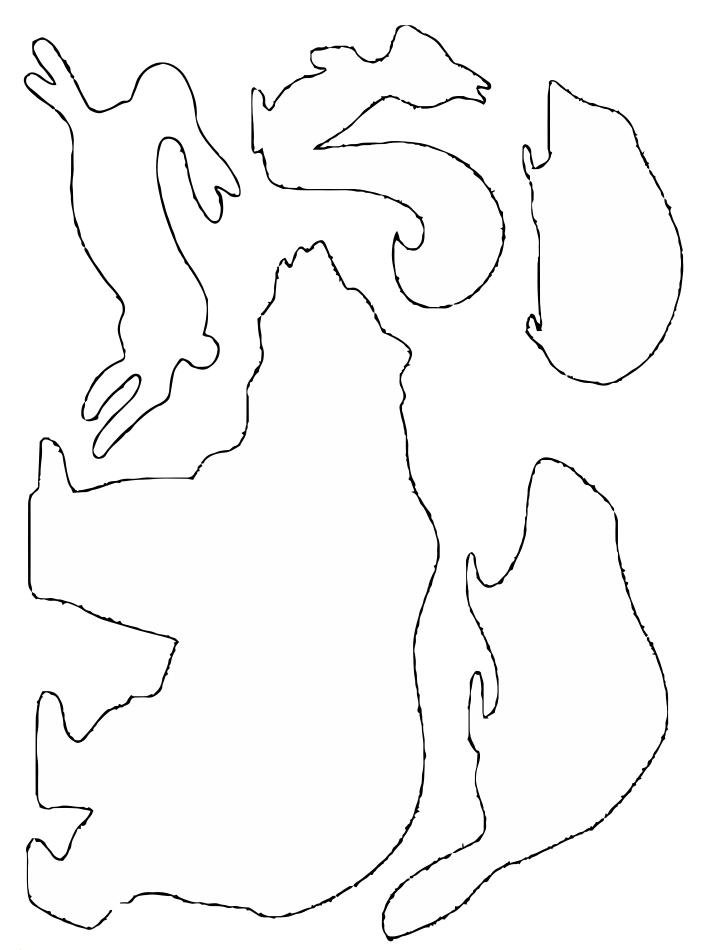
Small Groups: Shadow Puppet Templates RESOURCE













UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3

Small Groups:

Shadow Search (Medium Support)

Enduring Understanding(s):

Shadows and reflections are products of light.

Essential Question(s):

How does light affect the way things look?

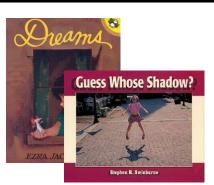
Vocabulary **Materials Books**

- Dreams
- Guess Whose Shadow?
- clipboards
- writing utensils
- flashlights

light source: a form of energy (artificial or natural) that helps us to see all the things around us

shadow: the dark shape made when something blocks light

surface: the outside of anything



Standard Connection: **ELA.SL.PK4.1a**; **ELA.RI.PK4.10**;

S.ES.PK4.1; SS.OW.PK4.1; PD.FM.PK4.3; PD.FM.PK4.4

Procedure

Preparation: Set up materials

Procedure: Compare and contrast illustrations from Dreams and images from Guess Whose Shadow?

Give children materials to use on a shadow search in the classroom/around the school (depending on staffing). Encourage children to use maps from Reflection Search and/or to create new maps to document where they found shadows.

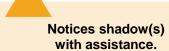
Compare and contrast children's documentation. Discuss why they found more/fewer shadows in one area compared to another area.

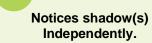
Consider inviting family volunteers to assist with the activity.





Small Groups: Shadow Search - RECORD SHEET





Notices shadow(s) independently and identifies source(s) of shadow(s).

Child:	Chila:
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:
Child: Strategies/scaffolds:	Child: Strategies/scaffolds:



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3-4

Read Aloud: Dreams

Standard Connection: ELA.RL.PK4.1-7,9-10 ELA.SL.PK4.1-4,6 ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- 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
	brushed: touched very gently	gasp: when someone breathes in very quickly, usually when surprised	Dreams
 Dreams vocabulary word	cast: made dash: run quickly	snarl: to growl/show teeth	No.
picture cards	dream: the thoughts and	trapped: cannot get away	
	images in someone's head while they sleep	windowsill: the edge of the window	EZRA JACK KEATS

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>Dreams</i> . Ezra Jack Keats is the author and the illustrator."	Show the front cover. Point to title and author/illustrator.
"The windowsill is the edge of the window."	p. 2
"A dream is the thoughts and images in your head while you sleep. One person was still awake."	pp. 6-8
"A gasp is when you breathe in very quickly, usually when you are surprised by something."	p. 12 Model.
"The cat was trapped - it could not get away from the snarling dog."	p. 13 Model.
"Roberto's sleeve brushed the paper mouse - he touched it very gently."	p. 16 Model.



"The paper mouse cast - made - a shadow."	p. 11
"The scared dog howled ."	p. 21 Model.
"Dashed means the cat ran quickly."	p.24
"People yawn when they are tired."	p.24 Model.
"One person was still asleep."	p. 26

Discussion Question(s):

- What did Roberto do when he couldn't sleep?
- Why did the dog run away?

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 (people in the apartment going to sleep, Roberto saw the dog run away from the cat, the paper mouse fell off the windowsill, etc.)

Encourage children to use vocabulary words in context (windowsill, brushed, dashed, etc.)

Discussion Question(s):

- How did Roberto feel when he knocked his paper mouse off the windowsill? Why?
- How did Ezra Jack Keats' depict people's dreams?



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):

- At the beginning of *Dreams*, Amy asked Roberto if his paper mouse did anything, and he said he didn't know. How would he answer her question at the end of the story? Why?
- What are Roberto's neighbors dreaming about? How can you tell?

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):

- What do you think Roberto will dream about the next night? Why?
- What do you think would have happened if the dog saw the paper mouse instead of its shadow?





Vocabulary Cards: *Dreams*





dream

















gasp









snarl

UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3-4

Read Aloud: The Puddle Pail

Standard Connection: ELA.RL.PK4.1-7,9-10 ELA.SL.PK4.1-4,6 ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- 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
 The Puddle Pail vocabulary word picture cards 	collection: a group of similar things pail: a round, open container with a handle puddle: water on the ground	reflection: an image that you can see in a mirror, glass, or water scooped: to take up weird: unusual	Elisa Kleven

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>The Puddle Pail</i> . Elisa Kleven is the author and illustrator."	Show the front cover. Point to title and author/illustrator.
"A collection is a group of similar things."	p. 3
"Sol wanted to collect things that he could pick up and put in his pail . Ernst wanted to collect clouds and stars, things that he wouldn't be able to put in his pail ."	pp. 3-7
"Ernst wanted to collect the puddle - the water on the ground - because he liked the sky's reflection in it."	p. 9
"Sol didn't understand why Ernst wanted to collect puddles."	pp. 11-12
"Ernst thought the puddles were purple, striped, and flowered because he saw reflections of the purple house, the red striped fence, and the flowers on the tree."	pp. 13-14



"Ernst pretended that the 'splish splash' sound he heard when he scooped them into his pail was the puddles singing."	p. 16
"Ernst put a lot of puddles in his pail , but they all combined into one."	
"Sol still didn't understand why Ernst wanted to have a puddle collection . Sol said it was weird - unusual - because he had never seen a puddle collection before."	pp. 17-18
"Ernst used the water from his puddle pail to create paintings of all the reflections he had seen."	pp. 24-28

Discussion Question(s):

- When Ernst said, "I don't know what to collect," what did Sol suggest?
- How did Ernst record the reflections that he saw in his puddle pail?

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., Ernst wanted to collect clouds, Ernst decided to collect puddles, and Ernst created paintings of the reflections he saw in his puddle pail.

Encourage children to use vocabulary words in context, i.e., collection, puddle, reflection, etc.

Discussion Question(s):

- How did Sol feel when Ernst said he was going to start a puddle collection? How do you know?
- What did Ernst think about Sol's ideas about what he could collect? How do you know?



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):

- Why did Ernst say to Sol that he would "...go down to the beach by myself and collect real things?"
- Why did Sol think puddles weren't "real" things?

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):

- What do you think Sol would say to Ernst the next time he collected puddles?
- Will Sol collect puddles in his pail? Why or why not?





Vocabulary Cards: The Puddle Pail





blackberries

puddles





collection drumming





pail



starfish



striped



weird



reflection

scooped



seahorse

seashells

Read Aloud: Moonbear's Shadow

Standard Connection: ELA.RL.PK4.1-7,9-10 ELA.SL.PK4.1-4,6 ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- 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
 Monnbear's Shadow vocabulary word picture cards 	annoyed: upset brook: small stream of water bury: hide in the ground casting: making cliff: steep rocks exclaimed: said something loudly	hook: a curved piece of metal used to catch a fish line: thin string used for fishing noon: middle of the day slam: to close something using a lot of force	MOONBEAR'S SHADOW ANDORSTAN RAMA FRANK ASCH

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

"I have a new story to read to you today. The title of this book is <i>Moonbear's Shadow</i> . The author and illustrator is Frank Ash."	Show the front cover. Point to title and author/illustrator.
"This is Bear. In this story, Bear is fishing, but his shadow is scaring the fish away, so Bear is trying to get rid of his shadow by running away from it. Let's read the story and see if it works."	Introduce the main character and the story problem using the illustrations on the cover.
"Bear has put a worm on the hook that is attached to a line - thin string. Fish like to eat worms and Bear was hoping that the fish would bite into the hook with the worm."	p. 1 Point to pond, fishing pole, can of worms, and hook.
"He ran through a field of flowers, jumped over the brook and hid behind a tree."	p. 6 Point to brook .



"Bear seemed very surprised that the shadow had followed him all the way to the top of the cliff ."	p. 11 Comprehension aside. Point to cliff.
"Now Bear was very annoyed - upset - so he went home."	p. 12 Point to hammer and gesture hammering.
"If I can't nail him down, thought Bear, maybe I can bury him - hide him under the ground."	p. 14
"The sun is straight above Bear since it is noon - the middle of the day. At this time, the sunlight doesn't create shadows, but Bear thinks he buried his shadow."	p. 16 Comprehension aside.
"While Bear is sleeping, the sun is moving and casting - making - longer and longer shadows."	pp. 20-21 Comprehension aside. Draw a line with your finger from the sun to the shadows in all pictures.
"'Not you again!' exclaimed Bear. And he slammed the door"	p.23 Gesture slamming.
"When Bear nodded his head, Shadow nodded too."	p. 24 Nod head.
"Late in the afternoon, Bear's shadow is now on the land and not casted over the water so it doesn't scare the fish away any longer."	p. 27 Comprehension aside.

Discussion Question(s):

- Did Shadow really catch a fish? Why do you think so?
- Why did the shadow no longer scare the fish away (page 27)?

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

Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions. Explain feelings or thoughts of secondary characters. Deepen the comprehension of primary characters, story problem, etc. Model analytical thinking.

Discussion Question(s):

- Why couldn't Bear nail Shadow to the ground?
- Bear thought that Shadow could understand him. Is that true? Why do you think that?



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):

 Bear was annoyed with his shadow, but the little raccoon in Raccoon on His Own felt differently when he saw his reflection in the water when he was all alone in the drifting boat. Why?

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 did Bear make his shadow fall in the hole he dug?





