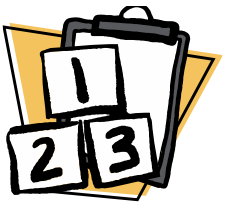


Weekly Plan

Unit 5 Week 4 BB Week 24	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Arrival Centers/Gather Stories for Storytelling/ Story Acting	<ul style="list-style-type: none"> Easy to clean-up table centers such as waffle blocks, puzzles, Duplos, etc. for children to choose as they finish breakfast/arrival routine. Teachers use this time to collect stories from children for Storytelling/Story Acting. 				
Greeting					
(Suggested) Intro to Centers	<ul style="list-style-type: none"> Shadow Search Shadow Puzzles 	<ul style="list-style-type: none"> Stained Glass Collage Making Collections 	<ul style="list-style-type: none"> Researching Who Works at Night? 	<ul style="list-style-type: none"> Night City 	<ul style="list-style-type: none"> Writing About Collections
Centers	<ul style="list-style-type: none"> Creative Arts Stained Glass Collage 	<ul style="list-style-type: none"> Library and Listening Researching Who Works at Night? Puzzles (Manipulatives) Shadow Puzzles Creative Writing Shadow Search Writing About Collections 	<ul style="list-style-type: none"> Blocks Night City Science Making Collections Dramatic Play Night City 	<ul style="list-style-type: none"> Math Places Scenes (Adding) Dinosaur Shop Tangram Puzzles Tangram Pictures 	
Thinking and Feedback					

Read Aloud	<i>The Puddle Pail</i> 2nd Read	<i>Dreams</i> 3rd Read	<i>The Puddle Pail</i> 3rd Read	<i>Dreams</i> 4th Read	<i>The Puddle Pail</i> 4th Read
Transition(s)					
Literacy Small Groups	<ul style="list-style-type: none"> • Initial Consonant Sound/Letter Matching Game • Shadow Tracings • Book Browsing 	See Day 1	See Day 1	See Day 1	See Day 1
Math Small Groups	<ul style="list-style-type: none"> • How Many Now? • Dinosaur Shop (Adding) 	See Day 1	See Day 1	See Day 1	See Day 1
<i>Building Blocks</i> Whole Group	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>
Let's Find Out About It Problem Stories	<ul style="list-style-type: none"> • Stained Glass 	<ul style="list-style-type: none"> • Problem Stories 	<ul style="list-style-type: none"> • Museum Collections 	<ul style="list-style-type: none"> • Problem Stories 	<ul style="list-style-type: none"> • Light is Helpful
Story Acting	Refer to Storytelling/Story Acting Guide				



BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

Numeracy: Finger Word Problems

We are going to do something new today! We are going to solve addition problems with our fingers! I want to buy three bottle caps and two rubber bands, like Sol collected in the Puddle Pail. Show me three bottle caps on one hand and two rubber bands on the other.

Model holding up 3 fingers on one hand and 2 fingers on the other.

How many altogether? How do you know there are 5 all together?

Repeat with other combinations of numbers.

Places Scenes: Adding

Today, we are going to add using our Place Scenes! I am going to put three dinosaurs on the scene. Let's count them 1, 2, 3, and now I am going to add 2 more. Let's count them again: 1, 2, 3, 4, 5. How many dinosaurs are all together? Let's count them again: 1, 2, 3, 4, 5.

Give each child a copy of the Places Scene and two types of counters. Children will use both sets of counters for their scene.

How many counters did you place on your scene altogether?

Discuss the different amounts children created on their scenes.

Day 2

Numeracy: Five Little Monkeys Jumping on the Bed

We are going to practice counting backward from 5 today! We are going to do that by saying the "Five Little Monkeys Jumping on the Bed" poem. Hold up one hand! We are going to pretend our fingers are the monkeys jumping on the bed!

Five little monkeys jumping on the bed.
One fell off and bumped his head.
Mama called the doctor, and the doctor said,
"No more monkeys jumping on the bed!"
One little monkey jumping on the bed.
He fell off and bumped his head.
Mama called the doctor, and the doctor said,
"Put those monkeys right to bed!"

Countdown from 5-1.

Snap Shots: Adding

We are going to play Snap Shots a different way today. I am going to show you counters, and you have to add them together. Let's use our eyes and our minds to take a quick picture!

Display two counters in one of your hands and one counter in the other hand. Display the counters for an appropriate amount of time.

How many counters did you see in each hand? How many counters are there altogether? Let's check our answers!

Repeat the process with higher numbers.

Day 3

Numeracy: Finger Word Problems

We are going to do something new today! We are going to solve addition problems with our fingers! I want to buy three bottle caps and two rubber bands, like Sol collected in the Puddle Pail. Show me three bottle caps on one hand and two rubber bands on the other.

Model holding up 3 fingers on one hand and 2 fingers on the other.

How many altogether? How do you know there are 5 all together?

Repeat with other combinations of numbers.

Places Scenes: Adding

Today, we are going to add using our Place Scenes! I am going to put three dinosaurs on the scene. Let's count them 1, 2, 3, and now I am going to add 2 more. Let's count them again: 1, 2, 3, 4, 5. How many dinosaurs are all together? Let's count them again: 1, 2, 3, 4, 5.

Give each child a copy of the Places Scene and two types of counters. Children will use both sets of counters for their scene.

How many counters did you place on your scene altogether?

Discuss the different amounts children created on their scenes.

Day 4

Numeracy: Five Little Monkeys Jumping on the Bed

We are going to practice counting backward from 5 today! We are going to do that by saying the "Five Little Monkeys Jumping on the Bed" poem. Hold up one hand! We are going to pretend our fingers are the monkeys jumping on the bed!

Five little monkeys jumping on the bed.
One fell off and bumped his head.
Mama called the doctor, and the doctor said,
"No more monkeys jumping on the bed!"
One little monkey jumping on the bed.
He fell off and bumped his head.
Mama called the doctor, and the doctor said,
"Put those monkeys right to bed!"

Countdown from 5-1.

Day 5

Numeracy: Finger Word Problems

We are going to do something new today! We are going to solve addition problems with our fingers! I want to buy three bottle caps and two rubber bands, like Sol collected in the Puddle Pail. Show me three bottle caps on one hand and two rubber bands on the other.

Model holding up 3 fingers on one hand and 2 fingers on the other.

How many altogether? How do you know there are 5 all together?

Repeat with other combinations of numbers.

Snap Shots: Adding

We are going to play Snap Shots a different way today. I am going to show you counters, and you have to add them together. Let's use our eyes and our minds to take a quick picture!

Display two counters in one of your hands and one counter in the other hand. Display the counters for an appropriate amount of time.

How many counters did you see in each hand? How many counters are there altogether? Let's check our answers!

Repeat the process with higher numbers.

Child's Name	Trajectory Level	Comments/ Reflections:
	2 3 4	
	2 3 4	
	2 3 4	
	2 3 4	
Needs Support:	Challenged:	Enhancements/Enrichments:

Objectives

- To count to and back from 10 and beyond
- To add small numbers (sums to 5)
- To quickly recognize the sum of small groups

Learning Trajectories

2 Nonverbal +/-: can add and subtract very small collections nonverbally. (When shown 2 objects, then 1 object being hidden under a napkin, the student identifies or makes a set of 3 objects to "match.")





3 Small Number +/-: can find sums for joining problems up to $3+2$ by counting with objects (2 balls + 1 more? How many in all?) and counts $1,2,3 = 3$

4 Find Results: can find sums for joining ("You had 3 apples and get 3 more; how many do you have in all?") or part - part ("You have 2 red balls and 3 blue balls and ask how many in all?" The child may count out 2 red, then count out 3 blue, then count all 5.)

Child's Name	Trajectory Level	Comments/ Reflections:
	2 3 4	
	2 3 4	
	2 3 4	
	2 3 4	
Needs Support:	Challenged:	Enhancements/Enrichments:

<p><u>Objectives</u></p> <ul style="list-style-type: none"> To count to and back from 10 and beyond To add small numbers (sums to 5) To quickly recognize the sum of small groups 	<p><u>Learning Trajectories</u></p> <p>2 Nonverbal +/-: can add and subtract very small collections nonverbally. (When shown 2 objects, then 1 object being hidden under a napkin, the student identifies or makes a set of 3 objects to "match.")</p> <p>3 Small Number +/-: can find sums for joining problems up to 3+2 by counting with objects (2 balls + 1 more? How many in all?) and counts 1,2,3 = 3</p> <p>4 Find Results: can find sums for joining ("You had 3 apples and get 3 more; how many do you have in all?") or part - part ("You have 2 red balls and 3 blue balls and ask how many in all?" The child may count out 2 red, then count out 3 blue, then count all 5.)</p>
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Materials List

Centers	Materials
<p>Creative Arts</p> 	<p>Stained Glass Collage:</p> <ul style="list-style-type: none"> • <i>Dreams</i> • contact paper • frame for window (paper plates with a hole cut in the center, popsicle sticks, or cardboard attached at corners) • colored cellophane or tissue paper • scissors • paper • writing utensils • images of stained glass (see Resource) • flashlights
<p>Library and Listening</p> 	<p>Researching Who Works at Night:</p> <ul style="list-style-type: none"> • <i>Night Shift Daddy</i> • <i>Who Works at Night?</i> (see Resource) • Blank books • paper • clipboards • writing utensils
<p>Blocks</p> 	<p>Night City:</p> <ul style="list-style-type: none"> • <i>Night Shift Daddy</i> • writing utensils • city skylines from Week 3 • variety of blocks • Beautiful Stuff • pretend people figures • paper • clipboards • flashlights
<p>Puzzles (Manipulatives)</p> 	<p>Shadow Puzzles:</p> <ul style="list-style-type: none"> • <i>Kitten's First Full Moon</i> • <i>Dreams</i> • images of shadows (see Resource) • poster or tag board • Ziploc bags • basket or box to store puzzles • trays

Science



Making Collections:

- *The Puddle Pail*
- images of collections (see Resource)
- small trays and containers
- paper or labels
- writing utensils
- Beautiful Stuff, variety of counters, small objects

Creative Writing



Shadow Search:

- *Dreams*
- *Kitten's First Full Moon*
- Classroom Maps from Unit 5, Week 1
- paper
- clipboards
- writing utensils
- flashlights
- digital camera/iPhone/iPad

Writing about Collections:

- *The Puddle Pail*
- paper
- "My collection of _____" template (see Resource 1)
- variety of writing utensils
- children's collections from Week "Making Collections" (Science Center, Week 4)
- images of museum exhibits (see Resource 2)
- alphabet chart


Dramatic Play



Shadow Dancing:

- *Dreams*
- *Kitten's First Full Moon*
- white sheet or butcher paper
- flashlight or light source
- markers
- variety of music
- images of dancing shadows (see Resource)

Small Groups	Materials
Independent	Book Browsing
Medium Support	Initial Consonant Sound/Letter Matching Game: <ul style="list-style-type: none"> • <i>Dreams</i> • <i>Guess Whose Shadow?</i> • images of Shadows Cards (see Resource) • letter cards • trays
High Support	Shadow Tracings: <ul style="list-style-type: none"> • <i>Dreams</i> • <i>Guess Whose Shadow?</i> • large sheets of butcher paper • black crayons • black markers • flashlights

Large Group	Materials
Read Alouds 	<ul style="list-style-type: none"> • <i>The Puddle Pail</i>, vocabulary word picture cards • <i>Dreams</i>, vocabulary word picture cards

SWPL Clipboard Directions



“Old MacDonald Had a Farm”:

flannel board and pieces (*goose, duck, lamb, goat*)

