



Stained Glass Collage

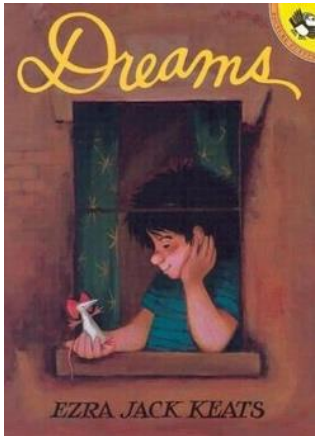
Standard Connection:
 ELA.SL.PK4.1
 ELA.L.PK4.1a
 M.MD.PK4.3
 M.G.PK4.2
 S.ES.PK4.1
 SS.OW.PK4.2
 PD.FM.PK4.5
 VA.RE7a.1.PK
 VA.CR1a.2.PK

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Dreams</i> • contact paper • frames for stained glass (paper plates with a hole cut in the center, popsicle sticks or cardboard attached at corners) • tissue paper or colored cellophane • scissors • images of stained-glass windows (see Resource) • flashlights 	<p>light source: a form of energy (artificial or natural) that helps us to see all the things around us</p> <p>shine: bright</p> <p>stained glass: window made of colored glass</p> <p>translucent: letting only some light through</p>	

Intro to Centers	
Preparation: Set up materials	
<p>“In <i>Dreams</i>, Roberto and his neighbors were dreaming at night. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“Ezra Jack Keats depicted their dreams with colorful illustrations of the apartment building windows.”</p>	
<p>“Here are images of windows made with stained glass. How are these windows the same as or different from Ezra Jack Keats’ illustrations?”</p>	<p>Show images. Children respond.</p>
<p>“Today in Creative Arts, you can create stained glass collages with these materials.”</p>	<p>Show materials. Model.</p>
<p>“What do you predict will happen if I shine a light on my stained glass window? What do you predict will happen if I hang my stained glass when light shines through the stained glass?”</p>	<p>Model. Children respond.</p>
<p>“We can see the light source through the collage because the tissue/cellophane is translucent.”</p>	

During Centers:

Encourage children to notice different shapes in their collages. Compare and contrast children's collages to illustrations in *Dreams* and images of stained glass windows. Encourage children to use their collages as backdrops in Blocks/Dramatic Play. Encourage children to write stories/descriptions of their collages.

Guiding Questions During Centers:

- What happens if you put two different colored pieces of tissue paper/cellophane on top of each other?
- How are stained glass collages similar to mosaics?
- How would your stained-glass collage look at night/day?
- How does your stained glass look similar to or different from the illustration in *Dreams*?

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:

Arrange a field trip/neighborhood walk. Document places that have stained glass windows (public buildings, churches, places of worship, and libraries).

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 larger or smaller pieces of paper for children to work with, depending on their fine motor skills. Provide shape cards as visual supports for recognition of shapes.