Read Aloud: Moonbear's Shadow VOCABULARY CARDS

Standard Connection: ELA.RL.PK4.1-7,9-10 ELA.SL.PK4.1-4,6 ELA.L.PK4.1,1c,4,6





annoyed

brook

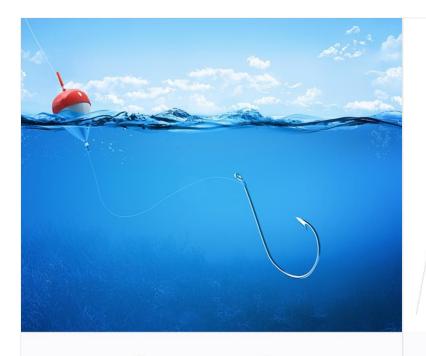






casting







hook

line



noon



slam







cliff

exclaimed



Let's Find Out About It: Opaque/Transparent/Translucent

Standard Connection: ELA.RI.PK4.10 ELA.L.PK4.5c S.ES.PK4.3 S.ES.PK4.3a

Enduring Understanding(s):

• Light affects people, animals, and things.

Essential Question(s):

• How does light affect the way things look?

Materials	Vocabulary		Books
• Dreams	opaque: not letting light through	surface: the outside of anything	Dreams
opaque, transparent, translucent objectsflashlight	predict: to say what you think might happen	translucent: letting only some light through	
white paper or sheet for screen	shadow: the dark shape made when something blocks light	transparent: can see through	EZRA JACK KEATS

Let's Find Out About It:			
Preparation: Set up materials			
"In <i>Dreams</i> , Roberto's paper mouse fell from the windowsill. What do you notice?"	Show illustrations. Children respond.		
"Light shone on the paper mouse and created a shadow ."			
"Here is a (opaque object), a (transparent object), and a (translucent object). What do you predict will happen if we shine a light on them?"	Show materials. Children respond.		
"The (object) is opaque - we see light on its surface , but we can't see through it. The (object) is transparent - we can see light shining through it and what's on the other side of it. The (object) is translucent - we can see light shining through it, but we can't see clearly what's on the other side of it."	Model.		
"Here are other materials. Which do you predict will be opaque , transparent , and translucent ?"	Show materials. Children respond. Model.		





Let's Find Out About It: Reflections on a Surface

Standard Connection: ELA.RI.PK4.2 ELA.RI.PK4.10 S.PS.PK4.2 S.ES.PK4.2 M.G.PK4.2 M.G.PK4.3

Enduring Understanding(s):

Shadows and reflections are products of light.

Essential Question(s):

How does light affect the way things look?

Materials	Vocabulary		Books
The Puddle Pailmirror	collection: a group of similar things mirror: a piece of glass that you can see yourself in pail: a round, open container with a handle puddle: water on the ground	reflection: an image that you can see in a mirror, glass, or water shiny: bright/glossy surface: the outside of anything	Elisa Kleven

Let's Find Out About It:		
Preparation: Set up materia	als	
"In The Puddle Pail, Ernst and his brother Sol collected - gathered - things in a pail. What do you notice?"	Show illustrations. Children respond.	
"Ernst wanted to collect the sky, the sunset, and the stars. What do you notice?"	Children respond.	
"He couldn't collect those things in a pail , so he collected puddles . He could see the reflections of the sun, sunset, and stars on the water's surface ."		
"What do you predict would happen if Ernst touched the reflections in his pail ?"	Model. Children respond.	
"Here is a mirror. I can see a reflection of in the mirror. What do you predict will happen if I touch the reflection of the?"	Model. Children respond.	
"You can see and touch a reflection on a shiny surface , but can you pick it up or hold it in your hand? Why or why not?"	Children respond.	



Let's Find Out About It: Shadow Puppets

Standard Connection: ELA.L.PK4.5b ELA.RI.PK4.3 M.MD.PK4.1 S.PS.PK4.1

Enduring Understanding(s):

- · Light comes from natural and artificial sources.
- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?
- What are sources of light?

Materials	Vocabulary	Books
 Dreams puppets light source large white paper or sheet	light source: a form of energy (artificial or natural) that helps us to see all the things around us puppet: a figure moved by a human shadow: the dark shape made when something blocks light surface: the outside of anything	Preams. EZRA JACK KEATS

Let's Find Out About It:			
Preparation: Set up materials			
"In <i>Dream</i> s, Roberto's mouse puppet fell from the windowsill. What do you notice?"	Show illustrations. Children respond.		
"Light shone on the puppet's surface and created a shadow . What happened to the shadow as the puppet fell further away from the light source ?"	Children respond.		
"Here are shadow puppets . How can I change their shadow size?"	Show shadow puppet. Children respond. Model.		
"How can changing the shadow size tell a story in a puppet show?"	Children respond.		
"An object's shadow changes when the object and light source are closer or further away from each other."			





Experimenting with Shadows

Naming Words	Action Words	Describing Words
detail light flashlight surface image shadow	brush fall cast shine depict snarl	accurate bright dark light

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Self-Talk (describe what you are doing) + Open Questions:
 "I made a long, narrow shadow. I held the light this way, and then I moved it, and the shadow changed. What sort of shadow are you making?"
- Use Self-Talk (describe what you are doing) + Model Teacher Response to Question: "I think shadows are interesting because you can't pick them up (if another adult is nearby, ask the following question so the adult can model a response and then speak to the child again) What do you think is interesting about shadows?"

Connection to Text:

"There is a shadow in the book, *Dreams*. What do you remember about how it looks?" (Pause for response. Get the book for reference.) "Yes, it was black, and it was shaped like Roberto's paper mouse. It grew larger and larger as it fell to the ground."

Non-Immediate Events:

"I've seen shadows in many places. This morning, as I walked to school, I saw shadows of trees, flowers, and people. The bright light from the sun cast shadows all over the ground."





Dream Paintings

Naming Words	Action	Words	Describing Words
dream imagination light sleep surface	dream glisten illuminate imagine	shimmer sleep sparkle	abstract colorful dull non-reflective shiny

Comments/ Questions/ Expanded Conversations

Right Here:

• Use Parallel-Talk (describe what the child is doing):

"You used many swirling, curved lines to illustrate your dream. I am inspired by the way you used so many different colors in your painting."

Build Up Vocabulary:

"You painted a dream. You used your imagination to illustrate your dream. I can see the colors sparkle and shimmer when the light illuminates the turtle sculpture you created."

Connection to Text:

"Let's use some of the colors Ezra Jack Keats used to illustrate dreams. I will turn to the page in the book so that I can be inspired by his paintings."

Non-Immediate Events:

"I went to the local museum and saw many beautiful paintings. We could create a dream painting museum. How would we use our artwork to create a museum of our dreams?"





Illustrations with Outlines

Naming Words	Action Words	Describing Words
outline shadow part cliff	define outline shade sketch fill cast catch	behind over up down above

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Forced Choice Questions:
 "You are painting the outline of your _____ a lighter shade, just like in the book. Your painting reminds me of Frank Asch's illustrations in the book. How did you decide which object you would choose to outline?"
- Use Self-Talk (describe what you are doing):

 "I am going to paint Bear's shadow. I am going to use lighter paint for the outline. Look. Next, I will fill in the outline with darker colors."
- Use Encouragement to Support Effort:

 "That is a very unusual painting. It is one of a kind; you worked hard to make it different from everyone else's. It is unique!"

Connection to Text:

"In the book *Moonbear's Shadow*, Bear's shadow was frustrating to him. Bear thought it was following him around. Let's paint some shadow outlines, like Bear's. We can cut them out and tape them on the windowpane."

Non-Immediate Events:

"What would happen if you used a darker color on your outline and a lighter color to fill in your painting?"





Shadow Matching Game

Naming W	ords/	Action Words	Describin	g Words
detail image match object	outline shadow shape	cast count match objects	accurate dark different	same similar

Comments/ Questions/ Expanded Conversations

Right Here:

• Use Expansions of Meaning:

Child: "I have two."

Teacher: "You have two cards. One card shows a mouse. The other shows the mouse's shadow.

You made a shadow match."

Child: "I made a match."

Teacher: "You matched the illustration of the mouse to the illustration of the mouse's shadow."

• Expand Children's Comments and Encourage Positive Language:

Child: "I have the wrong one."

Teacher: "Your cards don't match. You could ask Terrence if he can help you: 'Terrence, can you help me find the matching card for this picture, please?"

Connection to Text:

"There were many shadows and matching photographs in *Guess Whose Shadow*? We could look at these illustrations for inspiration if we wanted to make more shadow match cards for our game."

Non-Immediate Events:

"When I was walking outside yesterday, I saw so many different shadows. I had fun trying to figure out what objects were making all of the shadows. Sometimes it was easy, and sometimes it was hard, and I had to look around and think for a few minutes."





Skyline Block Structures

Naming Words	Action	Words	Describing Words
illustration shado image skylin light structu reflection surfac	collaborate construct	design plan trace	busy dark tall

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) with a Focus on Morphology
 + Open-Ended Question: "I see you are constructing several block structures. There are several buildings close to each other. If you build them even closer, they will be touching. Then, they will be the closest they can be. What else would be near these buildings in a neighborhood?"
- Use Self-Talk (describe what you are doing) + Open-Ended Questions:
 "I am building a tall building. I am framing it so that it has many windows. It looks like an apartment building where many families can live. What do you think it would be like to live in a building like this?" (Pause for a response.) "How do you think people can get to the top floor?"
- Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:
 "When you shine a flashlight on the building, it makes a shadow because the walls of the building are opaque. The light can't shine through the walls; it reflects off the walls. But, if you shine it through the window, what happens?" (Pause for response.) "The light shines through it because it is transparent."

Connection to Text:

"This tall building with many windows reminds me of the apartment building in the book *Dreams*. I wonder if we can think of a way to illustrate dreams in the different windows."

Non-Immediate Events:

"I lived in an apartment building on the third floor, and I walked up the stairs. There is an elevator in the building where I live now. How do you get upstairs where you live?"





Shadow Dancing

Naming Words	Action Words	Describing Words
form mirror motions moves shadow steps	cast choreograph form imitate mirror reflect repeat	first next same then

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Forced Choice Questions:
 "I see that you are mirroring the movements that your friend is making. Is it easy for you to imitate what he is doing, or is it difficult?"
- Use Self-Talk (describe what you are doing) + Mix of Open-Ended and
 Forced Choice Questions: "We have a lot of space to choreograph a dance here. Would you like
 to create the moves and motions for the dance and have your friend mirror you, or would you like
 her to create the steps and you mirror her?"

Connection to Text:

"In Raccoon on His Own, Play with Me, and Kitten's First Full Moon, there were reflections in the water. These mirror dances that you are coordinating remind me of those reflections, but our dances are a little bit different because the reflections in the stories did not move like we are moving as we dance."





Shadow Illustrations

Naming Words	Action Words	Describing Words
detail light object shadow surface	depict illustrate represent	accurate dark light

Comments/ Questions/ Expanded Conversations

Right Here:

• Use Self-Talk (describe what you are doing) + Open-Ended Question:

"I am going to draw a picture of this shadow photograph because it reminds me of a shadow that I saw outside at my house this morning before I came to school. What shadow are you going to illustrate?"

Use Encouragement to Support Effort:

"You are looking very closely at the photograph, and you are spending a lot of time on the details in your illustration. Take your time and keep paying close attention."

Connection to Text:

"I think I might take my illustrations and put them together to make a story. Maybe I could write a story about something similar to what happened in *Dreams*. But I might make the story about me and my home instead of Roberto in his apartment."