“Good Morning, Mrs. Hen”: poem, poetry poster

“Head, Shoulders, Knees and Toes”: song lyrics

“Open, Shut Them”: song lyrics

***Night Shift Daddy*:** book

“I’m a Little Teapot”: song lyrics

My Shadow: poem, poetry poster

“Clap Your Hands”: song lyrics

“Barnyard”: song lyrics, flannel board and pieces

Five Green and Speckled Frogs: song lyrics, flannel board and pieces

Little Letter/Big Letter Chant:

set of both upper- and lowercase letters

“Looby Loo”: song lyrics

“Down by the Bay”: song lyrics, flannel board and pieces, additional pieces: goat, boat, sheep, jeep

Five Little Fishies: poem, poetry poster

If Your Name has _____ in it, Raise Your Hand: set of lowercase Letters

Windshield Wiper: poem, poetry poster

Twinkle, Twinkle Little Star: song lyrics, diamond picture card

Interesting Sounding Words (and *Raccoon on His Own*): book, chart paper, marker, crawfish picture card

Interesting Sounding Words (and “The Wheels on the Bus”): song lyrics, chart paper with the words *buzz, hoot, and swish* written in a column

LFOAI



Museum Collections:

- *The Puddle Pail*
- sample collections from Beautiful Stuff (pebbles, shells, bottle caps, etc.)
- images of The Mississippi Museum of Art (<https://www.msmuseumart.org/exhibitions/>)
- images of museum collections (see Resource)
- different size containers

Stained Glass:

- *Dreams*
- images of stained glass (see Resource)
- different colored cellophane
- flashlight

Light Is Helpful:

- *Dreams*
- *The Puddle Pail*
- *Night Shift Daddy*
- images of nocturnal animals (see Resource)

Problem Stories

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

Math Components

Materials

Hands-on Math Center	Places Scenes (Adding): counters Dinosaur Shop: dinosaur counters, play money Tangrams Puzzles: tangrams Tangram Pictures: tangrams
Small Group	How Many Now?: counters, dark cloth Dinosaur Shop (Adding): dinosaur counters, play money
Large Group	Places Scenes (Adding): counters “Five Little Monkeys”: song lyrics Snapshots (Adding): counters
Literature Connections	<i>Anno’s Counting House</i> by Mitsumasa Anno <i>How Many Snails?</i> by Paul Giganti <i>Takeaway Monsters</i> by Colin Hawkins <i>Mission: Addition</i> by Loreen Leedy <i>12 Ways to Get to 11</i> by Eve Merriam



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, flannel board and pieces for “Old MacDonald Had a Farm” (*goose, duck, lamb, goat, chick, and cat*), *Night Shift Daddy*

Old MacDonald Had a Farm

Procedure:

- Tell children they are going to sing a song that they haven't sung for many weeks. Put the flannel pieces up on the flannel board and ask the children if they can guess what song it is.
- Name the animals and invite children to name them.
- Sing the song as usual, naming animals and making an appropriate sound for each one.

Good Morning, Mrs. Hen

Procedure:

- Ask children if they know what a daddy chicken is called (rooster).
- Read the title, underlining it with a finger. Comment that someone, maybe the owner of the hen, is saying “Good Morning.”
- Recite poem. Comment afterward that maybe Mrs. Hen’s chicks hatched recently and someone was asking how many new chicks she had.
- Recite the poem again.

Head, Shoulders, Knees, and Toes

Procedure:

- Tell children they need to stand up and sing the song as usual...
- Say, "Now we will sing it again with different words and motions. Listen carefully and Watch."
- Change "Head and shoulder to "Hair and elbows," and change "Eyes and ears" to Eyes and cheeks," "Knees and toes" stays the same.

Night Shift Daddy

Procedure:

- Show the cover of the book and tell children this is a new book about a boy whose father works at night.
- Read the title and point to and sound out /n/ in *Night* and /j/ in *Job*. Read the name of the author and the illustrator. Read the book, keeping the natural flow.
- Go back through the book to talk about the story.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, flannel board and pieces for “Barnyard Song”

Open, Shut Them

Procedure:

- Hold both hands up and open and close them. Ask children if they can guess what song will be first today.
- Sing the song as usual and then sing very slowly and then very fast.

I’m a Little Teapot

Procedure:

- Sing the song as usual.
- Add this verse: “Add a bit of sugar to make it sweet. Stir it in. Then drink the tasty treat.”
- Add motions for the new verse (spooning sugar into a cup, stirring, and pretending to hold a cup to your mouth to drink).

My Shadow

Procedure:

- Explain that the poem is about their shadow. Review some characteristics of shadows, using what children know from recent story books and other unit activities.
- Recite or read the poem.

Barnyard Song

Procedure:

- Show the children the card with *fiddle - ee - fee* written on it. Say, “This is what the cat says repeatedly in the song that we will sing next.” Point out *f*, *d*, and *l* in *fiddle* and to *f* in *fee* as you help children sound out the words.
- If children do not recall the title, tell them.
- Then say, “I am going to put the animals at the bottom of the flannel board. Help me name them as I put them there.”
- Sing the song as usual, placing flannel pieces on the flannel board as the lyrics direct.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, sets upper- and lowercase letters, flannel board and pieces for “Five Green and Speckled Frogs”

Five Green and Speckled Frogs

Procedure:

- Say, “The first song we are singing today is ‘Five Green and Speckled Frogs.’ We are not singing it the way we usually do; this time, we are going to make some changes. One of the five speckled frogs that usually jumps off the log is sick today. How many frogs will play today if one frog is out sick?” After establishing that only four frogs remain, put four frogs on the flannel board. Count the frogs with children as you place them.
- Then say, “There is one more change today. Two frogs from a nearby pool are coming to visit. How many frogs will that make altogether?” Give children time to think about it. Then, put two more frogs on the flannel board and count by adding on. Do this by gesturing to the first four frogs, then pointing to each new frog as you say, “Okay, we have four frogs to start and then *five ... six* frogs... all together.”
- Start the song with six green and speckled frogs... When there are four frogs remaining, remove two frogs at once and have children fill in how many frogs are left. Then remove the last remaining two.

Clap, Clap, Clap Your Hands

Procedure:

- Sing four or five verses using familiar and new ones (“flick finger” by running forefinger against the inside of the thumb and “wiggle nose” by wiggling nose like a rabbit).

Little Letter/Big Letter Chant

Procedure:

- Distribute uppercase letters that match the lowercase letters selected. Tell children they are going to do the uppercase and lowercase matching activity again.
- Do this chant: “I have the little [name a letter], as you hold it up to show. Take a look to see. Someone has its partner. Who might that someone be?”
- Remind the first few children that they can say: “I have the big [letter name]” when they hold up their card.

Looby Loo

Procedure:

- Tell children to stand for “Looby Loo.”
- Sing the song as usual and add a few new verses. Ask children for ideas of parts of the body to move in some way.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, flannel board and pieces for “Down by the Bay” with new pieces (*goat, boat, sheep, jeep*), set of lowercase letters, chart paper with words *buzz, hoot, and swish* written in a column

Down by the Bay

Procedure:

- Tell the children they are going to sing a song they haven't sung for a long time.
- Sing several familiar verses (snake baking a cake, frog walking a dog, mouse painting a house) and add some new verses (goat riding in a boat, sheep driving a jeep).
- Place flannel pieces on the flannel board as the lyrics direct.

Five Little Fishies

Procedure:

- Read the title with children. Point to and sound out /f/ in *Five*, /l/ in *Little*, and /f/ in *Fishies*.
- Recite the poem, model motions, and repeat.

If Your Name Has __ [Name a Letter] in it Anywhere, Raise Your Hand

Procedure:

- Select a set of lowercase letters that match the letters in children's names. At least one letter of each child's name should be used. For some children, more than one letter you hold up may apply.
- Tell children they are going to do a new activity with their names. This time, show children the lowercase letters. Explain that they should raise their hand if the lowercase letter is anywhere in their name except for the first letter. For example, Emily should not raise her hand when you hold up an e, but Terrence should.
- If children raise their hand when the lowercase letter shown is the first letter in their name, you could say, “Emily, you have an e in your name, but it's the uppercase letter, the big *E*, not the little one, so you should not raise your hand.”
- For some children hold up their name cards and point to the letters in their name.

Windshield Wiper

Procedure:

- Tell the children that next, you are going to do a poem about something else that happens on a rainy day. Give children a hint that this poem is about something on a car that we turn on when it is raining. If children do not guess right away, put your hands and arms in the windshield wiper pose.
- Recite the poem naturally and model the motions for the children.
- Add a new verse: “I'm a windshield wiper. I go fast...or slow. Back and forth, back and forth in the rain and snow.” After saying fast, move your arms back and forth quickly a couple of times. As you say *slow*, move your arms slowly. Pick up the usual pace as you say the last two lines.

The Wheels on the Bus

Procedure:

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

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

Procedure:

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

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, picture card: *diamond*, *Raccoon on His Own*, chart paper, markers, picture card: *crawfish*

Five Little Fishies

Procedure:

- Read the title with children. Point to and sound out /f/ in *Five*, /l/ in *Little*, and /f/ in *Fishies*.
- Recite the poem, model motions, and repeat.

Twinkle, Twinkle, Little Star

Procedure:

- Tell children that the next song is about objects you see in the night sky and that in the book, Ernst wished he could collect them.
- Say, "In *The Puddle Pail*, Sol saw a reflection of diamonds in the puddle."
- Show the picture card for *diamond* and point out that the song compares stars to diamonds twinkling in the sky. Then, sing the song.

I'm a Little Teapot

Procedure:

- Have the children stand up to sing the song as usual with the motions.
- Sing it again, adding the new verse and motions: "Add a bit of sugar to make it sweet. Stir it in. Then drink the tasty treat." (spoon in sugar, stir, and pretend to drink).

Interesting-Sounding Words [and *Raccoon on His Own*]

Procedure:

- Say, "We are going to talk about some interesting-sounding words from a book we know."
- Show children the book *Raccoon on His Own* and say, "The interesting-sounding words we are going to talk about are from this book." Read the first two lines of page two. Then you might say, "*Sleepy* and *slowly* are interesting because they both start with the same two sounds: /s/ and /l/. *Sleepy*, *slowly*." Say the words slowly, drawing out the /s/ and /l/. Then, say each word and ask the children to say it after you.
- Tell children you are going to write the two words on the chart paper. Sound out /s/ and /l/ carefully in each word before writing the letter that spells each of these sounds, asking children what letters to use to write them. Then, turn to the page where the mother raccoon found a crawfish and read the first line on the page. Say, "I think *crunchy* and *crawfish* are interesting words because they both start with the same two sounds: /k/ and /r/. Say the words slowly a couple of times, enunciating carefully. Then, ask the children to say the words with you one more time. Show children the *crawfish* picture card and comment on specific animal parts (*claws*, *antennae*).
- Write *crunchy* and *crawfish* on the chart paper, sounding out each word, phoneme by phoneme. Tell children the letter needed to write is /k/ and comment that it is *c*, not *k*, which we use most of the time to write /k/. Ask children the letters used to write /r/ and /n/ in *crunchy* and /f/ in *crawfish*. Name the other letters as you write them. You might say, "We use the letter *c* for /k/ in *crunchy* even though it sounds like we might use *k*. We use *ch* ("seeach") for /ch/, and *y* for /ē/, even though the last sound we say in this word is /ē/."



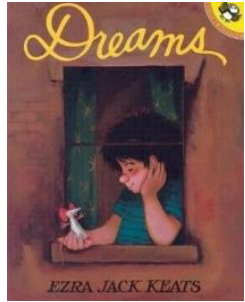
Small Groups: (Medium Support) **Initial Consonant Sound/Letter Matching Game**

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> <i>Guess Whose Shadow?</i> images of shadows card game (see Resource) letter cards trays 	<p>letter sound: when a child sees a letter, they are able to say the sound it makes</p> <p>match: the same</p> <p>shadow: the dark shape made when something blocks light</p>	

Procedure
<p>Preparation: <i>Set up materials</i></p>
<p>Procedure: Show cards with shadow images and letters. Model: turning over a shadow image card, say the name of the image aloud, emphasize the initial sound, and match the shadow image to the initial consonant sound. Encourage children to generate other words that have the same initial consonant sound on their card match. Challenge children to match ending consonant sounds.</p>



Small Groups:

Initial Consonant Sounds - RECORD SHEET



Matches 1-2 photos
with their initial consonants.



