



# Small Groups: Shadow Tracings (*High Support*)


Standard Connection:  
ELA.SL.PK4.5  
ELA.RI.PK4.10  
SS.OW.PK4.4  
PD.FM.PK4.1  
PD.FM.PK4.4  
VA.CR2.2.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
<ul style="list-style-type: none"> <li>• <i>Dreams</i></li> <li>• <i>Guess Whose Shadow?</i></li> <li>• large sheets of butcher paper</li> <li>• black crayons</li> <li>• black markers</li> <li>• flashlights</li> </ul>	<p><b>flat:</b> smooth, level surface</p> <p><b>light source:</b> a form of energy (artificial or natural) that helps us to see all the things around us</p> <p><b>outline:</b> a line that marks the outside of an object</p> <p><b>pose:</b> to stand, sit, or lie in a certain way</p>	<p><b>shadow:</b> the dark shape made when something blocks light</p> <p><b>surface:</b> the outside of anything</p> <p><b>trace:</b> a copy of a drawing/pattern made by drawing over it through a thin, transparent piece of paper</p>	

## Procedure

**Preparation:** *Set up materials.*

**Procedure:** Show illustrations in *Dreams* and images in *Guess Whose Shadow?* Review how shadows are created and what affects their size and shape. Model creating a simple shadow of your hand and tracing its outline.

Pair children and show materials for creating and tracing shadows of each other's bodies. Weather and staffing permitting, do this activity outside, using a natural light source.

Encourage children to stand in poses such as arms outstretched so that shadows have definition rather than "blobs." Support children in collaborating, as standing still for a period of time can be a challenge. Compare and contrast Shadow Tracings done outside to Shadow Tracings done inside. Invite family volunteers to assist.