Non-Immediate Events:

"When I am choosing a book to read, I look at the illustration on the cover. If it is an interesting picture, it makes me curious to see what it says inside. After I have read a book that I like, I look for other books written by the same author, just like we have read so many books by Ezra Jack Keats."





Researching Puppets

Naming Words	Action Words	Describing Words
data fact information marionette non-fiction research results	collaborate explore investigate report research revise summarize	non-fiction collaborative

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:
 "You are researching puppets from around the world. What have you found out about marionettes?"
- Use Self-Talk (describe what you are doing) + Indirect Question:
 "I wish I had a marionette. I would like to pull on the strings and make it move and dance. I wonder what sort of story I could create for a puppet show with a marionette?"

Connection to Text:

"The paper mouse in *Dreams* was similar to a shadow puppet. We could create shadow puppets and act out the scene where the mouse shadow scared the dog."

Non-Immediate Events:

"When I was young, I had a hand puppet that was in the shape of a dog. I used to write stories and act them out with my dog hand puppet. I would put on puppet shows for my friends."



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

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 Kitten's First Full Moon, 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:

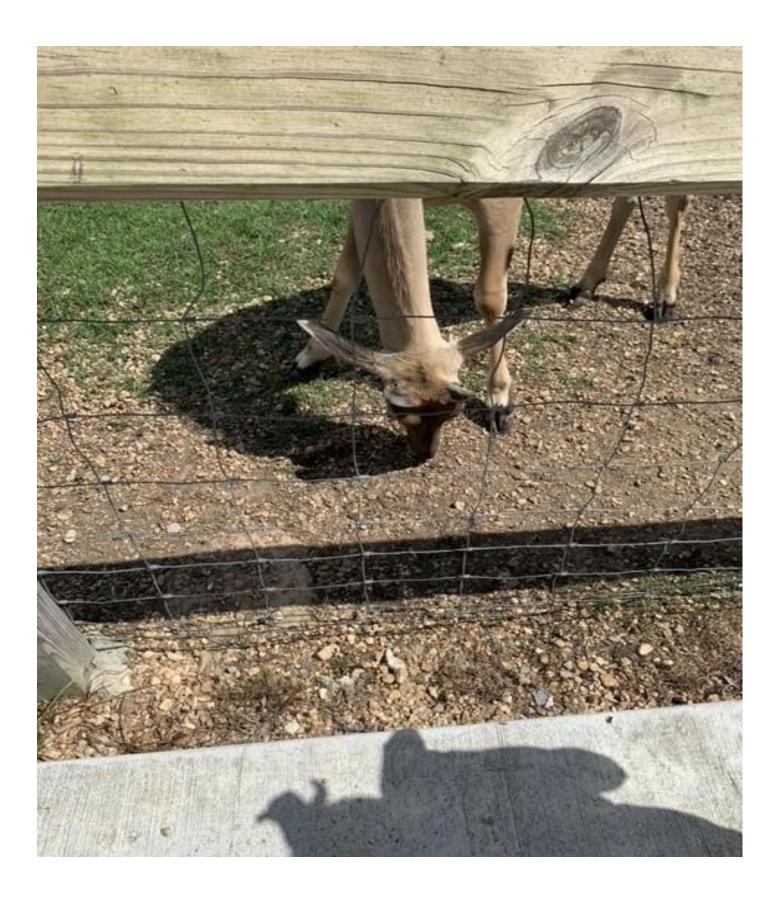
For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. 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.



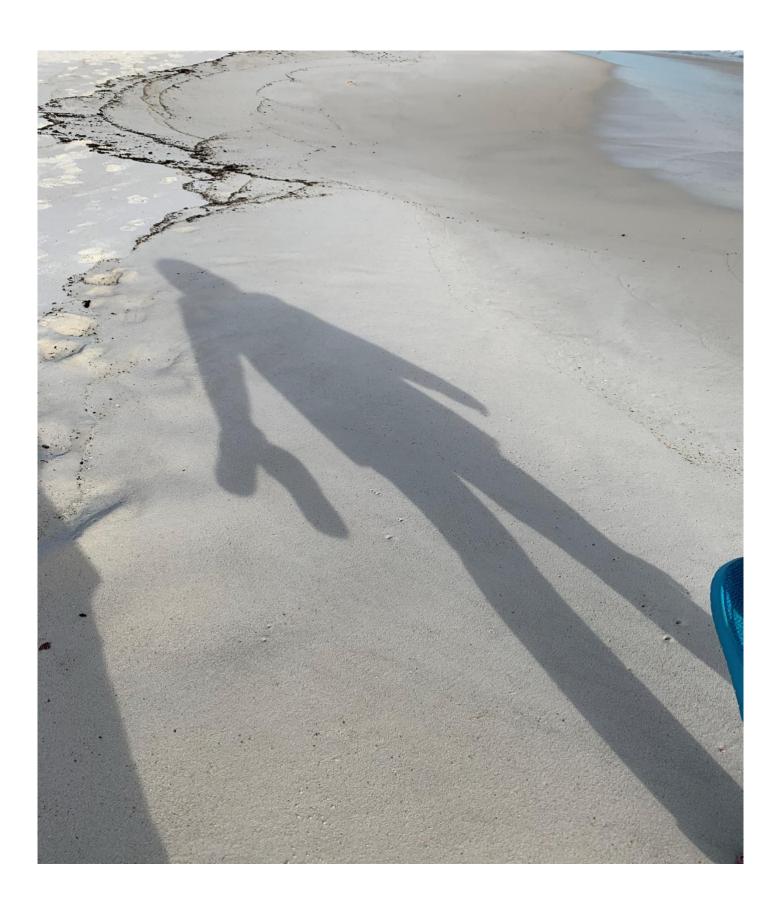
Standard Connection: ELA.SL.PK4.2 ELA.W.PK4.1c S.T.PK4.1 S.PS.PK4.4 DA.CN11a.1PK TH.CN10a.1.PK TH.PR6a.1.PK



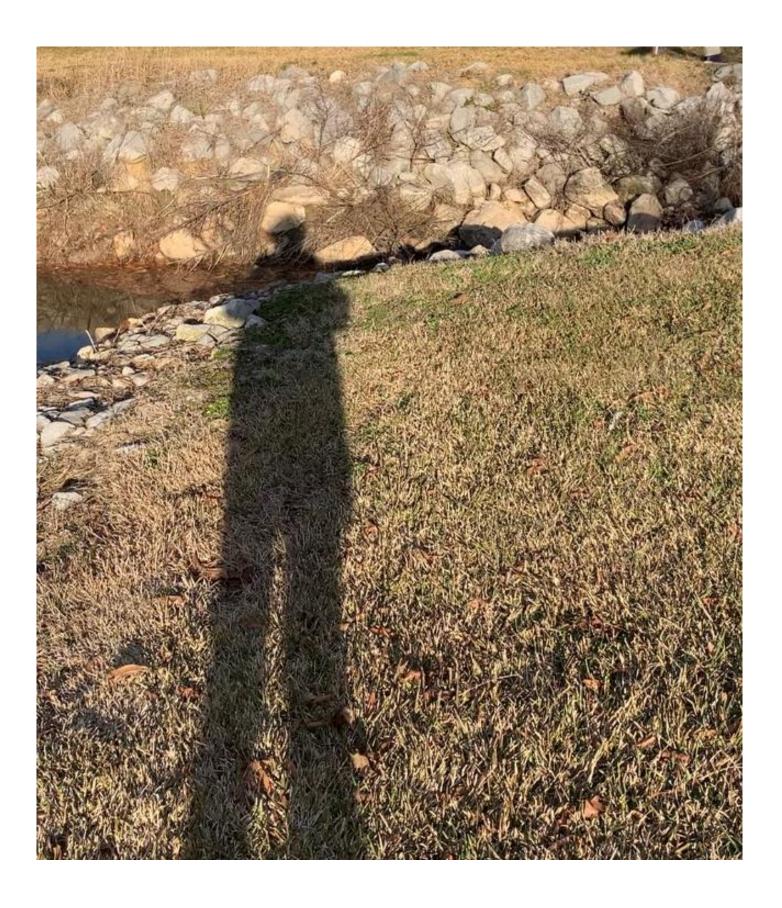




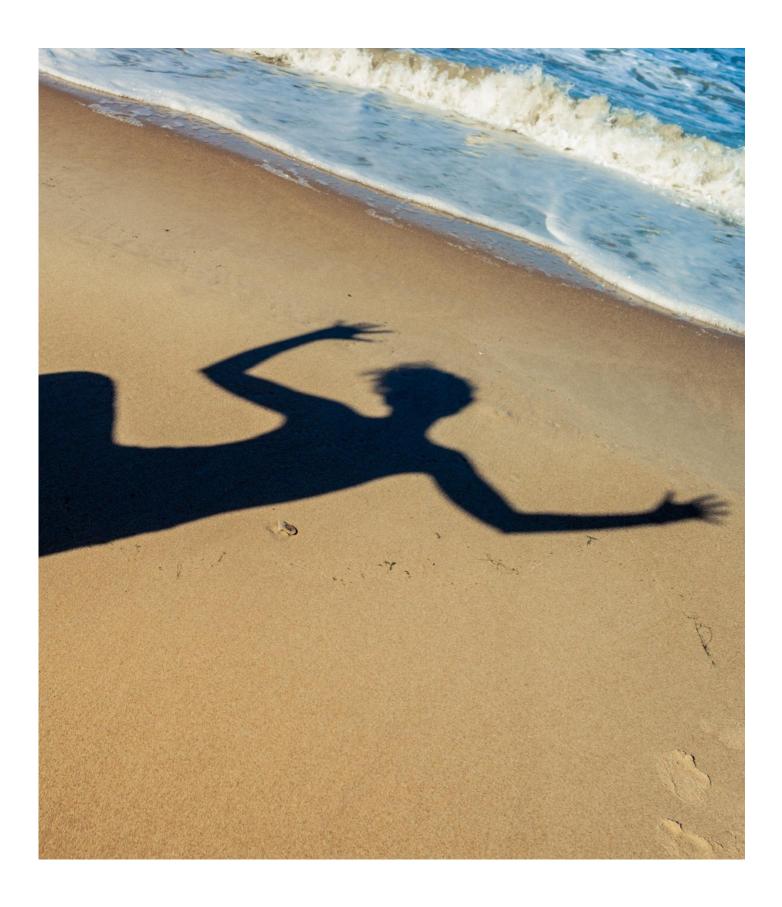




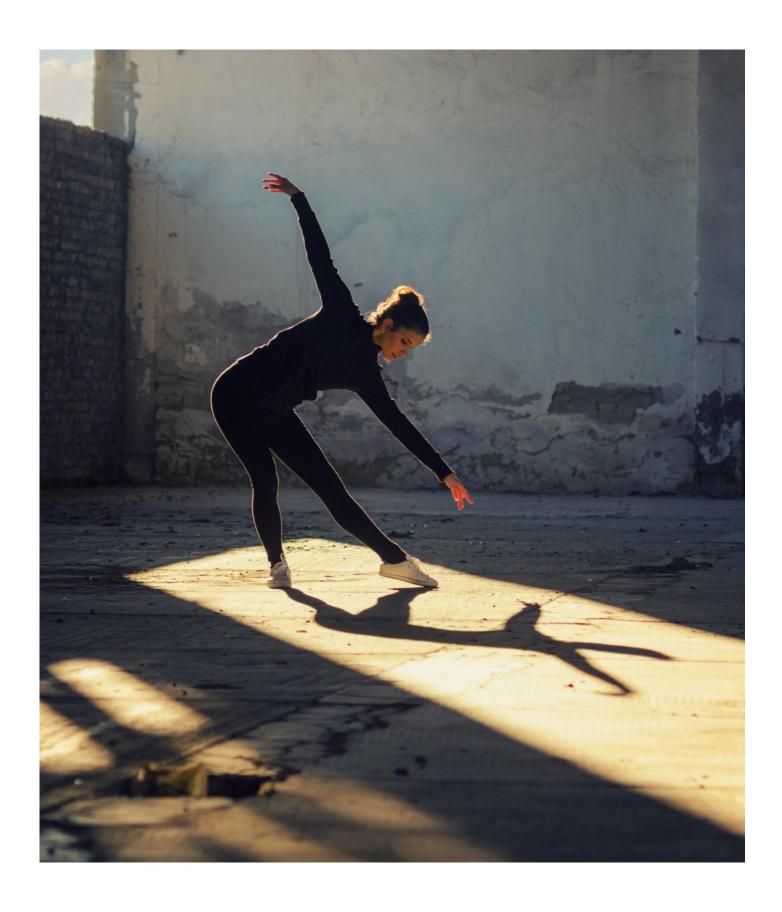




















Skyline Block Structures

Enduring Understanding(s):

• Light affects people, animals, and things.