Matches 3-6 photos
with their initial consonants.



Matches 7-8 photos
with their initial consonants.

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

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

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

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



Small Groups: (*Medium Support*)

Initial Consonant Sound/Letter Matching Game RESOURCE



c



m



f



+



h



a



Small Groups:

Shadow Tracings (*High Support*)

Standard Connection:

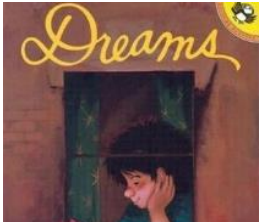
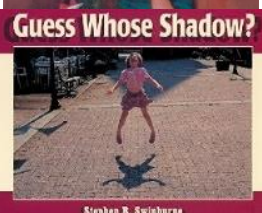
ELA.SL.PK4.5
ELA.RI.PK4.10
SS.OW.PK4.4
PD.FM.PK4.1
PD.FM.PK4.4
VA.CR2.2.PK
VA.CR2a.2.PK

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"><i>Dreams</i><i>Guess Whose Shadow?</i>large sheets of butcher paperblack crayonsblack markersflashlights	<p>flat: smooth, level surface</p> <p>light source: a form of energy (artificial or natural) that helps us to see all the things around us</p> <p>outline: a line that marks the outside of an object</p> <p>pose: to stand, sit, or lie in a certain way</p> <p>shadow: the dark shape made when something blocks light</p> <p>surface: the outside of anything</p> <p>trace: 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.



Small Groups:

Shadow Tracing - RECORD SHEET



Traces friend's shadow
with assistance.



Traces friend's shadow
with some assistance.



Traces friend's shadow
Independently.

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

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

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

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



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
<ul style="list-style-type: none"> • <i>Dreams</i> • vocabulary word picture cards 	<p>brushed: touched very gently</p> <p>cast: made</p> <p>dash: run quickly</p> <p>dream: the thoughts and images in someone's head while they sleep</p>	<p>gasp: when someone breathes in very quickly, usually when surprised</p> <p>snarl: to growl/show teeth</p> <p>trapped: cannot get away</p> <p>windowsill: the edge of the window</p>	

First Read

Preparation: *Set up materials*

Children will:

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop an understanding of main events

"The title of this book is <i>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): <ul style="list-style-type: none"> 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



brushed



cast



dash



gasp



trapped



windowsill



snarl



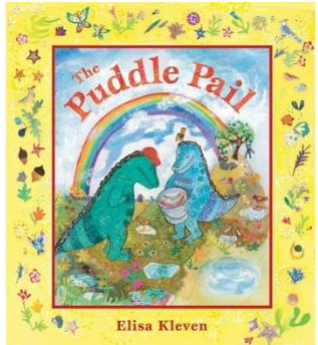
Read Aloud: *The Puddle Pail*

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
<ul style="list-style-type: none">• <i>The Puddle Pail</i>• vocabulary word picture cards	<p>collection: a group of similar things</p> <p>pail: a round, open container with a handle</p> <p>puddle: water on the ground</p> <p>reflection: an image that you can see in a mirror, glass, or water</p> <p>scooped: to take up</p> <p>weird: unusual</p>	

First Read

Preparation: Set up materials**Children will:**

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop an understanding of main events

"The title of this book is <i>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): <ul style="list-style-type: none"> • 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



Let's Find Out About It:

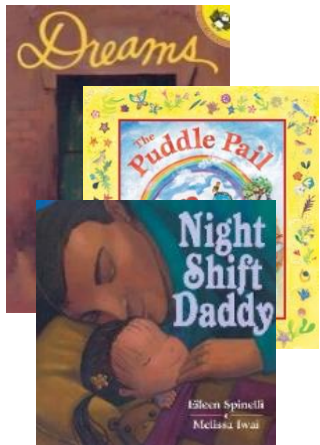
Light is Helpful

Enduring Understanding(s):

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

Essential Question(s):

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

Materials	Vocabulary	Books
<ul style="list-style-type: none"><i>The Puddle Pail</i><i>Dreams</i><i>Night Shift Daddy</i>images of nocturnal animals (see Resource)	<p>artificial light source: streetlights, flashlights, lamps, etc.</p> <p>dark: no light</p> <p>light source: a form of energy (artificial or natural) that helps us see all the things around us</p> <p>natural light source: sun, fireflies, matches, candles, etc.</p> <p>nocturnal: awake at night/ asleep during the day</p> <p>reflection: an image that you can see in a mirror, glass, or water</p> <p>shadow: the dark shape made when something blocks light</p>	

Let's Find Out About It:

Preparation: Set up materials

"In <i>The Puddle Pail</i> , reflections were created in water. In <i>Dreams</i> , shadows were created on the wall. What do you notice?"	Show illustrations. Children respond.
" Shadows and reflections are created when light shines on objects. In <i>The Puddle Pail</i> , the light comes from the sun - a natural light source . In <i>Dreams</i> , the light comes from a streetlight - an artificial light source ."	
"We read <i>Night Shift Daddy</i> . What are the light sources in the story? How was the (light source) helpful to the daddy/boy?"	Show illustrations. Children respond.
"The daddy needed to see and work at night just like this nocturnal animal needs to see and work at night."	Show images.
" Nocturnal animals might have big eyes to see in the dark. People use tools like flashlights to see in the dark."	
" Nocturnal animals use moonlight to work in the dark. People use overhead lights to work at night."	



Let's Find Out About It:

Light is Helpful - RESOURCE

Standard
Connection:
ELA.RI.PK4.9
ELA.RI.PK4.7
S.PS.PK4.2
S.ES.PK4.2



Nocturnal Bats

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





Nocturnal Owls

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

They are active mostly during the night.



Nocturnal **Foxes**

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



Nocturnal Rabbits

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



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 4

Let's Find Out About It:

Light is Helpful - RESOURCE

Standard
Connection:
ELA.RI.PK4.9
ELA.RI.PK4.7
S.PS.PK4.2
S.ES.PK4.2











Let's Find Out About It: Museum Collections

Standard Connection:

ELA.RI.PK4.8

ELA.L.PK4.5

S.ES.PK4.3

SS.FC.PK4.7

VA.RE7a.2.PK

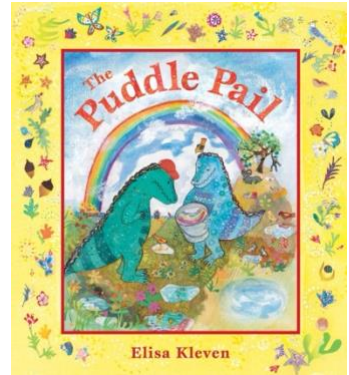
VA.RE8a.1.PK

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>The Puddle Pail</i> child-made collections or sample collections of Beautiful Stuff images of museum collections (see Resource) different size containers 	<p>collection: a group of similar things</p> <p>curator: a person in charge of a museum</p> <p>exhibit: to show special objects</p> <p>museum: a building that holds a collection of objects</p>	

Let's Find Out About It:	
Preparation: Set up materials.	
"In <i>The Puddle Pail</i> , Sol and Ernst filled their pails. What do you notice?"	Show illustrations. Children respond.
"Sol gathered rocks, feathers, and string. Ernst gathered puddles. They created collections of the things they liked."	
"Here are collections you created and images of collections . What do you notice?"	Show child-made collections. Show images. Children respond.
"These collections are in museums . These exhibits are from The Mississippi Museum of Art in Jackson. A curator creates collections for a museum . The curators display collections in exhibits . What do you notice?"	Read exhibit name (https://www.ms-museumart.org/exhibitions/) Children respond.
" Curators label exhibits with descriptions and information about the collections ."	Read the exhibit description.



Let's Find Out About It:

Mississippi Museum of Art

RESOURCE

Standard
Connection:
ELA.RI.PK4.8
ELA.L.PK4.5
S.ES.PK4.3
SS.FC.PK4.7
VA.RE7a.2.PK
VA.RE8a.1.PK









UNIT 5: SHADOWS AND REFLECTIONS / WEEK 4

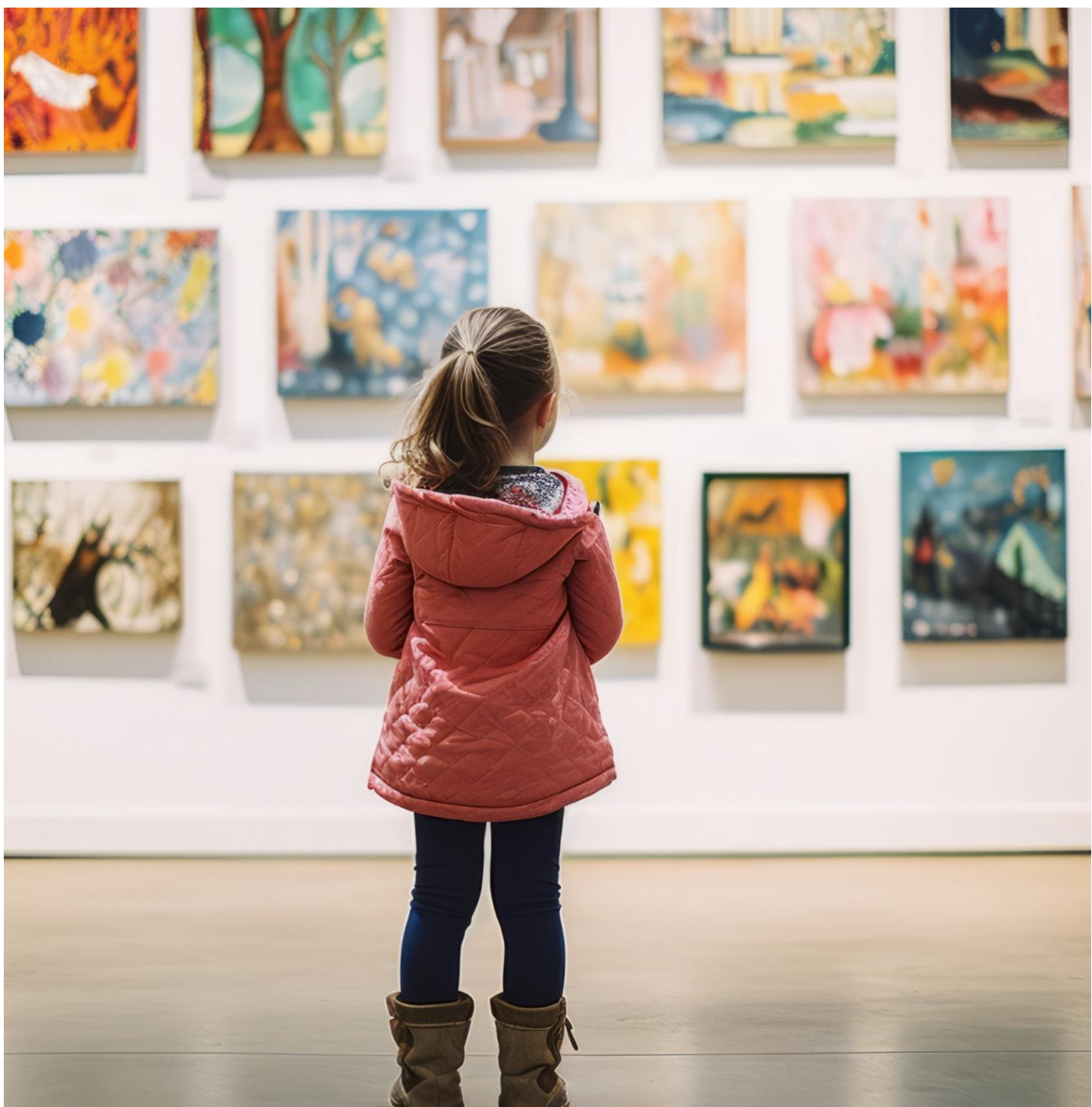
Let's Find Out About It:

Museum Collections

RESOURCE

Standard
Connection:
ELA.RI.PK4.8
ELA.L.PK4.5
S.ES.PK4.3
SS.FC.PK4.7
VA.RE7a.2.PK
VA.RE8a.1.PK









Let's Find Out About It: Stained Glass

Standard Connection:

ELA.RI.PK4.9

ELA.L.PK4.1e

M.G.PK4.2

S.PS.PK4.2

S.ES.PK4.2

VA.RE7.1.PK

VA.RE8a.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Dreams</i> images of stained glass windows (see Resource) colored cellophane flashlight 	<p>light source: a form of energy (artificial or natural) that helps us to see all the things around us</p> <p>permanent: not washable</p> <p>stained glass: window made of colored glass</p> <p>translucent: letting only some light through</p> <p>washable: able to be cleaned</p>	

Let's Find Out About It:

Preparation: Set up materials.