Essential Question(s):

· How does light affect the way things look?

Standard Connection:
ELA.RI.PK4.7
ELA.L.PK4.1d
M.G.PK4.5
M.MD.PK4.3
S.ES.PK4.2
S.T.PK4.1
SS.OW.PK.4.2
SS.OW.PK.4.4
PD.FM.PK4.4
PD.FM.PK4.5
VA.RE8a.1.PK
VA.CR1a.2.PK

Materials	Vocabu	lary	Books
DreamsNana in the CityMatthew and Tilly	apartment: a building where people pay the owner money in order to live there	shadow: the dark shape made when something blocks light	Dreams
variety of blocksbutcher paperflashlights	city: a place where many people live closely together	shine: to give light	
writing utensilsclipboardsimages	light source: a type of light, either artificial or natural	skyline: a shape where it looks like the buildings meet the sky	
of skylines (see Resource)	neighborhood: an area where people live	surface: the outer layer of an object	EZRA JACK KEATS

Intro to Centers			
Preparation: Set up materials			
"In <i>Dreams</i> , Roberto and his neighbors lived in an apartment building in a city neighborhood . What do you notice?"	Show illustrations. Children respond.		
"The outline of the buildings creates a skyline - a shape where it looks like the buildings meet the sky. What do you notice?"	Trace along the outline of the skyline. Children respond.		
"Here are images of city skylines during the day and at night. What do you notice?"	Show images. Children respond.		
"When a light source , like the moon, shines on the buildings' surfaces at night, it creates a shadow of the skyline ."			
"Today in Blocks, you can create a city skyline with these materials."	Build a simple block tower. Model using the flashlight to create a shadow of the tower.		



During Centers:

Encourage children to collaborate, e.g., some children build the structures, and others shine the flashlights to create shadows. Compare and contrast children's skylines to the illustrations of skylines in *Dreams/Matthew and Tilly/Nana in the City* images. Allow children to work on a smaller scale with smaller objects/blocks on trays. Support children in tracing skyline shadows on butcher paper. Encourage children to label the buildings in their skylines.

Guiding Questions During Centers:

- How is your skyline similar to or different from the illustrations of skylines in *Dreams/Matthew and Tilly/Nana in the City?*
- How can you label the parts of your skyline?
- How many more/fewer blocks did you use for this building than this building in your skyline?
- How is a shadow of a skyline similar to or different from a reflection of a skyline?

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 create skylines of habitats. Compare and contrast habitat skylines to city skylines. Create a game with cards of city landmarks to match with a skyline (1) Give children construction paper shapes to fill in skylines (2) Compare and contrast how many shapes are in each building.

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 for collaboration. Provide a variety of materials for children to build with, depending on their fine motor and sensory needs.



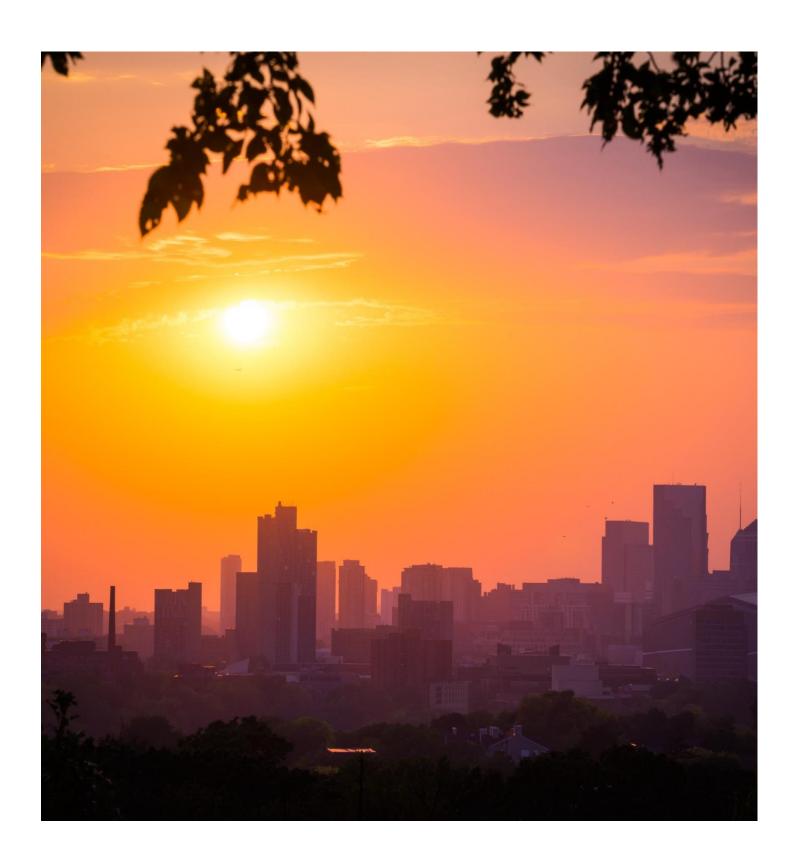


UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3 City Skylines - Resource

Standard Connection: ELA.RI.PK4.7; ELA.L.PK4.1d; M.G.PK4.5; M.MD.PK4.3; S.ES.PK4.2; S.T.PK4.1; SS.OW.PK.4.2; SS.OW.PK4.4; PD.FM.PK4.4; PD.FM.PK4.5; VA.RE8a.1.PK; VA.CR1a.2.PK









Standard Connection: ELA.SL.PK4.4 ELA.L.PK4.5d M.MD.PK4.1 S.PS.PK4.3a SS.FC.PK4.9 PD.FM.PK4.4 PD.FM.PK4.5 VA.CN10.1.PK TH.CR1a.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
 Dreams Hooray, a Piñata! Dog's Colorful Day paint paintbrushes paper easel drying rack 	depict: to show dream: what a person sees and hears in their mind when they are sleeping neighbor: someone who lives near you	EZRA JACK

Intro to Centers		
Preparation: Set up materials		
"In <i>Dreams</i> , Roberto and his neighbors dreamed while they were sleeping. What do you notice?"	Show illustrations. Children respond.	
"How did Ezra Jack Keats depict their dreams ?"	Children respond.	
"What do you think this neighbor is dreaming about? Why?"	Children respond.	
"Today in Creative Arts, you can use these materials to illustrate a dream ."	Show materials.	



During Centers:

Encourage children to guess what kinds of dreams their friends are depicting. Compare and contrast illustrations of dreams in *Dreams* to illustrations of dreams in *Hooray, A Pinata!* and *Dog's Colorful Day*. Encourage children to write descriptions of their dreams in Creative Writing. Encourage children to act out their dreams in Dramatic Play. Encourage children to construct an apartment building like the one in *Dreams* and use their illustrations in the windows.

Guiding Questions During Centers:

- How is your dream illustration similar to or different from your friend's/Ezra Jack Keats' dream illustration(s)?
- How did you mix the paint to create the colors you needed?
- How are Ezra Jack Keats' illustrations of dreams similar to or different from the illustrations of dreams in *Hooray*, *A Pinata!/Dog's Colorful Day?*
- How would a depiction of a dream be similar to or different from a depiction of a nightmare?

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 *Charades*, i.e., one child acts out a dream, and other children guess what the dream is about. Encourage children to create a class mural of dreams in windows similar to the illustrations in *Dreams*.

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 each activity that meet the children's fine motor and sensory needs, such as a variety of writing materials to write dream descriptions and different sizes/types of bocks for the construction activity.



Standard Connection: ELA.SL.PK4.5 ELA.L.PK4.5d M.MD.PK4.1 S.PS.PK4.3a PD.FM.PK4.4 PD.FM.PK4.5 VA.RE7.1.PK VA.CR3a.1PK

Enduring Understanding(s):

• Shadows and reflections are products of light.

Essential Question(s):

How does light affect the way things look?

Materials	Vocabulary	Books
 Moonbear's Shadow paper paint paintbrushes of different sizes markers 	define: to determine the boundaries outline: lines on the outer edge of a shape shade: variation of a color, to make darker	MOONBEAR'S SHADOW
 variety of drawing tools: (crayons, colored pencils, chalk) Wiki Sticks (to create 3D outlines) stencils 	silhouette: a drawing/outline of an object filled in with a solid color sketch: a quick drawing	• FRANK ASCH •

Intro to Centers			
Preparation: Gather materials and set up in Creative Arts and on easel			
"In <i>Moonbear's Shadow</i> , the illustrator, Frank Asch, uses outlines - lines on the outer edge that define the shape of objects in his illustration. What do you notice?"	Show an illustration. Use finger to trace the outline and direct attention to it as discussing it. Children respond.		
"Frank Asch decided to use a lighter shade of colors to create the outline or silhouette of the different objects like the bear, the tree, and the mountain. He then colored them in with a darker shade . What do you notice?"	Point out multiple different outlines and colors of outlines and illustrations. Children respond.		
"Today in Creative Arts, you can use these materials to practice creating illustrations with outlines . You could create the outline with a marker and fill in the sketch with paint, or you could paint the outline and then use a different shade of paint to fill it in. What other ideas do you have?"	Show materials and demonstrate using them to create outlines. Children respond.		



During Centers:

For some, this might be a multiple-day project. Children may first create the outline and then allow it to dry before filling it in. Other children may choose to create the painting and then outline it on another day. Encourage children to work together - one person might create the outline, and another might fill it in. Challenge children to think about the shapes they will need to create in order to draw/paint the outline. Encourage children to guess what their friends' pictures may be based on the shape of the outline. Compare and contrast outlines in their work and the outlines in Frank Asch's illustrations.

Guiding Questions During Centers:

- How did creating the outline first make it easier/harder to create your picture?
- How are your outlines similar to or different from Frank Asch's outlines in *Moonbear's Shadow*?
- How are your outlines similar to or different from your peers' outlines?

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 work together to create a sketch by drawing the outline of multiple items prior to filling it in with color. Photocopy the outlines, then compare & contrast the outlined sketch with the finished illustration.

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 collaborate. Provide a variety of drawing/painting materials to meet the children's various fine motor and sensory needs.



Standard Connection: ELA.SL.PK4.6 M.MD.PK4.2 S.T.PK4.1 PD.FM.PK4.3 VA.CR1a.2.PK VA.CR2a.2.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
• Dreams	accurate: exact details	Droams
white paperblack drawing utensils (pencils, crayons, markers)	shadow: the dark shape made when something blocks light	
images of shadows (see Resource)variety of objects (to cast a shadow)	shape: a form/outline	
• flashlight	size: the measurable part of a thing	EZRA JACK KEATS

Intro to Centers		
Preparation: Set up materials		
"In <i>Dreams</i> , Roberto's paper mouse created a shadow . How is the paper mouse similar to or different from its shadow ?"	Show illustrations. Children respond.	
"The paper mouse and its shadow have a similar shape , but the paper mouse and its shadow are different colors and sizes ."		
"Here are images of objects and their shadows . What do you notice?"	Show images. Children respond.	
"I want to create an illustration of this (object)'s shadow . First, I will draw the (object) as accurately as possible. Then, I will draw a similar, but bigger/smaller, shape . What color should I use to show this is a shadow ? Why?"	Model. Children respond.	
"Today in Creative Writing, you can create shadow illustrations using these materials."	Show materials.	



During Centers:

Encourage children to collaborate, e.g., one child holds the flashlight to create a shadow, and another child draws the shadow. Compare and contrast the sizes and shapes of objects and shadows. Encourage children to label their illustrations.

Guiding Questions during Centers:

- How is an object's shadow similar to or different from an object's reflection/self-portrait?
- How is your shadow illustration similar to or different from how Ezra Jack Keats illustrated shadows in *Dreams*?
- How can you use Beautiful Stuff to illustrate a shadow?
- How can you create the colors you need to illustrate your shadow?

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 document the difference in their shadow's size/shape at different times of day.

Differentiation/Accommodation:

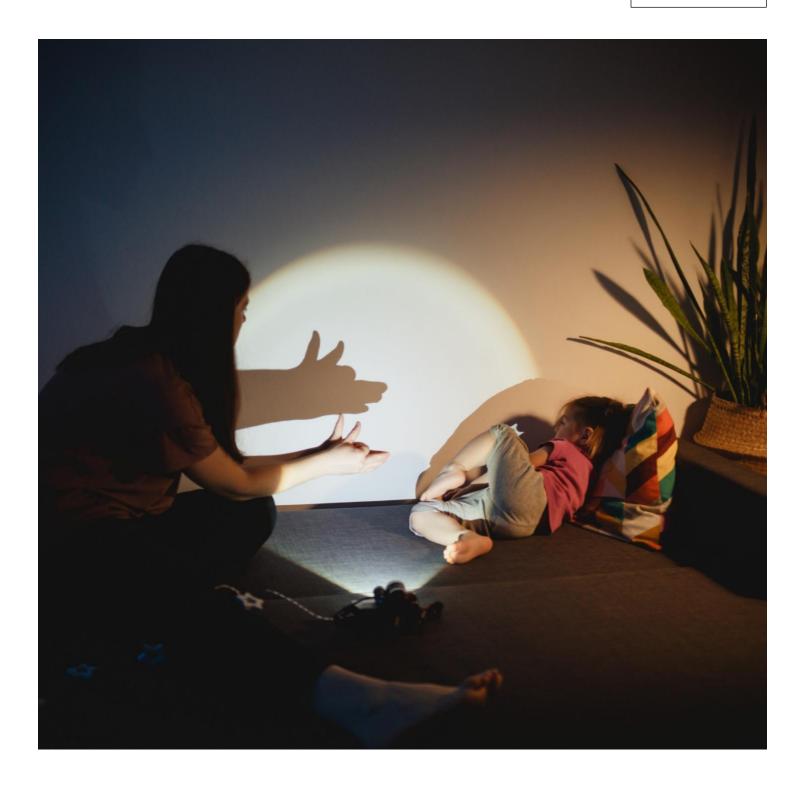
For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, support children with fine motor challenges by providing templates of objects and/or shadows. Strategically partner children together for collaboration.



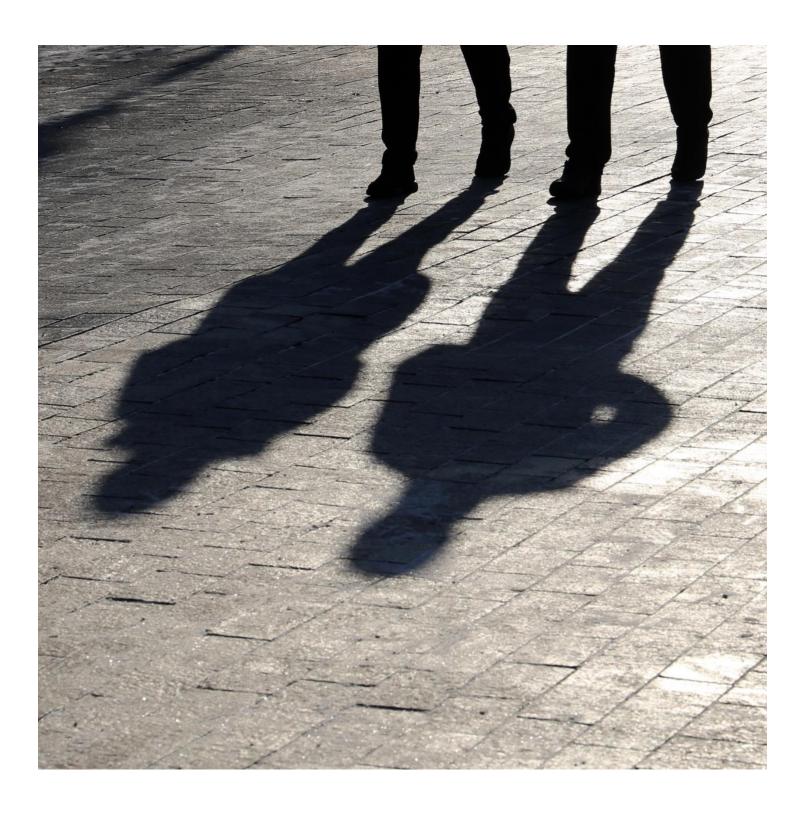


Shadow Illustrations RESOURCE

Standard Connection: ELA.SL.PK4.6 M.MD.PK4.2 S.T.PK4.1 PD.FM.PK4.3 VA.CR1a.2.PK VA.CR2a.2.PK









UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3

Researching Puppets

Standard Connection: ELA.W.PK4.6 ELA.RI.PK4.10 S.T.PK4.3 SS.OW.PK4.1 SS.FC.PK4.6b TH.CN11.2.PK

Enduring Understanding(s):

• Light affects people, animals, and things.

Essential Question(s):

• How does light affect the way things look?

Materials	Vocabulary	Books		
	document: to write down/record			
 Dreams Puppets Around the World (see Resource) 	information: knowledge/fact that come from a source	Dreams		
• paper	marionette: image of a puppet	XXX		
blank books	puppet: a figure moved by a human			
 clipboards 	by a numan			
writing utensils	research: the process of solving problems and finding facts			
Shadow Puppets from Small Groups	shadow: the dark shape made when something blocks light	EZRA JACK KEATS		

Intro to Centers				
Preparation: Set up materials				
"In <i>Dreams</i> , Roberto's paper mouse created a shadow . What do you notice?"	Show Illustrations. Children respond.			
"Roberto made the puppet in school. Here are shadow puppets you used in Small Groups. What do you notice?"	Show Illustrations. Children respond.			
"Here are images of other puppets - <i>marionettes</i> , <i>bunraku</i> , <i>mua roi nuoc</i> , and <i>wayang</i> puppets . What do you notice?"	Show images. Children respond.			
"Today in Library and Listening, you can research and document information about puppets that would be helpful to others when they create puppets ."				



During Centers:

Encourage children to collaborate, e.g., one child researches while another child documents information. Compare and contrast puppets in their research to classroom puppets/Roberto's mouse puppet. Encourage children to use their research to create *How To* books/a survey (*Which Puppet Would You Like to Play With?*).

Guiding Questions During Centers:

- How is a (mua roi nuocp) puppet similar to or different from a (marionette)?
- How could someone use your research to create a puppet?
- How is telling a story with a puppet similar to or different from story acting?
- How can you use maps to document you research?

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 processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Arrange and document a field trip to a puppet show. Encourage children to create and use puppets to act out Read Alouds. Invite a puppeteer to visit the classroom and demonstrate his/her craft.

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 so that those that need more support have a partner that can help them. Provide a variety of materials for children to use to research and create books.





Researching Puppets RESOURCE

Standard Connection: ELA.W.PK4.6 ELA.RI.PK4.10 S.T.PK4.3 SS.OW.PK4.1 SS.FC.PK4.6b TH.CN11.2.PK

Puppets Around the World





Mua Noi Ruoc is a special kind of puppetry from Vietnam. It means "puppets that dance on the water" in Vietnamese.



Mua Noi Ruoc started when the rice fields would flood and the villagers would act, dance, and play on them to entertain each other.

These puppets are made of wood and cork.*

*cork - a material that is made from the soft bark of a kind of oak tree





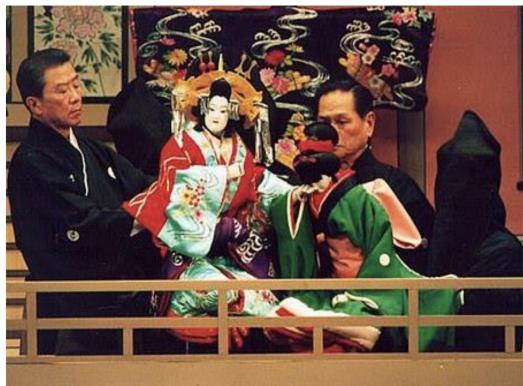
The stage is a decorated pool of water, about waist high and the art of Mua Noi Ruoc is over 700 years old!



What is Bunraku?







Bunraku is a kind of puppet theatre from Osaka, Japan.



Bunraku puppets are typically controlled by three or four actors.





The word for puppet in Japanese is *ningyo*.



It can include chanting and instruments like the shamisen or the taiko drums.





Bunraku style puppets have been around for over 400 years.

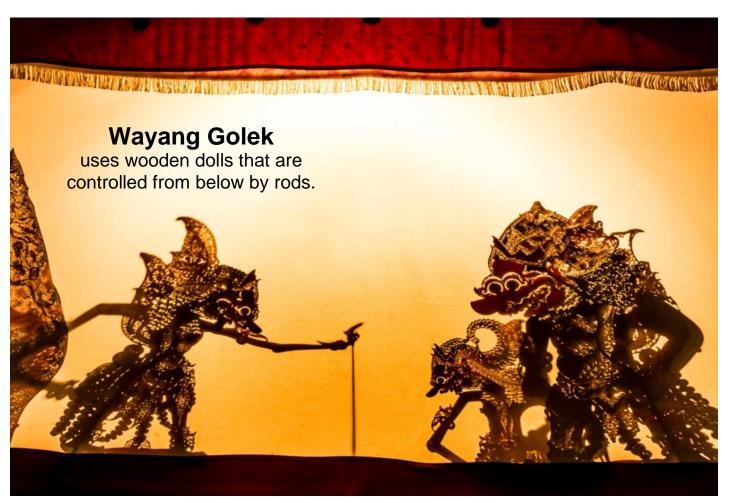


What is Wayang?



Two very popular kinds of Wayang puppet theater from Indonesia are Wayang Golek and Waylang Kulit.









What are Marionettes?