"In <i>Dreams</i> , Roberto and his neighbors were dreaming at night. What do you notice?"	Show illustrations. Children respond.
"Ezra Jack Keats depicted their dreams with colorful illustrations of the apartment building windows."	
"Here are images of other windows. What do you notice?"	Show images. Children respond.
"These windows are made of pieces of colorful glass. The pieces are called stained glass , but the color in stained glass is permanent , not washable , like the stains on Max's dragon shirt."	
"The glass is translucent - you can see light shining through the window. What do you notice?"	Children respond.
" Stained glass windows depict an image or design."	



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 4

Let's Find Out About It:

Stained Glass - RESOURCE

Standard Connection:

ELA.RI.PK4.9

ELA.L.PK4.1e

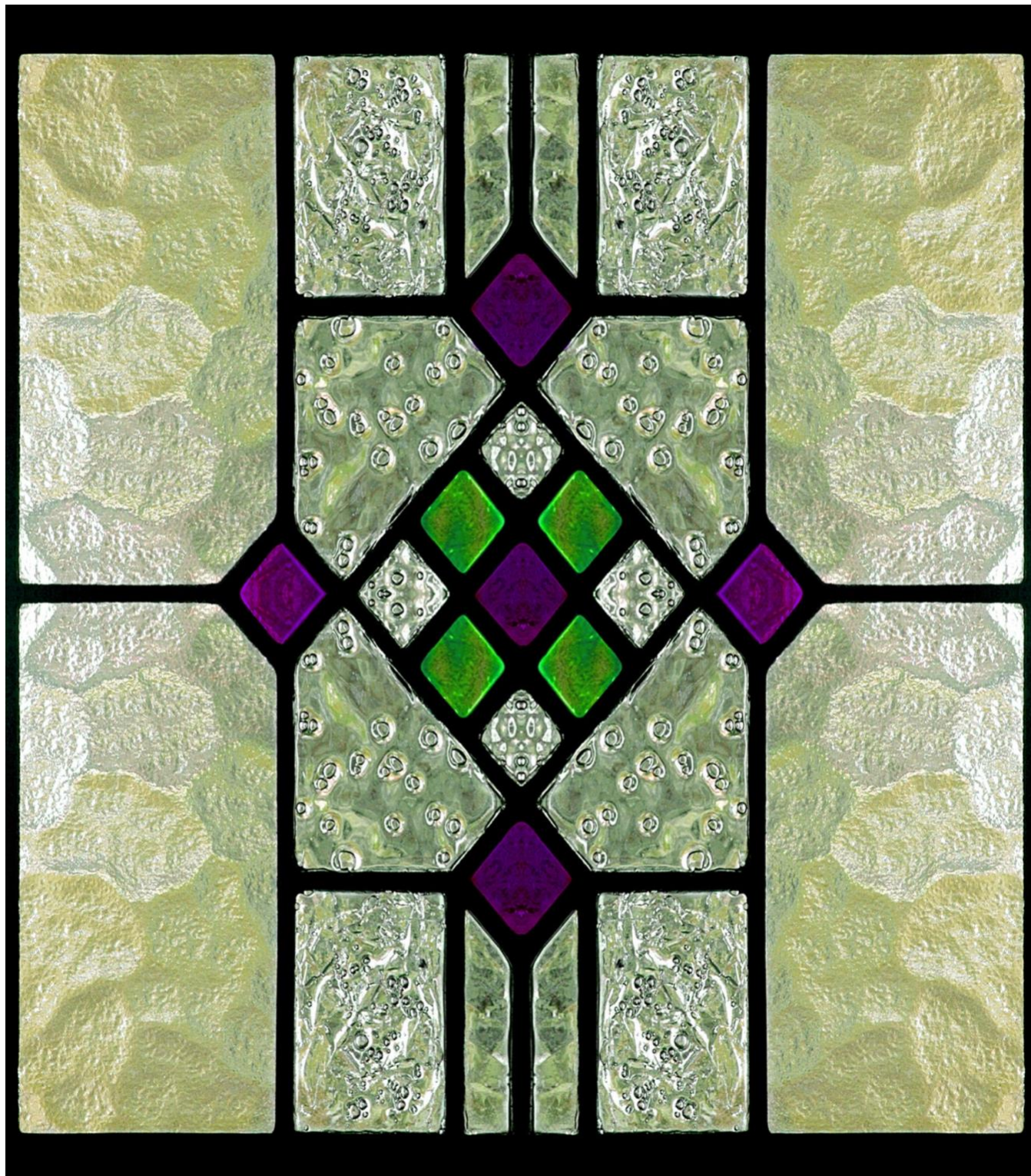
M.G.PK4.2

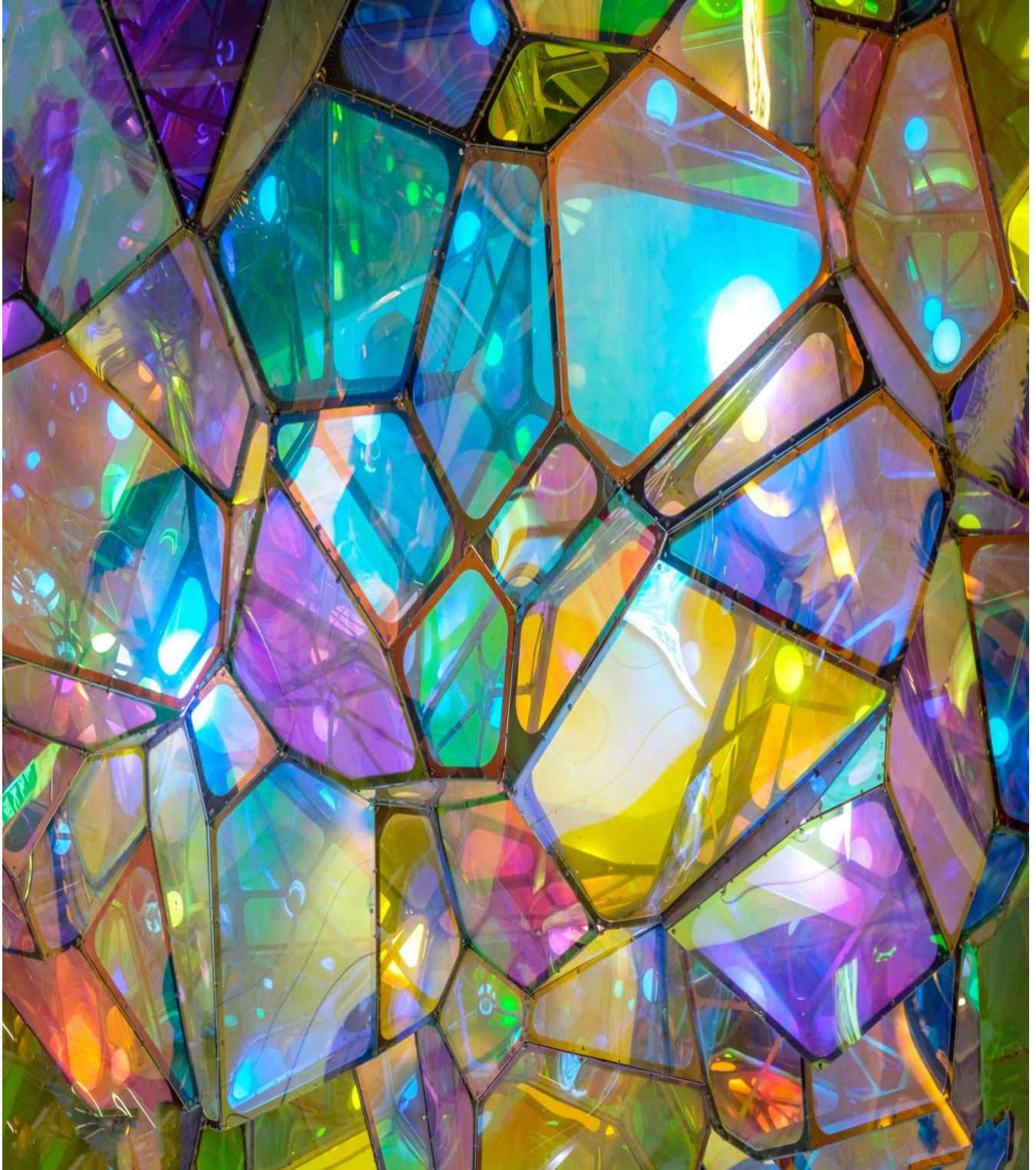
S.PS.PK4.2

S.ES.PK4.2

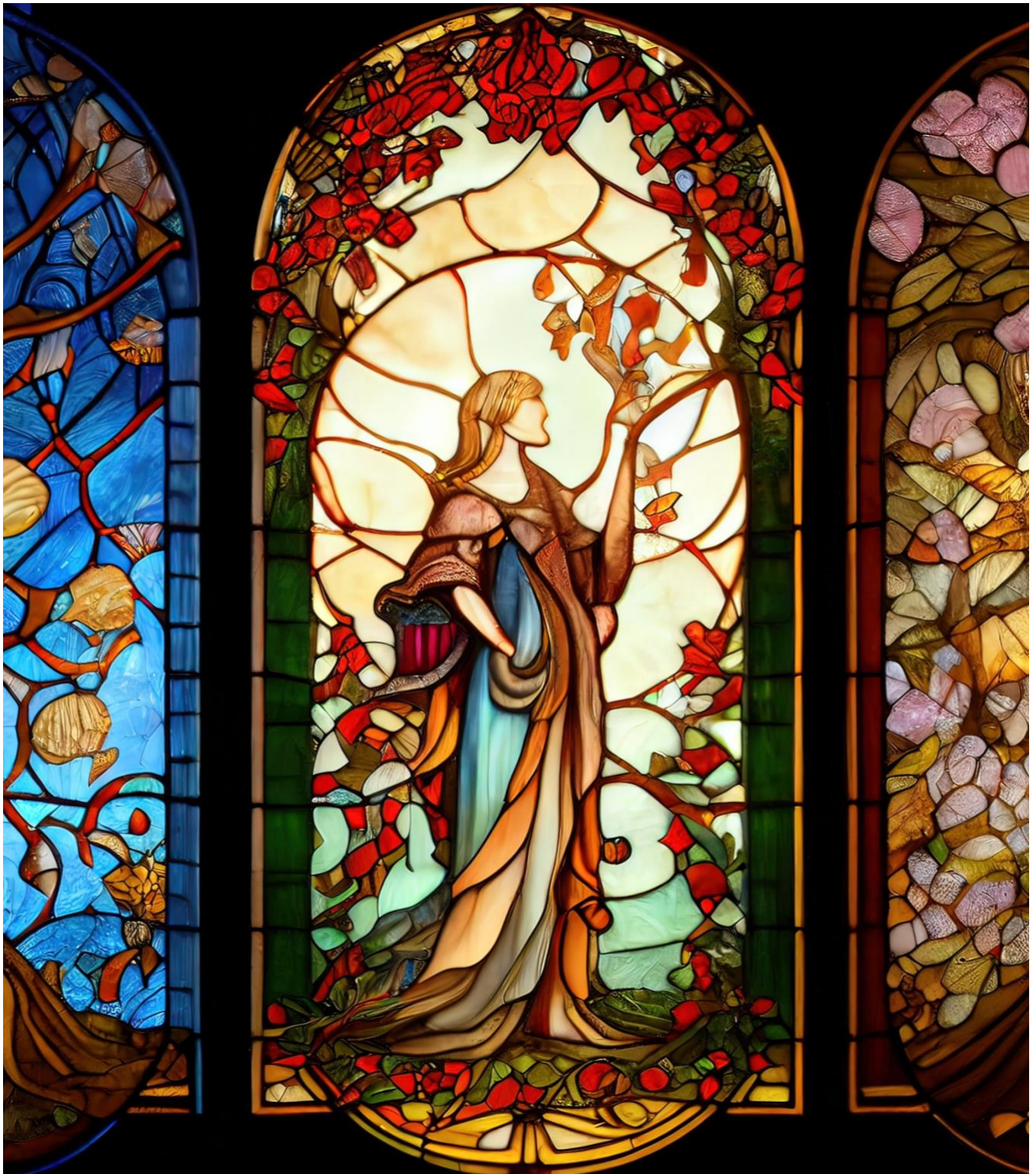
VA.RE7.1.PK

VA.RE8a.1.PK











Making Collections

Naming Words	Action Words	Describing Words
artifact collection display group museum	collect curate display gather group sort	different related same similar