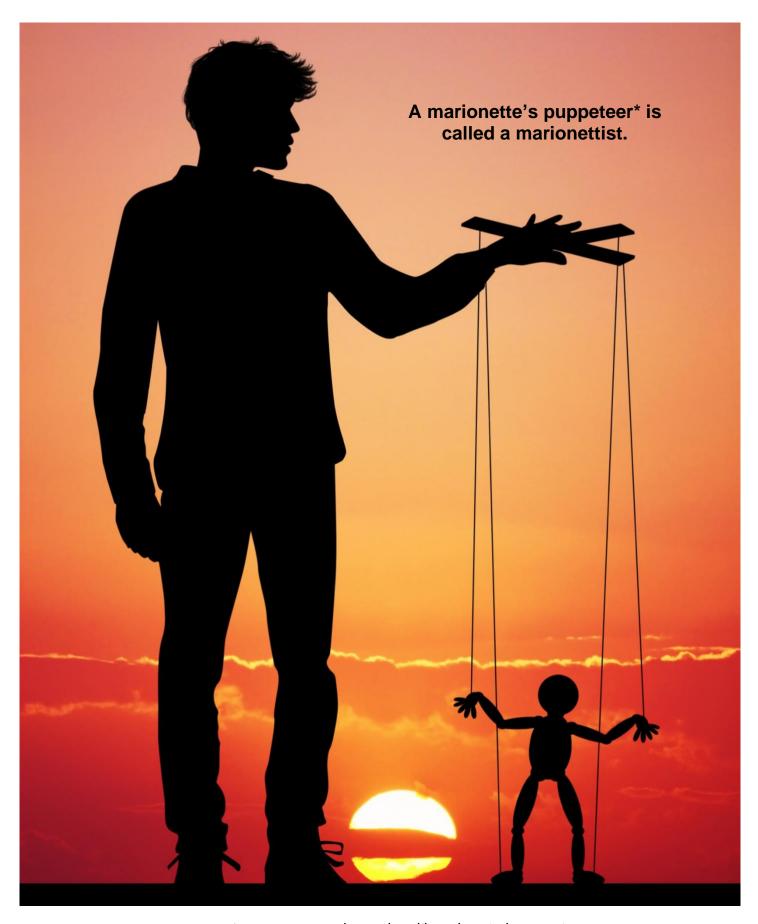






Marionettes are dolls or puppets controlled by a string or wire. They could be made out of various materials including wood, cloth, or different types of metals.





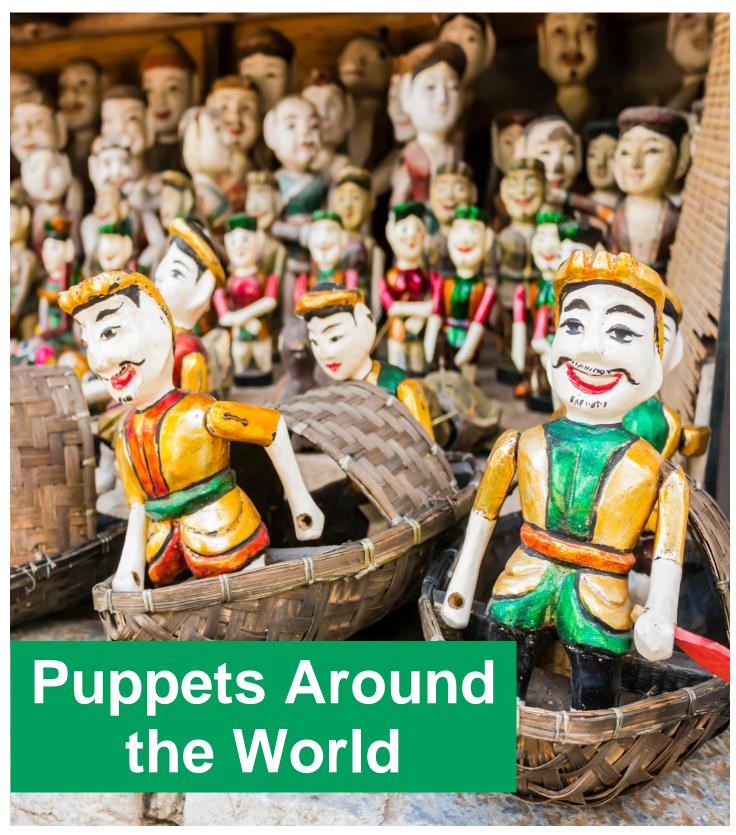
puppeteer - a person who works with and controls puppets





Researching Puppets RESOURCE

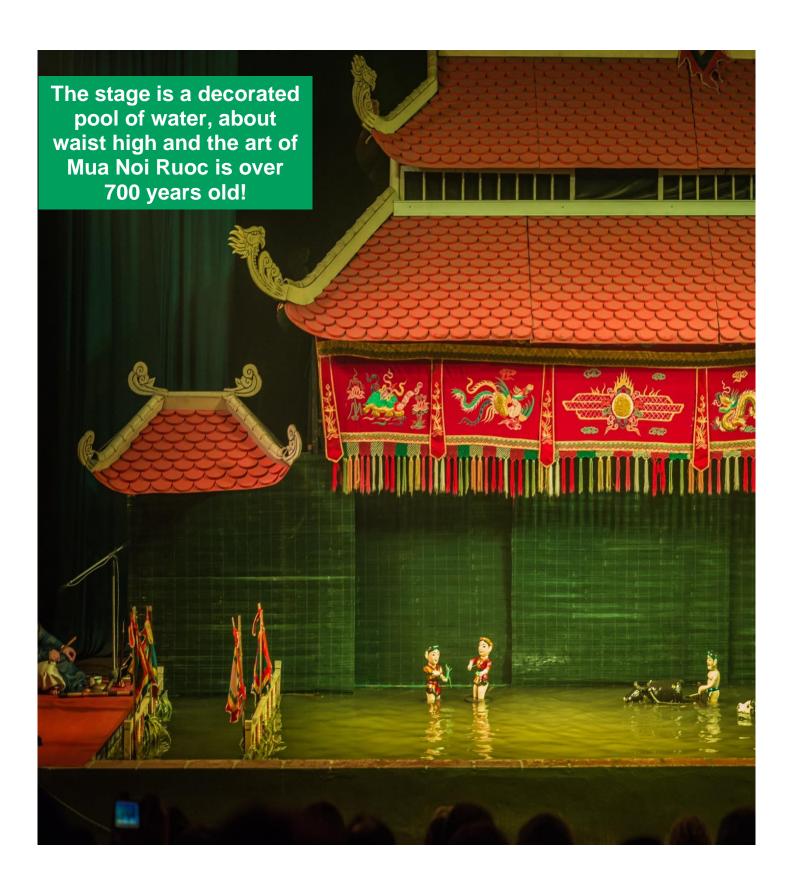
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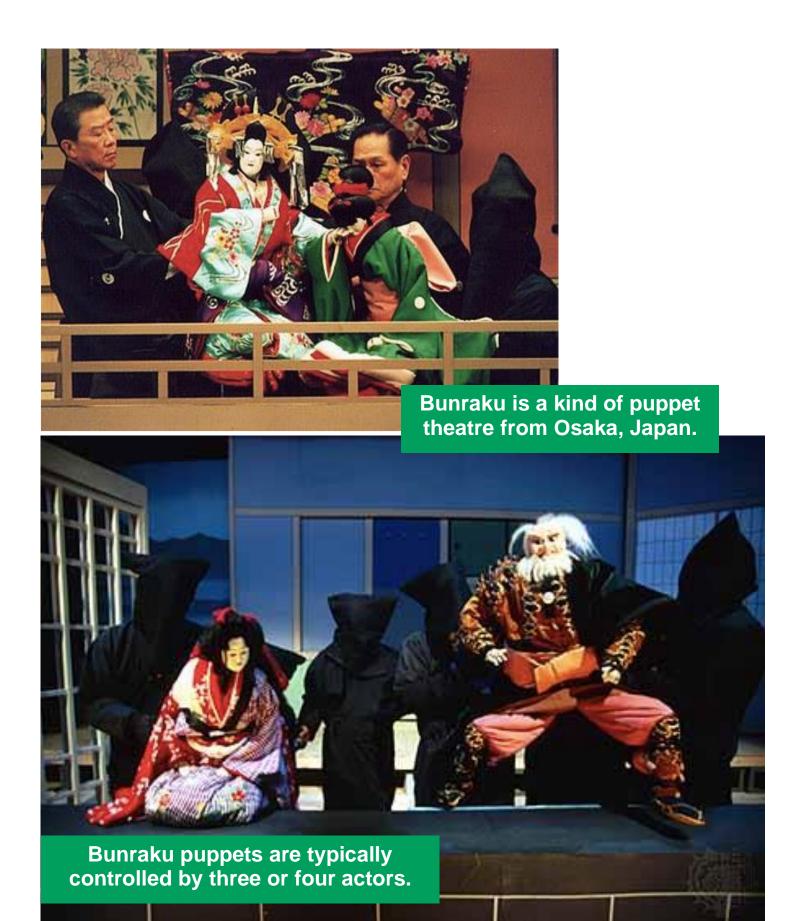












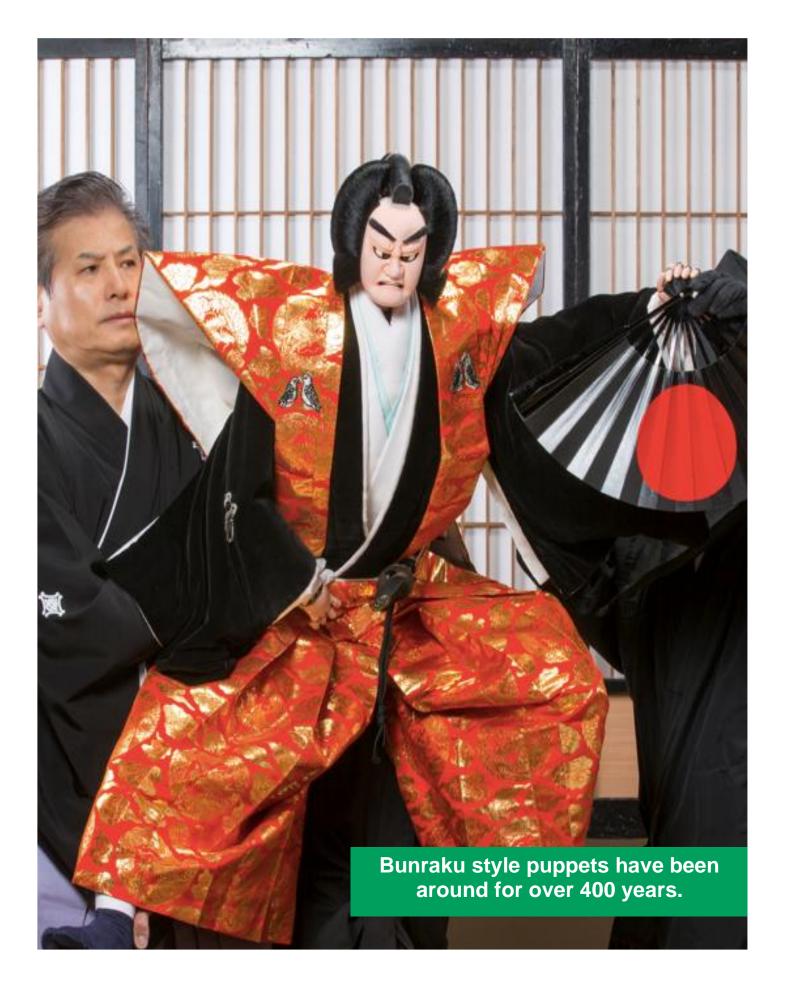




The word for puppet in Japanese is *ningyo*.

















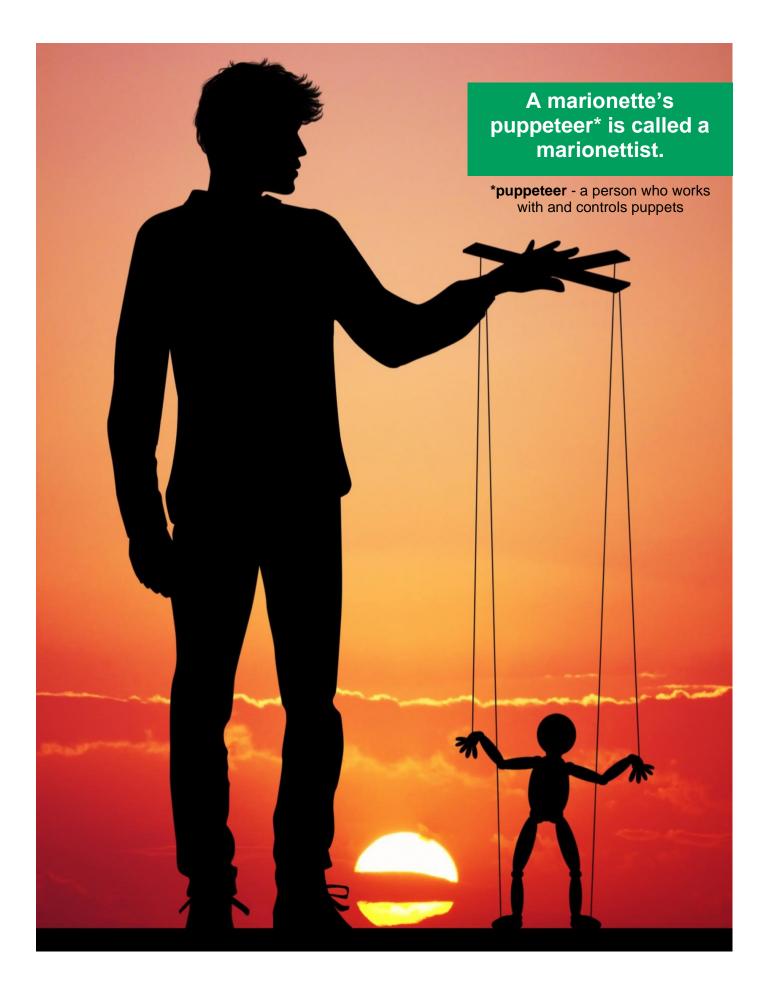














Standard Connection: ELA.SL.PK4.2 ELA.SL.PK4.4 S.T.PK4.1 SS.FC.PK4.2 PD.FM.PK4.3

Enduring Understanding(s):

• Light affects people, animals, and things.

Essential Question(s):

How does light affect the way things look?

Materials	Vocabulary	Books		
 Dreams Guess Whose Shadow? various objects (to cast a shadow) poster or tag board flashlight game cards (see Resource) 	light source: form of energy, either artificial or natural match: the same shadow: the dark shape made when something blocks light surface: the outer layer of an object windowsill: a shelf below a window	Guess Whose Shadow? Stephen R. Swinburne		

Intro to Centers				
Preparation: Set up materials				
"In <i>Dreams</i> , Roberto's paper mouse fell from the windowsill . What do you notice?"	Show illustrations. Children respond.			
"Why did the mouse's shadow scare away the dog?"	Children respond.			
"The mouse's shadow looked like a giant mouse. What do you notice?"	Children respond.			
"Here are images of shadows in <i>Guess Whose Shadow</i> ? What do you notice?"	Show images. Children respond.			
"Here is a (object). I will shine a flashlight on its surface . What happens when I move the light source closer/farther away?"	Show materials. Model. Children respond.			
"A shadow's size changes depending on how close or far the light source is to the object, but it still looks similar to the object."				
"Today in Puzzles (Manipulatives), you can match shadows to objects using these materials. Why does this shadow match this (object)?"	Model. Children respond.			



During Centers:

Support children in using similar strategies that they use when playing Memory. Encourage children to describe why the shadows match the objects. Encourage children to compare and contrast their shadow/object pairings with their friends' pairings.

Guiding Questions During Centers:

- How do you know that this is the (object's) shadow?
- Why do you think the light source was close to/far from the object?
- How is this shadow similar to or different from the shadows in *Dreams/Guess Whose Shadow?*
- Which objects create similar shadows? Why?

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:

Take photographs of children's shadows at different times of the day to create a *Guess Whose Shadow?* class book/game.

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, adjust the number of object/shadow pairs according to children's skill/need level.





Shadow Matching Game RESOURCE

Standard Connection: ELA.SL.PK4.2 ELA.SL.PK4.4 S.T.PK4.1 SS.FC.PK4.2 PD.FM.PK4.3





cat

shadow





dandelion

shadow







hands

shadow





monkey

shadow





UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3

Experimenting with Shadows

Standard Connection: ELA.SL.PK4.1b M.MD.PK4.2a M.MD.PK4.2b S.PS.PK4.4 S.T.PK4.2

Enduring Understanding(s):

• Light affects people, animals, and things.

Essential Question(s):

• How does light affect the way things look?

Materials	Voc	Books	
 Dreams Guess Whose Shadow? variety of materials (blocks, pretend animals, Beautiful Stuff, etc.) flashlight 	flashlight: a device that produces light (artificial) light source: form of energy,	shadow: the dark shape made when something blocks light snarl: to growl/show teeth	Guess Whose Shadow?
 images of shadows (see Resource) 	either artificial or natural	windowsill: the shelf below a window	Stephen II. Swishumu

Intro to Centers Preparation: Set up materials.				
"In <i>Dreams</i> , Roberto's paper mouse fell from the windowsill . What do you notice?"	Show illustrations. Children respond.			
"Why did the mouse's shadow scare away the snarling dog?"	Children respond.			
"Here are images of shadows . What do you notice?"	Show materials. Children respond.			
"Today in Science, you can experiment with shadows using these materials. What do you notice?"	Show materials. Children respond.			
"You can use a flashlight as the light source ."	Model.			



During Centers:

Encourage children to compare and contrast the shadows they create to the illustrations in *Dreams*/images of shadows. Encourage children to experiment with positioning objects and light sources at different angles. Encourage children to make two or more shadows overlap/touch. Compare and contrast shadows' lengths and widths.

Guiding Questions During Centers:

- How can you change the size of your shadow?
- What happens to your shadow(s) if we turn off the classroom lights?
- How is your shadow similar to or different from illustrations in *Dreams*?
- How can you measure the length/width of your shadow?

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 shadows on the playground. Compare and contrast the sizes of shadows 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, provide lights of various sizes and shapes to meet students' fine motor needs.

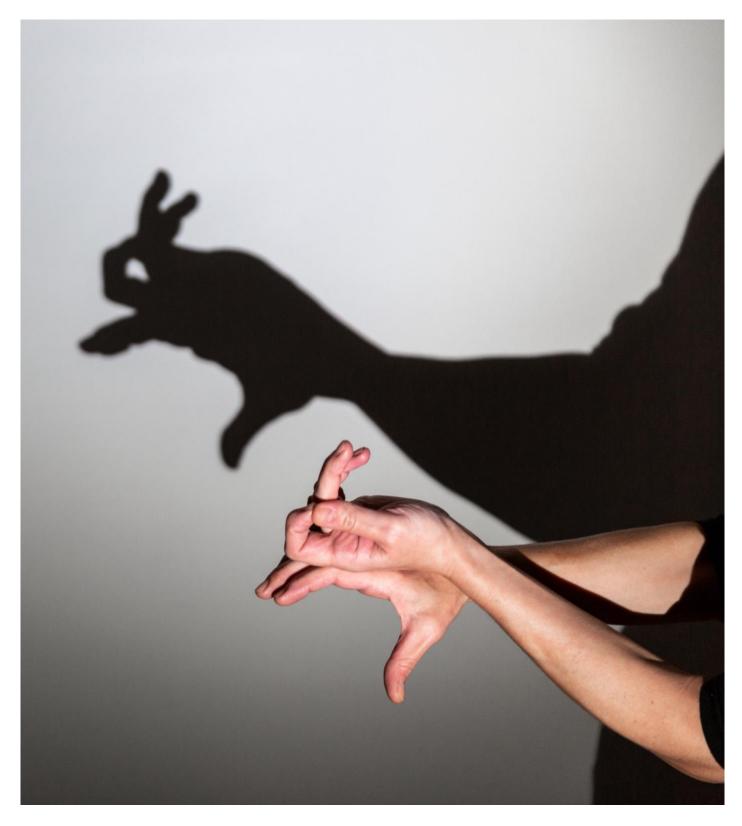




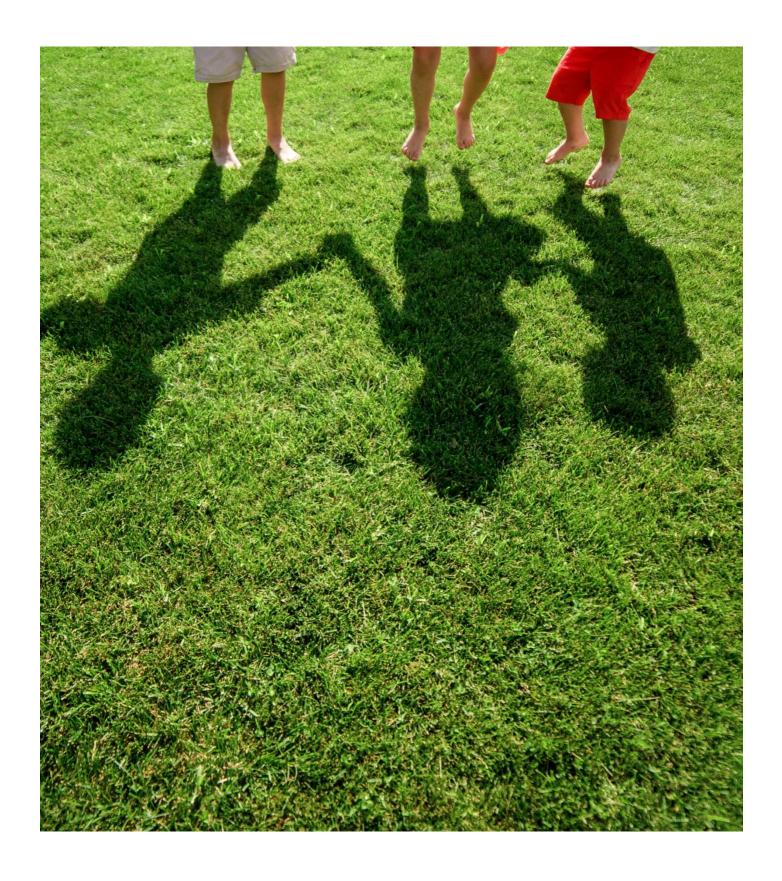
UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3