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open Questions:**
“I am putting these pieces together to make a collection because they look similar. They all have shiny parts. What other pieces can you find for my collection?”
- **Use Self-Talk (describe what you are doing) + Model Teacher Response to Question:**
“I enjoy making collections. What do you think is fun about creating collections?”

Connection to Text:

“Sol and Ernst collected many different things in *The Puddle Pail*. I think it would be interesting to have several different kinds of collections, but I think it would be hard to collect reflections.”

Non-Immediate Events:

“I was at a museum that had a collection of glass flowers. There were many different kinds of flowers, and they were all made out of beautiful colored glass. You could look at them, but you weren’t allowed to touch them.”



Stained Glass Collage

Naming Words	Action Words	Describing Words
cellophane shadow stained glass surface	design illuminate shine	colorful opaque translucent

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
“You made a design with your stained glass that reminds me one of the reflections we saw in *The Puddle Pail*. It looks like lots of sparkling stars in the night sky.”
- **Build Up Vocabulary:**
“You made a turtle. You designed a turtle image. That is an elaborate and detailed turtle that you created with stained glass.”

Connection to Text:

“Let’s make stained glass images of the animals that lived by the pond in the book *Play with Me*. What animals were in that book?”

Non-Immediate Events:

“I went to the local museum and saw an exhibit of different kinds of stained glass. That museum has stained glass, sculptures, and paintings. Let’s pretend that we have an art museum here in our class.”



Researching Who Works at Night

Naming Words	Action Words	Describing Words
building custodian information job survey	research work compare contrast	instead nocturnal artificial helpful

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
“You are telling/showing/writing how people who work at night and nocturnal animals are the same and different. They do a lot of the same work but in different ways.”
- **Build Up Vocabulary:**
“You compared a custodian to a nocturnal owl. You said they both do work at night. The owl hunts his prey, while the custodian might clean big buildings.”

Connection to Text:

“The daddy tucked the little girl in during the night before he went to work in *Nightshift Daddy*. She tucked him in during the morning when he came home from work. Do you think diurnal and nocturnal animals act the same way?”

Non-Immediate Events:

“When I was younger, my uncle worked at night. He was a garbage collector in a big city. Has anyone in your family ever worked at night?”



Shadow Dancing

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

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel Talk + 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 + Open Ended + 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.”

Non-Immediate Events:

“Have you ever been to a dance recital and watched a friend or family member perform on stage? Let’s pretend that we are having a dance recital here in our class.”



Shadow Search

Naming Words	Action Words	Describing Words
light source map shadow surface location	blocked label shine search	behind away bigger artificial natural

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel Talk + Forced Choice Questions:**
“I see that you are labeling the places on your map where you have seen a shadow. Was it easy for you to find shadows in our classroom or difficult?”
- **Use Self Talk + Open Ended + Forced Choice Questions:**
“We have a lot of areas in our classroom where shadows can hide. Would you like to label this shadow of the chair, or would you like to label the shadow of your friend?”

Connection to Text:

“In *Dreams* and *Kitten’s First Full Moon*, both Kitten and the paper mouse had a shadow. Their shadows probably looked different, but both shadows were created the same way. What do you think was alike or different about Kitten’s and the paper mouse’s shadow?”

Non-Immediate Events:

“Have you ever noticed your own shadow? Where were you at? What time of day was it?”



Shadow Puzzles

Naming Words		Action Words		Describing Words	
object part piece	shadow surface whole	add align complete match	place rotate solve turn	bottom different position words: (left/right)	matching similar top

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel Talk + Prediction:**
“You found a piece that fits and attached it. I see the picture starting to emerge. What shadow do you predict this will be?”
- **Use Encouragement to Support Effort:**
“You are matching similar lines - curved lines and curved lines, straight lines and straight lines. That looks like a helpful technique for completing the puzzle.”

Connection to Text:

“In *Dreams* and *Night Shift Daddy*, there were different kinds of shadows. I wonder what kinds of shadows we will see in these puzzles.”

Non-Immediate Events:

“I think I would like to take my camera and photograph some of the shadows that I see outside, and then I could turn those photographs into shadow puzzles like these.”



Night City

Naming Words		Action Words	Describing Words
custodian house light neighborhood	shadow structure surface window	construct create depict sweep	close/closer/closest dark near opaque transparent

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 a neighborhood. There are several houses 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 the houses 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 building where the daddy worked as a custodian in the book *Night Shift Daddy*. 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?”



Writing about Collections

Naming Words		Action Words		Describing Words
collection	label	collect	explain	
detail	object	depict	gather	
group	title	describe	organize	
		discuss	represent	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I am creating an illustration of my rock collection. What kind of collection did you create? How will you illustrate it? What will you write about it?”
- **Use Encouragement to Support Effort:**
(If the child is using a word card) “You are being very careful to make each of your letters look similar to the letters on the card.”

Connection to Text:

“I am writing about another collection I made. Remember the collections that Sol and Ernst made in *The Puddle Pail*? It might be fun to write about one of those collections. I could pretend to be Sol or Ernst as I write.”

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 two books by Elisa Kleven.”



Shadow Dancing

Standard Connection:

ELA.SL.PK4.2

ELA.W.PK4.1c

S.T.PK4.1

S.PS.PK4.4

DA.CN11a.1PK

TH.CN10a.1.PK

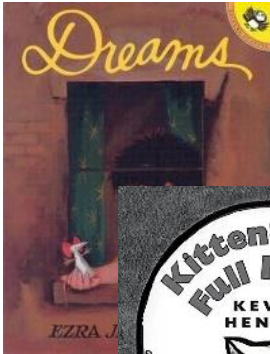
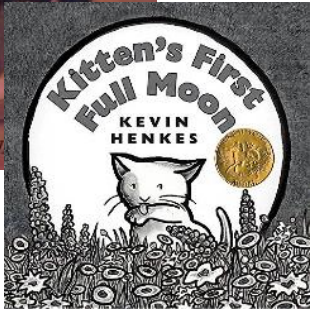
TH.PR6a.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Dreams</i> <i>Kitten's First Full Moon</i> white sheet or butcher paper flashlight or light source markers variety of music images of dancing shadows (see Resource) 	<p>choreograph: to create/arrange a dance/movement</p> <p>light source: form of energy, either artificial or natural</p> <p>shadow: the dark shape made when something blocks light</p> <p>surface: the outer layer of an object</p>	 

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

During Centers:

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

Guiding Questions During Centers:

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

Thinking and Feedback:

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

Documentation:

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

Provocation:

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

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide support to students who may need help with movement activities. Provide pictures for examples, have students model movements, and/or provide hand-over-hand assistance if needed.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 3-4

Shadow Dancing

Standard Connection:

ELA.SL.PK4.2

ELA.W.PK4.1c

S.T.PK4.1

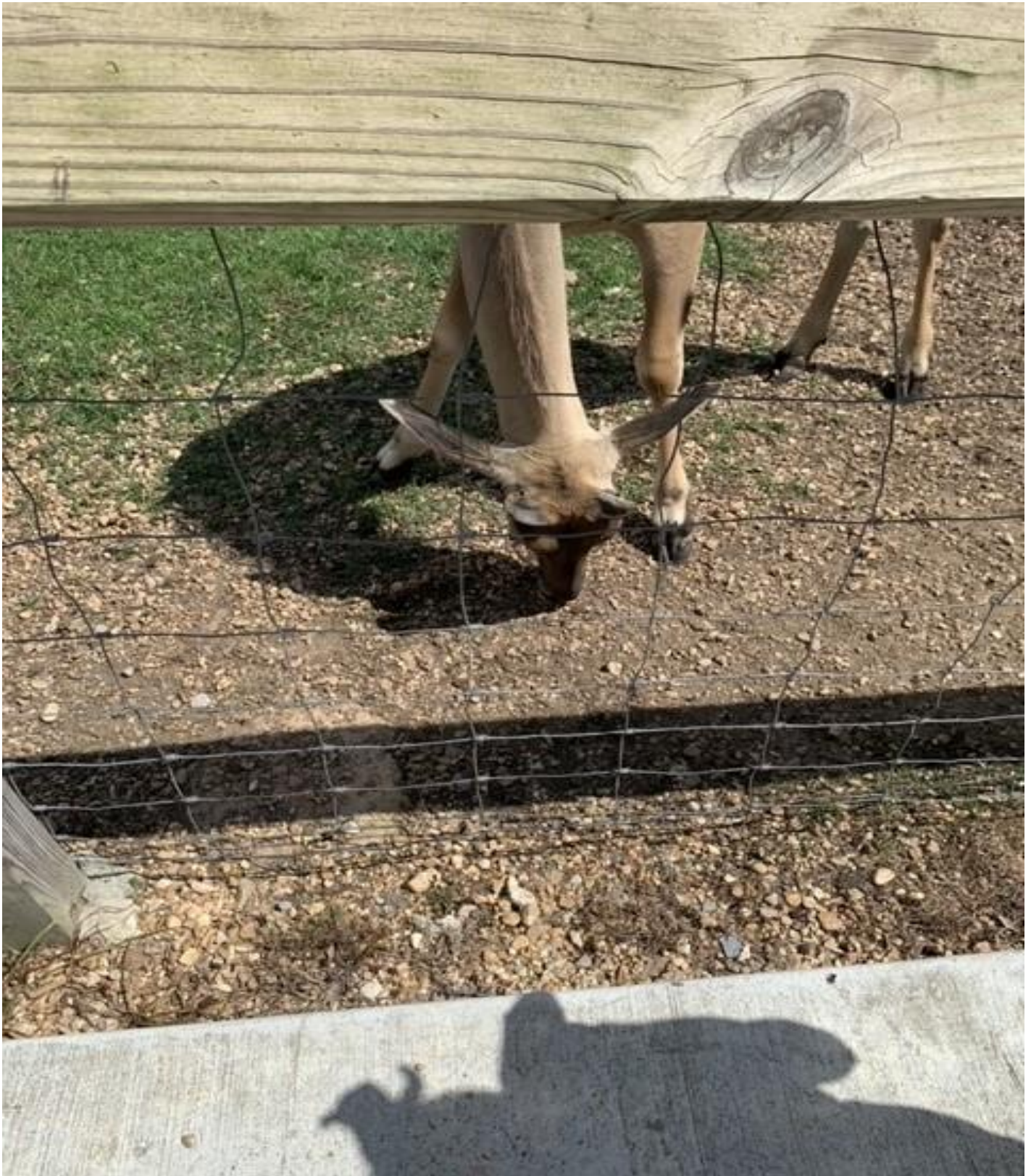
S.PS.PK4.4

DA.CN11a.1PK

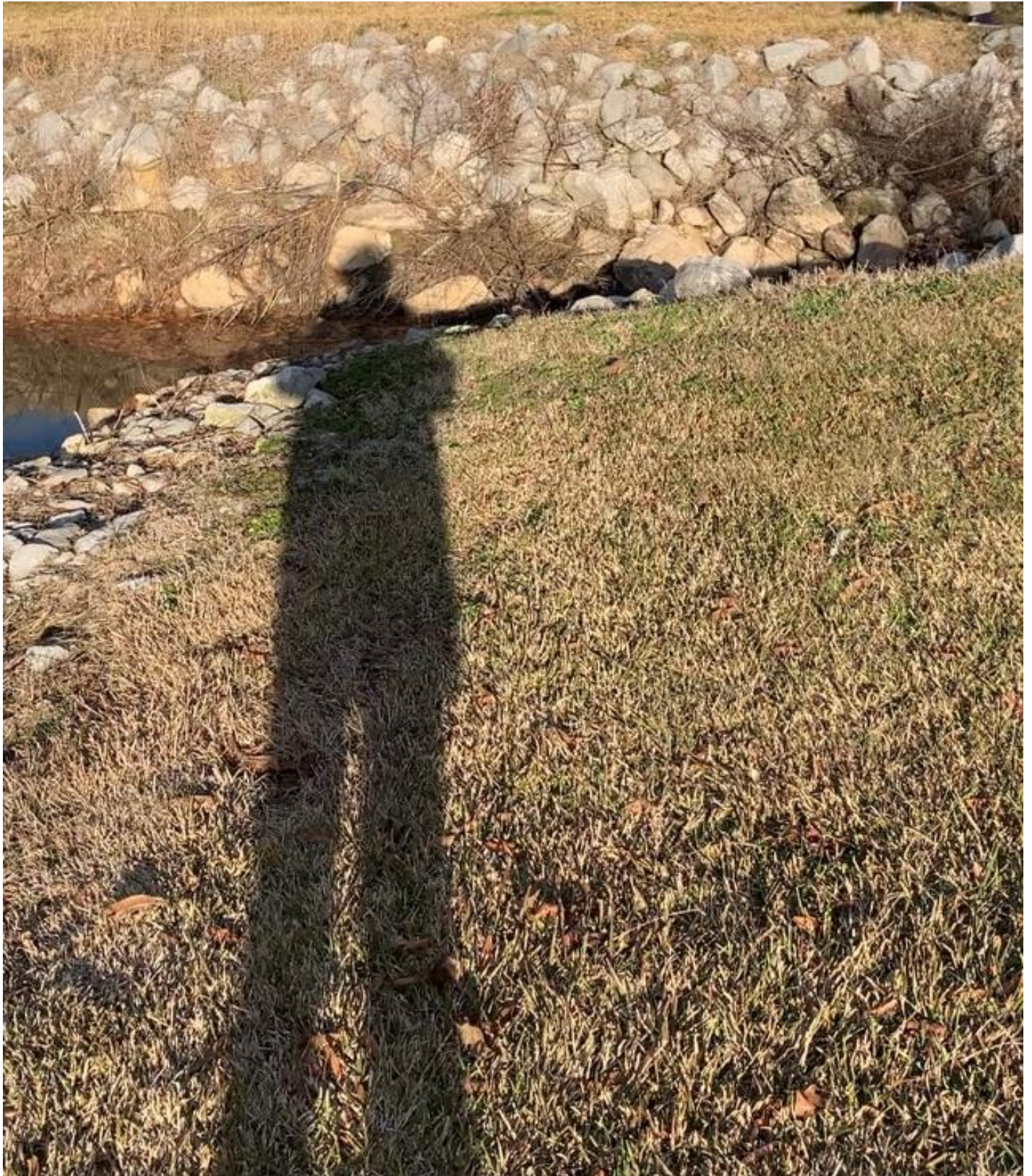
TH.CN10a.1.PK

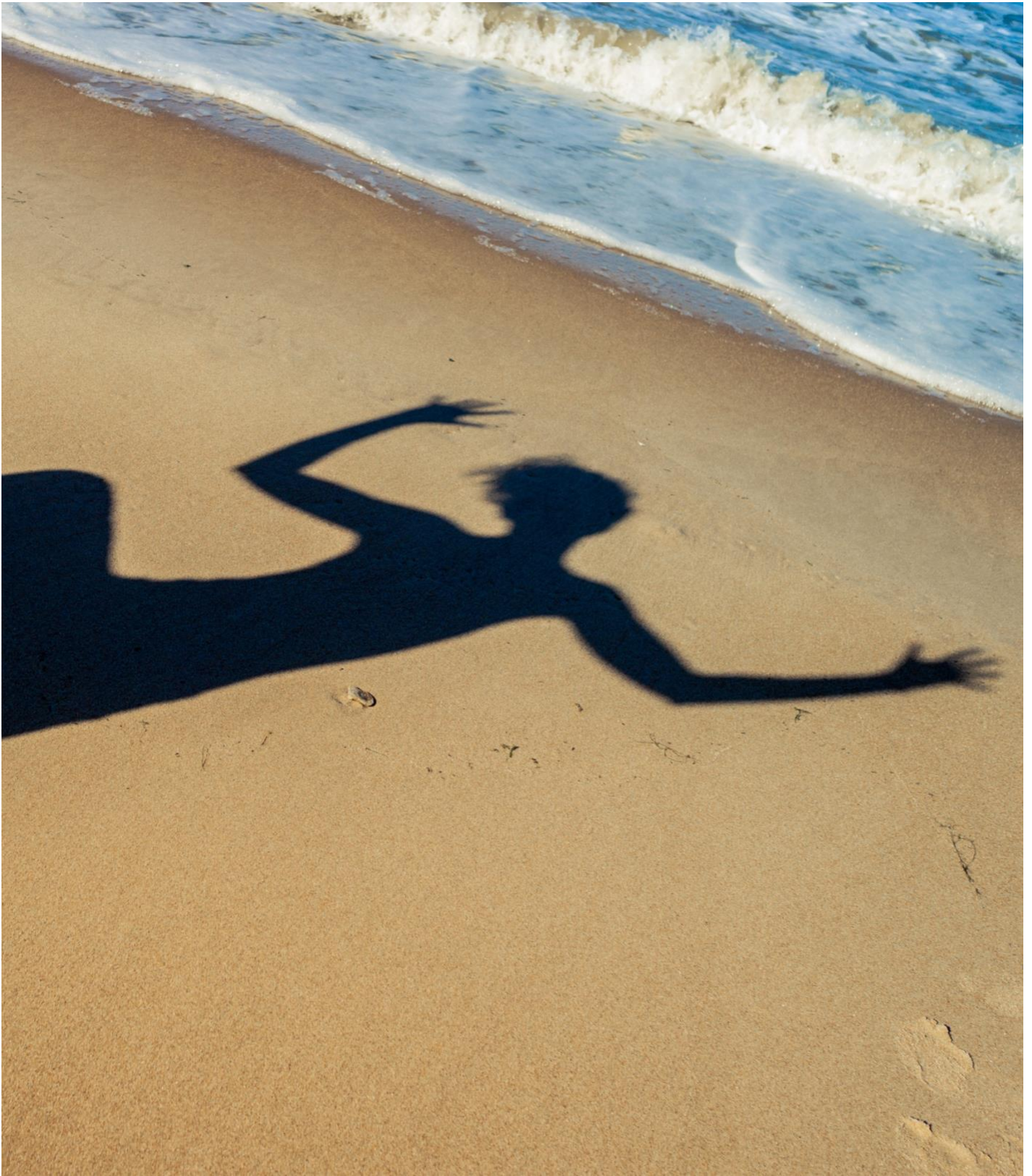
TH.PR6a.1.PK

















Night City

Standard Connection:

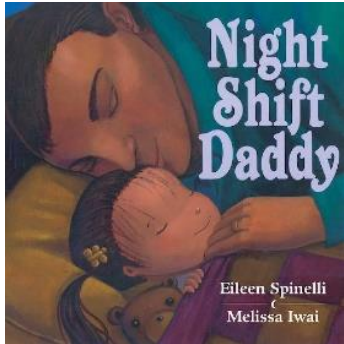
ELA.RL.PK4.3
ELA.W.PK4.8
SS.OW.PK4.5
S.ES.PK4.2a
S.ES.PK4.3a
PD.FM.PK4.4
PD.FM.PK4.5
VA.CN11.1.PK
VA.CR1a.2.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Night Shift Daddy</i> writing utensils city skylines from Unit 5, Week 3 blocks Beautiful Stuff pretend people figures paper clipboards flashlights 	<p>building: anything built or constructed</p> <p>create: to make</p> <p>custodian: a person who is responsible for taking care of someone or something</p> <p>nocturnal: asleep during the day and awake at night</p> <p>research: a way of looking for new information</p> <p>skyline: where the sky meets buildings or the land</p> <p>structure: a thing made up of parts joined together in a certain way</p> <p>sweep/swept: to brush lightly</p>	

Intro to Centers	
Preparation: Set up materials	
"In <i>Night Shift Daddy</i> , the girl's father worked as a night custodian . What do you notice?"	Show illustrations. Children respond.
"Her father cleaned and swept buildings while other people were sleeping."	
"In Library and Listening, you researched other nocturnal jobs. What did you find out?"	Show examples of children's research. Children respond.
"How are the night-time jobs you researched similar to or different from the girl's father's job?"	Children respond.
"Today in Blocks, you can create a night-time city. Refer to <i>Night Shift Daddy</i> for inspiration, and use the skylines that you created for Skyline Block Structures ."	
"You can use Beautiful Stuff to create night workers for the buildings in your city."	

During Centers:

Encourage children to label their night city. Support children in drawing and labeling a map of their night city. Support children in collaborating - one child can draw a plan, another child can build the city, and another child can label the city and/or create a map. After children have built their night city, turn off lights and give children flashlights to create shadows in their night city.

Guiding Questions During Centers:

- What jobs do people do in your night city?
- How do you think the girl in *Night Shift Daddy* feels about her daddy working at night?
- Why do you think her daddy cleans and sweeps at night instead of during the day?
- How is a night city similar to or different from a city during the day?

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:

Invite a family or community member who works at night to speak to the children about his/her job.

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 group children who need extra support with children who can be helpers. Provide a variety of materials for drawing and building that meet the children's fine motor and sensory needs.



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 paper writing utensils 	<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	
"In <i>Dreams</i> , Roberto and his neighbors were dreaming at night. What do you notice?"	Show illustrations. Children respond.
"Ezra Jack Keats depicted their dreams with colorful illustrations of the apartment building windows."	
"Here are images of windows made with stained glass . How are these windows the same as or different from Ezra Jack Keats' illustrations?"	Show images. Children respond.
"Today in Creative Arts, you can create stained glass collages with these materials."	Show materials. Model.
"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 ?"	Model. Children respond.
"We can see the light source through the collage because the tissue/cellophane is translucent ."	

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:

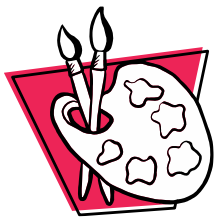
Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

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.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 4

Stained Glass Collage RESOURCE

Standard Connection:

ELA.SL.PK4.1

ELA.L.PK4.1a

M.MD.PK4.3

M.G.PK4.2

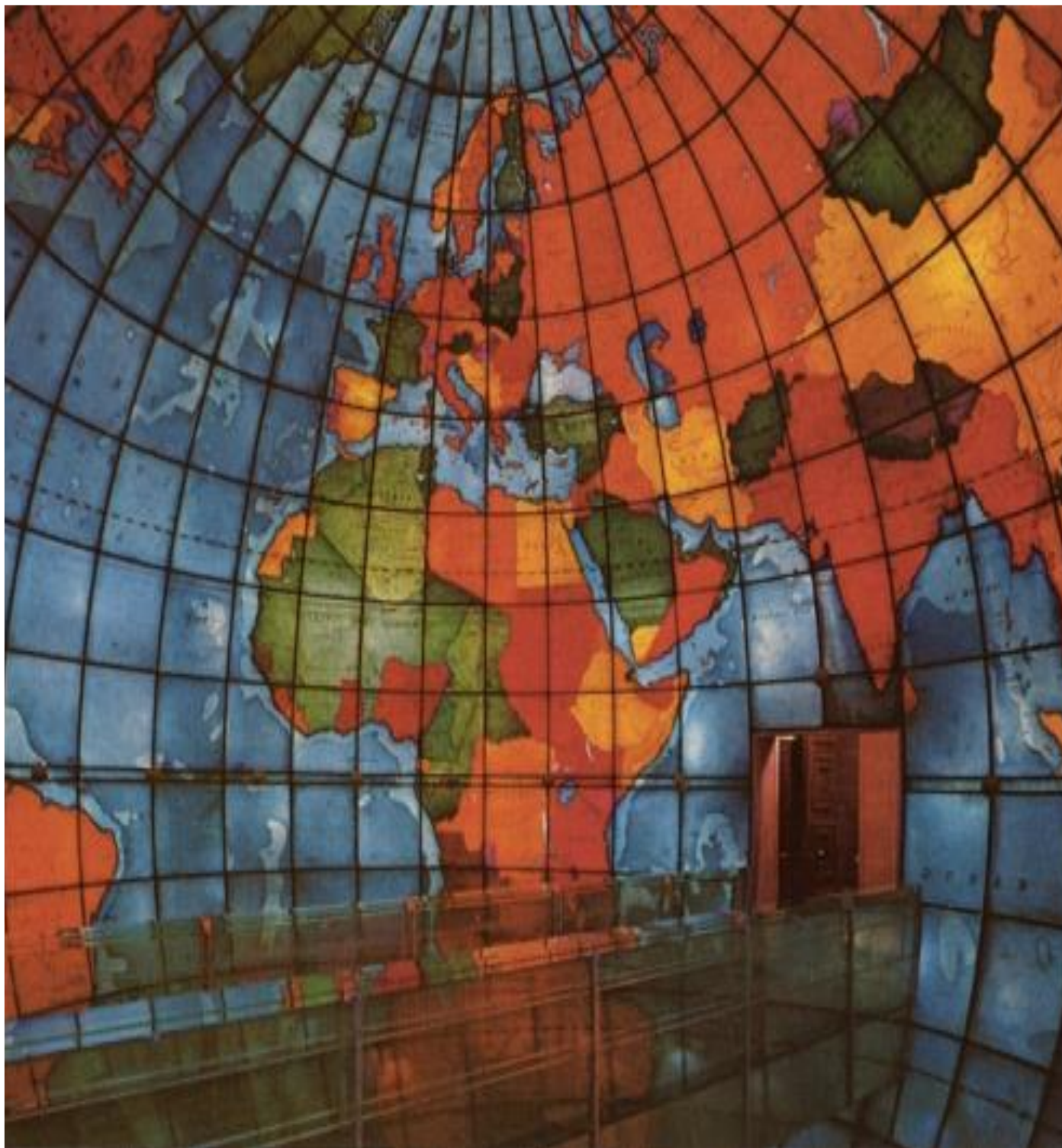
S.ES.PK4.1

SS.OW.PK4.2

PD.FM.PK4.5

VA.RE7a.1.PK

VA.CR1a.2.PK











Shadow Search

Standard Connection:

ELA.RL.PK4.7

ELA.RL.PK4.9

M.CC.PK4.3

S.T.PK4.1

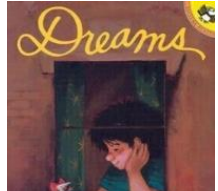
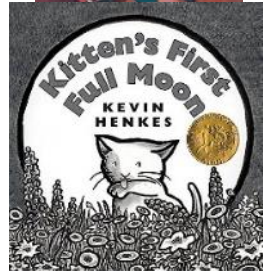
SS.OW.PK4.2

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Dreams</i> <i>Kitten's First Full Moon</i> children's Classroom Maps from Unit 5, Week 1 paper clipboards writing utensils flashlights 	<p>block: to put in the way/close off</p> <p>label: to name a specific object</p> <p>light source: a form of energy (artificial or natural) that helps us to see all the things around us</p> <p>map: an image that shows the location of places/things</p> <p>search: to look for</p> <p>shadow: the dark shape made when something blocks light</p> <p>shine: bright</p> <p>surface: the outside of anything</p>	 

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.
"The mouse blocked the light shining from the streetlight. What do you notice?"	Show illustrations. Children respond.
"The mouse's shadow grew bigger as it fell further away from the light source . Where did the snarling dog see the mouse's shadow ?"	Children respond.
"In <i>Kitten's First Full Moon</i> , the kitten blocked the light from the moon. What do you notice?"	Show illustrations. Children respond.
"Kitten's shadow is on the ground behind her."	Show illustrations. Children respond.
"Today in Creative Writing, you can search for shadows in the classroom using these materials. How can your Classroom Maps be helpful to you?"	Show materials. Children respond.
"You can label where you found shadows on your classroom map ."	Model.

During Centers:

Encourage children to collaborate (one child creates shadows with the flashlight, another child labels the map). Encourage children to experiment with changing shadow size by holding the flashlight closer and further away. Encourage children to create graphs to document their search (how many shadows were created with a natural/artificial light source, how many shadows were found in the different classroom areas, etc.). Encourage children to search for shadows in other Read Alouds (Corduroy's shadow when the night watchman found him, the cat's shadow in *One Dark Night*, etc.).

Guiding Questions during Centers:

- How many more/less shadows were created with a natural/artificial light source? How do you know?
- What part of the classroom had the most/least shadows? Why?
- How is searching for shadows similar to or different from searching for colors/reflections?
- How are the shadows you found similar to or different from the illustrations of shadows in *Dreams/Kitten's First Full Moon*?

Thinking and Feedback:

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

Documentation:

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

Provocation:

Document a school/neighborhood Shadow Search with child-made maps.

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. Provide a variety of materials for children to use for labeling maps and creating graphs. Manipulatives may be needed to help children make the graph.



Writing about Collections

Standard Connection:

ELA.SL.PK4.1

ELA.W.PK4.5

S.ES.PK4.3

PD.FM.PK4.4

VA.PR4.1.PK

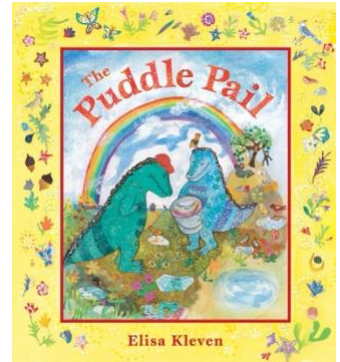
VA.PR6.1.PK

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>The Puddle Pail</i> paper writing utensils children's collections from <i>Making Collections</i> "My collection of _____" template (see Resource 1) images of museum exhibits (see Resource 2) 	<p>collection: a group of similar things</p> <p>curator: a person in charge of a museum</p> <p>exhibit: to show special objects</p> <p>information: knowledge learned/facts/data</p> <p>museum: a building that holds a collection of objects</p>	

Intro to Centers	
Preparation: Set up materials	
"In <i>The Puddle Pail</i> , Sol and Ernst filled their pails. What do you notice?"	Show illustrations. Children respond.
"If Sol labeled the things in his pail, he could write: 'rocks, feathers, and string collection '. What could Ernst write if he labeled the puddles in his pail?"	Show illustrations. Children respond.
"Here are images of museum exhibits . The curator labeled and wrote information about this collection of (_____)."	Read exhibit label and description.
"Here is a collection I created and labeled (_____). What do you notice?"	Show collection. Children respond.
"My (_____) collection is special because (_____). I will write that information about my collection ."	Show collection. Children respond.
"Today in Creative Writing, you can create labels and write information about your collections with these materials."	Show children's collections. Show materials.

During Centers:

Support children in creating labels for and writing information about their collections. Compare and contrast children's collections to their friends'/museum collections. Encourage children to create graphs of the number of objects in their collections. Encourage children to sort/label groups of collections (Jaylen, Sarah, and Micah have collections of round things, Cliff, Hermainia, and Luana have collections of little things, etc.). Encourage children to use Beautiful Stuff to create exhibits of their collections.

Guiding Questions during Centers:

- How is your collection similar to or different from your friend's/Sol's and Ernst's/ the museum's collections?
- What information do you want someone to know about your collection?
- How can you create an exhibit for your collection?
- What could you name a museum of these (similar) collections?

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:

Visit and document a trip to a museum. Invite a museum curator/artist/tour guide to the classroom. Encourage children to create a classroom museum in Dramatic Play/Blocks.

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 writing materials for children to be able to label their collections and graph the objects. Some children may need a pre-made graph that they can put the objects on to see which one has the most, least, etc.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 4

Writing about Collections

RESOURCE

Standard Connection:

ELA.SL.PK4.1

ELA.W.PK4.5

S.ES.PK4.3

PD.FM.PK4.4

VA.PR4.1.PK

VA.PR6.1.PK

My Collection of _____



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 4

Writing about Collections RESOURCE

Standard Connection:

ELA.SL.PK4.1

ELA.W.PK4.5

S.ES.PK4.3

PD.FM.PK4.4

VA.PR4.1.PK

VA.PR6.1.PK





Researching Who Works at Night?

Standard
Connection:
ELA.RI.PK4.7
ELA.RF.PK4.4
S.LS.PK4.4c
SS.FC.PK4.2
SS.FC.PK4.7
PD.FM.PK4.4

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Night Shift Daddy</i> <i>Who Works at Night?</i> (see Resource) blank books paper writing utensils clipboards 	<p>building: anything built or constructed</p> <p>custodian: a person who is responsible for taking care of someone or something</p> <p>information: knowledge learned/facts/data</p> <p>job: a regular employment</p> <p>research: a way of looking for new information</p> <p>work: an activity one gets paid money for completing</p>	

Intro to Centers	
Preparation: Set up materials	
"In <i>Night Shift Daddy</i> , the little girl said goodnight to her daddy. What do you notice?"	Show Illustrations. Children respond.
"Her daddy didn't go to bed like she did. He went to work . What do you notice?"	Show Illustrations. Children respond.
"He was a custodian - someone who takes care of and cleans buildings . What do you notice?"	Show Illustrations. Children respond.
"Why did he work at his job at night instead of during the day?"	Children respond.
"It was easier to do his job of cleaning the building at night because all the people in the school were at home asleep."	
"The title of this book is <i>Who Works at Night?</i> "	Read book.
"Many people work at night with different jobs . Today in Library and Listening, you can research jobs that people do at night."	Show materials.

During Centers:

Compare and contrast people working at night to nocturnal animals. Encourage children to act out the jobs they researched in Dramatic Play. Encourage children to show people working at night in their *Night City*. Encourage children to create a survey question based on their research.

Guiding Questions During Centers:

- How is work people do at night similar to or different from work nocturnal animals do?
- Why is (job) done at night?
- How are artificial light sources helpful to people who work at night?
- What jobs do people do in your *Night City*?