Experimenting with Shadows

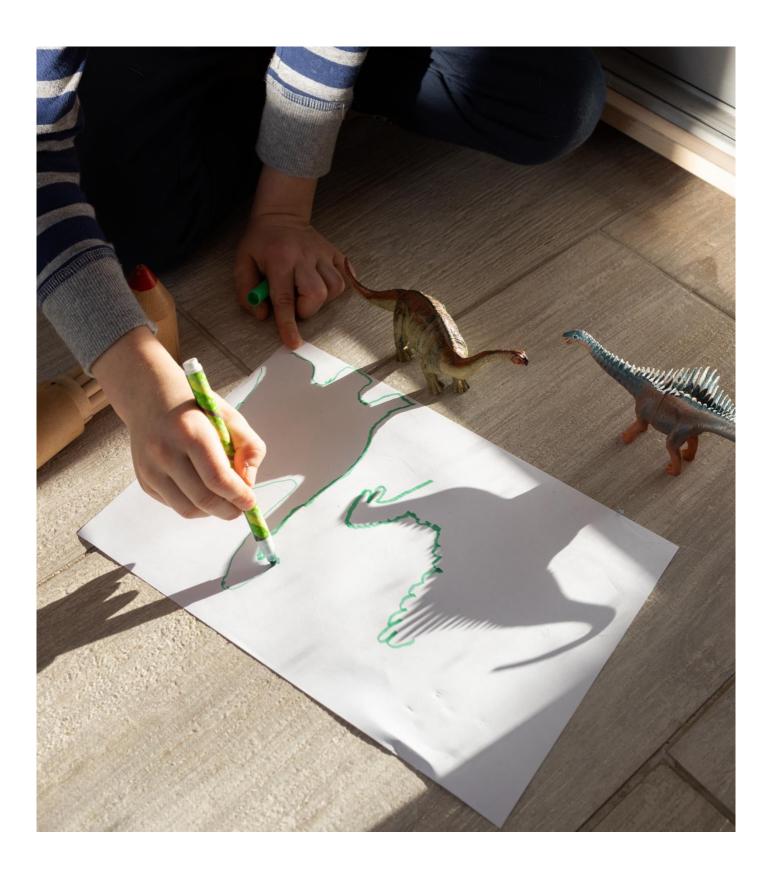
Standard Connection: ELA.SL.PK4.1b M.MD.PK4.2a M.MD.PK4.2b S.PS.PK4.4 S.T.PK4.2



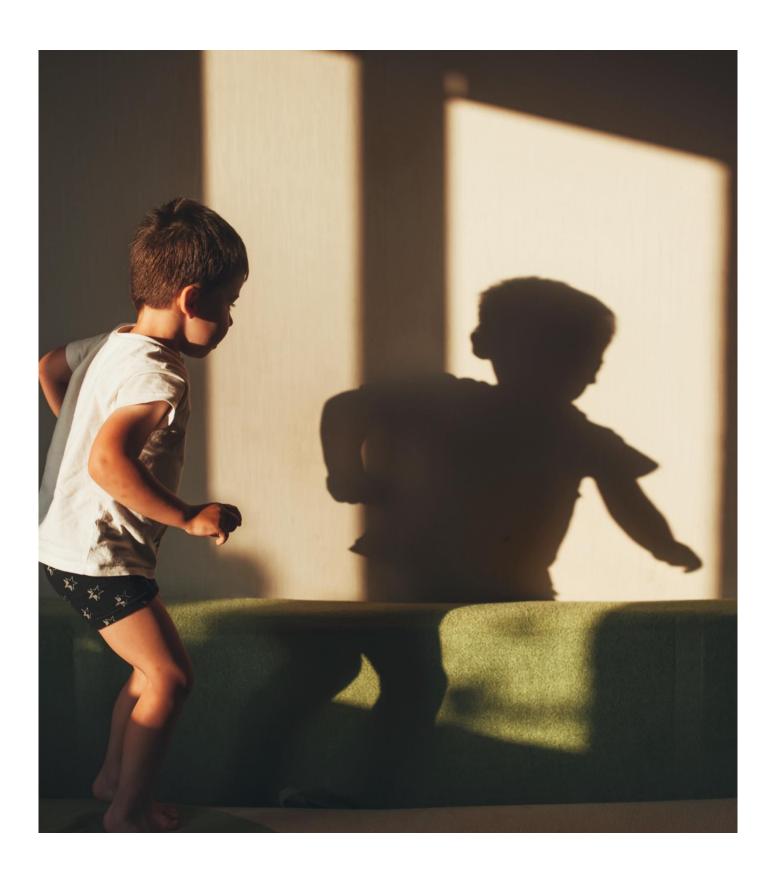




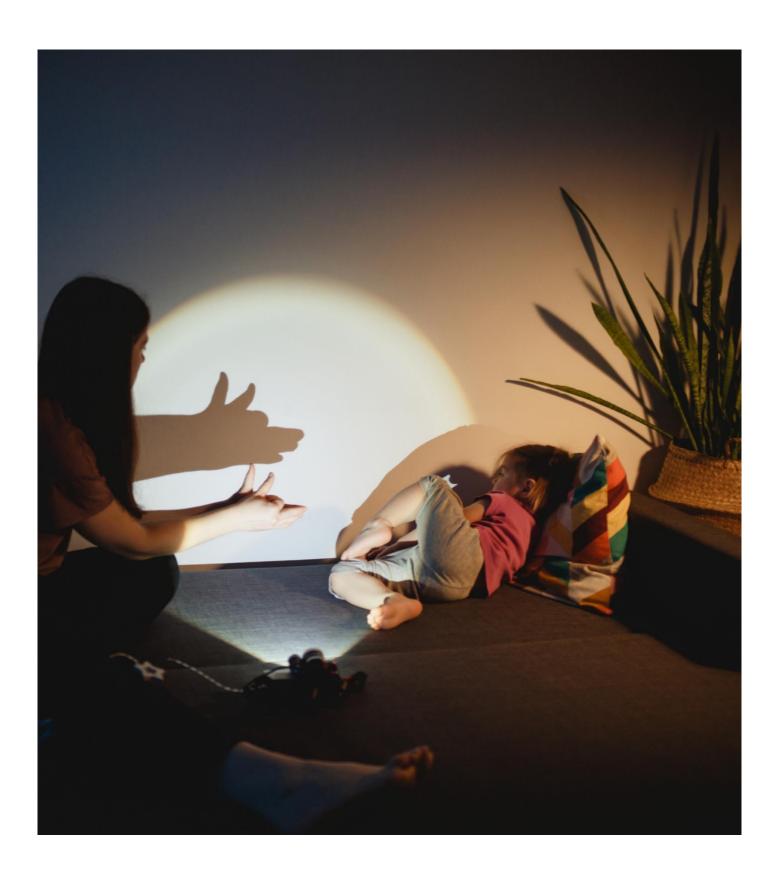














UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3

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

Drawing and Storytelling: (Related to *Dreams*)

Ask your child to draw and tell you about a dream they had. Write down her/his words on the paper and, if possible, act it out together.

Conversation starters:

- Tell me about your dream.
- How did your dream make you feel?

Words to Use during the conversation: dream, imagine, sleep, story

Literacy

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

My Big Balloon

I can make a big balloon.
Watch me while I blow.
Small at first, then bigger,
Watch it grow and grow.
Do you think it's big enough?
Maybe I should stop.
For if I blow much longer,
My balloon will surely pop!

Discovery

Shadow Hunt:

(Related to *Dreams* and *Kitten's First Full Moon.*)

Tell your child you are going to go on a shadow hunt (either outside or inside your house). As you find shadows, take photos with your phone.

Conversation Starters:

- What created this shadow?
- Where did we find the most shadows?

Words to Use during the conversation:

shadows, light, bigger, smaller, longer, source

Math

I Spy with Shapes:

Take turns with your child looking for objects of different shapes. Say, "I spy with my little eye something that has..."

Remember:

- A triangle has 3 straight, connected sides and 3 angles or corners.
- A rectangle has 4 straight, connected sides; the opposite sides are equal, and it has 4 angles or corners.
- A square is a special kind of rectangle that has 4 straight connected sides that are all the same length and 4 angles or corners.
- A circle is a continuous curved line.

Conversation Starters:

- How do you know it was a _____?
- What is the difference between a square and a rectangle? What makes them the same?



Talk and Read Together

(20 minutes)

Conversation Starters:

- What do you think this book will be about?
- 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?
- What is your favorite character?

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	
		•	•	<u>-</u>	-	•	

Books we are reading in school:

Dreams by Ezra Jack Keats

Other books you and your child might enjoy:

Shadows and Reflections by Tana Hobin The Night World by Mordicai Gerstein

Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary. For example, "A **shadow** is a dark area made by an object blocking light."
- As you read, ask your child questions pertaining to the book. For example, "Why do you think the mouse's shadow got bigger as it fell?"





Home Link - Spanish



Home Links, Unidad 5: Sombras y Reflejos: Semana 3

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 coloree los cuadros de las actividades que usted elija y devuelva esta hoja a la escuela el próximo lunes. ¡DIVIERTANSE!

Nombre del niño:	

Lenguaje

Dibujo and Narración de Cuentos:

(Relacionado con el libro Dreams)

Invite a su hijo(a) a dibujar y a que le cuente sobre un sueño que haya tenido. Escriba su historia en papel y, si es posible, actúenla juntos.

Formas de Iniciar una Conversación:

- Cuéntame sobre tu sueño.
- ¿Cómo te hizo sentir tu sueño?

Palabras que Pueden Utilizar Durante la Conversación: sueño, imagina, dormir, historia

<u>Alfabetización</u>

Reciten juntos: Este es un poema con el cual su hijo(a) debe estar familiarizado.

My Big Balloon

I can make a big balloon.
Watch me while I blow.
Small at first, then bigger,
Watch it grow and grow.
Do you think it's big enough?
Maybe I should stop.
For if I blow much longer,
My balloon will surely pop!

Descubrimiento

Búsqueda de Sombras: (Relacionado con el libro *Dreams* y *Kitten's First Full Moon*)

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

Formas de Iniciar una Conversación:

- ¿Cómo se formó esta sombra?
- ¿Dónde encontramos la mayoría de las sombras?

Las Palabras que Pueden Utilizar Durante la Conversación Incluyen: sombras, luz, más grande, más pequeño, más largo, fuente

Hablar y Leer Juntos (20 minutos)

Formas de Iniciar una Conversación:

- ¿De qué piensas que se tratará este libro?
- ¿Cuál es tu parte favorita de la historia?
- ¿Qué es lo primero que sucede en la historia?
- ¿Qué crees que es lo próximo que va a suceder?
- ¿Cuál es tu personaje favorito?



Matemáticas

Yo Espío con Formas:

Tome turnos con su hijo buscando objetos de diferentes formas. Diga, "Yo espío con mis ojitos algo que tiene..."

Recuerde:

- Un triángulo tiene 3 lados rectos conectados y 3 ángulos o esquinas.
- Un rectángulo tiene 4 lados rectos conectados, los lados opuestos son iguales y tiene 4 ángulos o esquinas.
- Un cuadrado es un tipo especial de rectángulo que tiene 4 lados rectos conectados de igual longitud y 4 ángulos o esquinas. Un círculo es una línea curva continua.

Formas de Iniciar una Conversación:

- ¿Cómo supiste que era un _____?
- ¿Cuál es la diferencia entre un cuadrado y un rectángulo? ¿Qué los hace iguales?

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:

Dreams por Ezra Jack Keats

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

Shadows and Reflections por Tana Hobin The Night World por Mordicai Gerstein

Sugerencias para Leer Juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, " Una sombra es una área oscura creada por un objeto que bloquea la luz."
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, "¿Por qué piensas que la sombra del ratón se hizo más grande a medida que caía?"