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:

Invite a night shift worker to the classroom to talk about their job. Write a letter with questions to the school custodian, i.e., *Why is your job easier to do at night?*

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 who may need more support with children who can be helpers. Provide pictures of people doing night jobs to provide visual support for children who need it.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 4

Who Works at Night? RESOURCE

Standard Connection:

ELA.RI.PK4.7

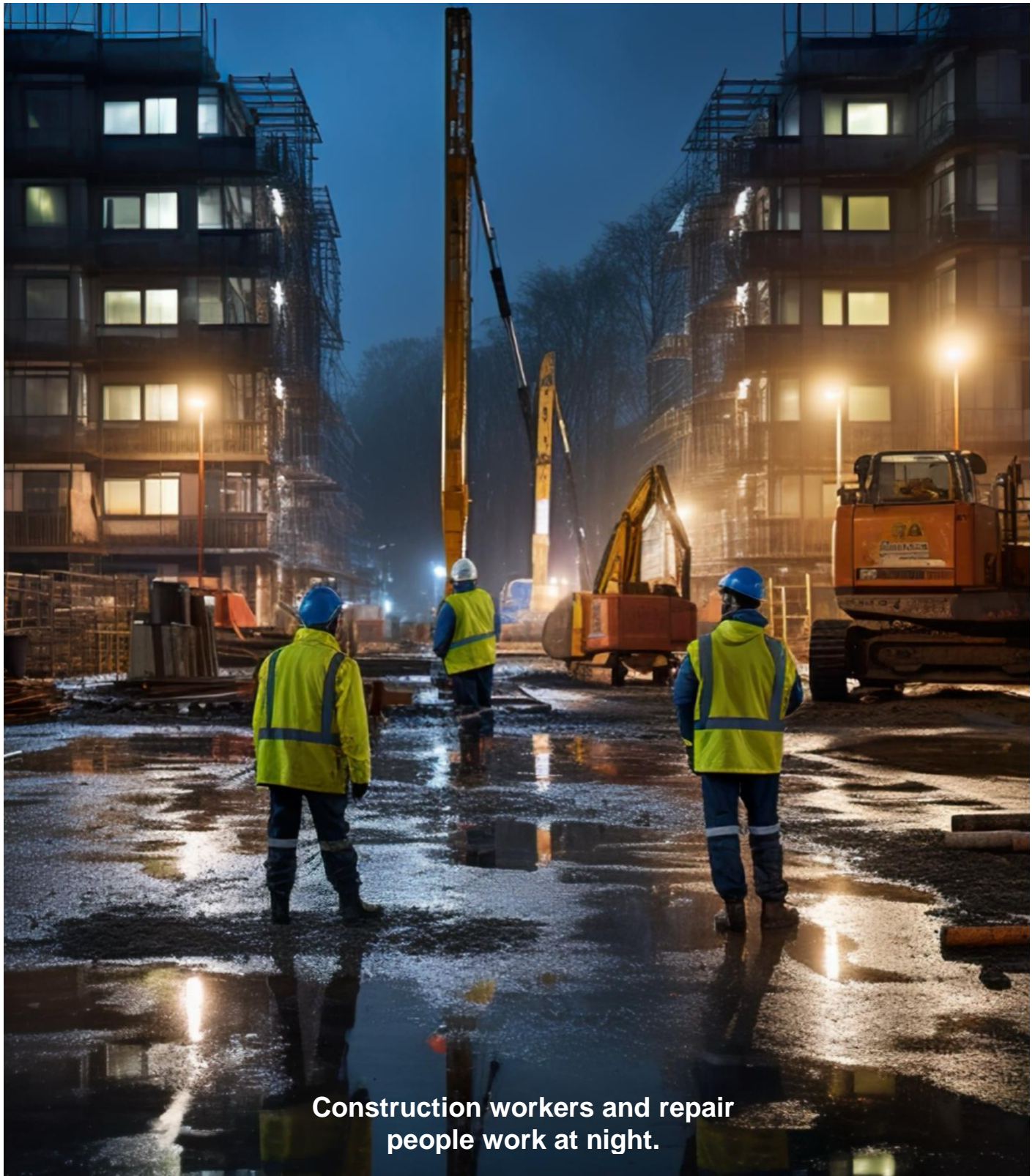
ELA.RF.PK4.4

S.LS.PK4.4c

SS.FC.PK4.2

SS.FC.PK4.7

PD.FM.PK4.4




Construction workers and repair
people work at night.




People work in airports
and offices at night.



Garbage collectors
work at night.

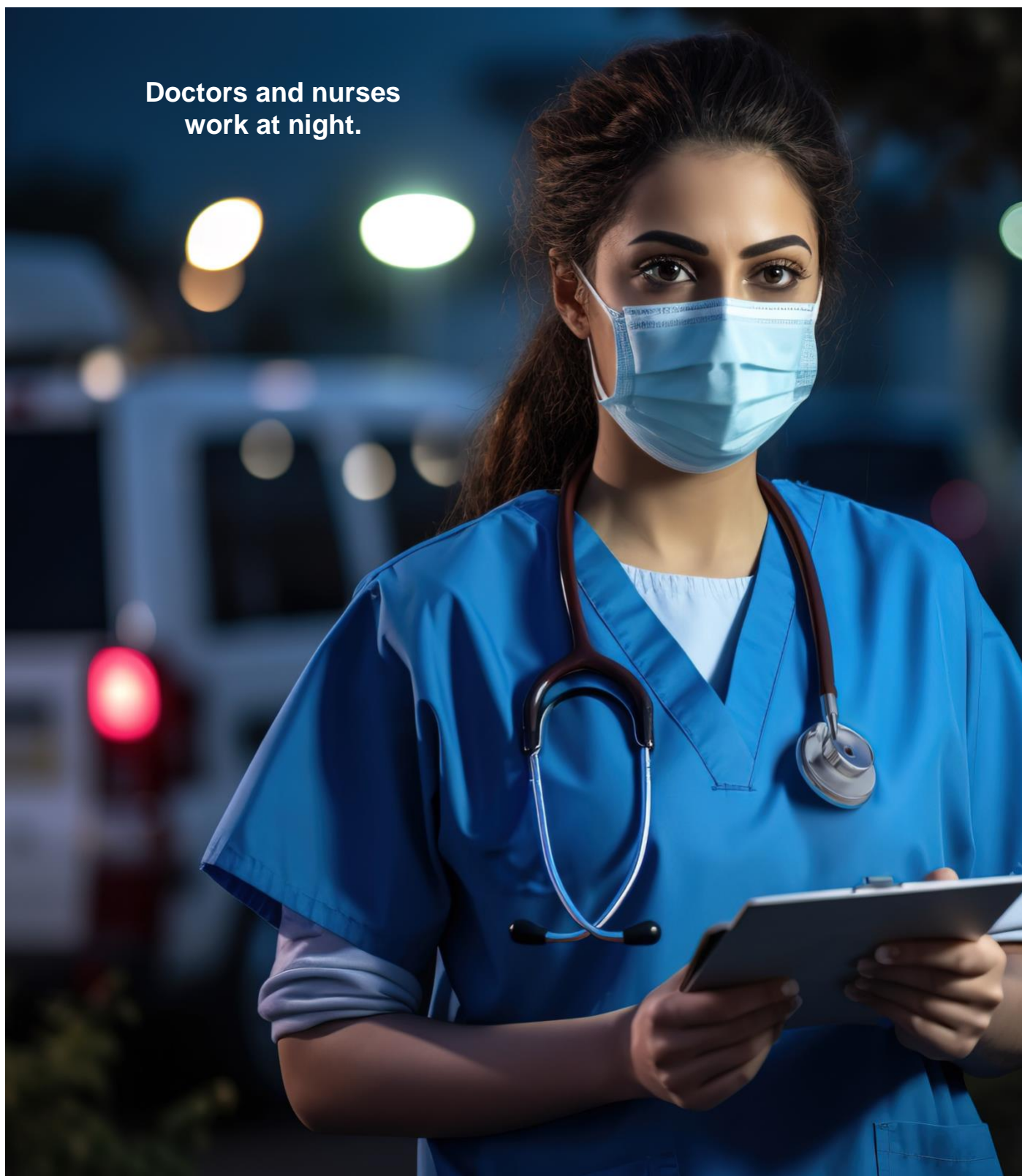
A man wearing a dark cap and jacket is smiling while holding a large pizza in a blue box. The scene is set at night with blurred city lights in the background.

Delivery people
work at night.

A close-up photograph of a chef, an older man with grey hair, wearing a white short-sleeved shirt and a green apron. He is focused on cooking, using a long-handled metal spatula to stir ingredients in a large, round, shallow metal pan. Bright flames are visible at the bottom of the pan, and steam is rising from the food. The background is dark and out of focus, showing hints of blue and white, suggesting an outdoor or semi-outdoor kitchen setting at night. The lighting is warm and concentrated on the chef and his work.

People who make food and
people who work in
restaurants work at night.

Doctors and nurses
work at night.





Shadow Puzzles

Standard Connection:

ELA.SL.PK4.6

M.CC.PK4.5

S.ES.PK4.2

SS.HE.PK4.1

PD.GM.PK4.3

PD.FM.PK4.2

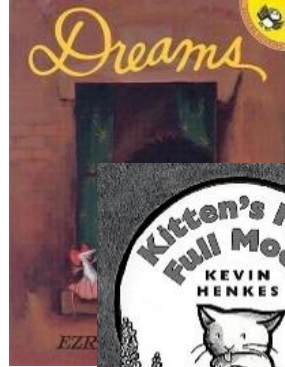
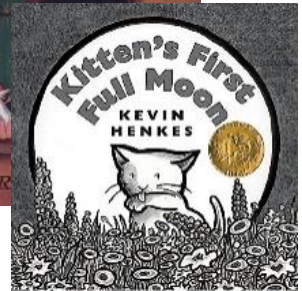
TH.CN11a.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Dreams</i> <i>Kitten's First Full Moon</i> images of shadows (see Resource) poster or tag board Ziploc bags basket or box to store puzzles trays 	<p>blocked: closed off</p> <p>light source: a form of energy (artificial or natural) that helps us to see all the things around us</p> <p>shadow: the dark shape made when something blocks light</p> <p>solve: find an answer</p> <p>surface: the outer layer of an object</p>	 

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.
"The mouse blocked the light shining from the streetlight. What do you notice?"	Show illustrations. Children respond.
"In <i>Kitten's First Full Moon</i> , the kitten blocked the light from the moon. What do you notice?"	Show illustrations. Children respond.
"Today in Puzzles (Manipulatives), you can solve shadow puzzles."	Show materials.
"We solved this puzzle of a _____. What do you notice?"	Model. Children respond.
"How is the shadow in the puzzle similar to or different from the shadows in <i>Dreams</i> or <i>Kitten's First Full Moon</i> ?"	Children respond.

During Centers:

Encourage children to describe their puzzle-solving strategies (if they put all the edge pieces together first). Encourage children to count the number of pieces in the puzzles. Scaffold with images of completed puzzles.

Guiding Questions During Centers:

- What strategy did you use to solve your puzzle?
- How is the shadow in your puzzle similar to or different from the shadow in your friend's puzzle?
- How are the shadows in the puzzles similar to or different from the shadows in *Dreams* and *Kitten's First Full Moon*?
- Was the light source that created the shadow in this puzzle natural or artificial? How do you know?

Thinking and Feedback:

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

Documentation:

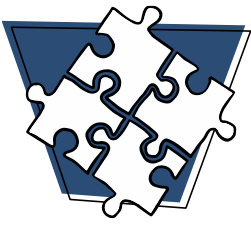
Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Use children's Shadow Illustrations to create Shadow Puzzles. Attach magnet tape/velcro to puzzle pieces so children can solve puzzles on a vertical surface, i.e., magnet board, easel, etc. (see below), and use them as backdrops to Blocks/Dramatic Play.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, adjust puzzles to children's level of challenge, i.e., puzzles with a range of number of pieces. Some children may also benefit from puzzles with knobs on the pieces.



UNIT 5: SHADOWS AND REFLECTION / WEEK 4

Shadow Puzzles RESOURCE

Standard Connection:

ELA.SL.PK4.6

M.CC.PK4.5

S.ES.PK4.2

SS.HE.PK4.1

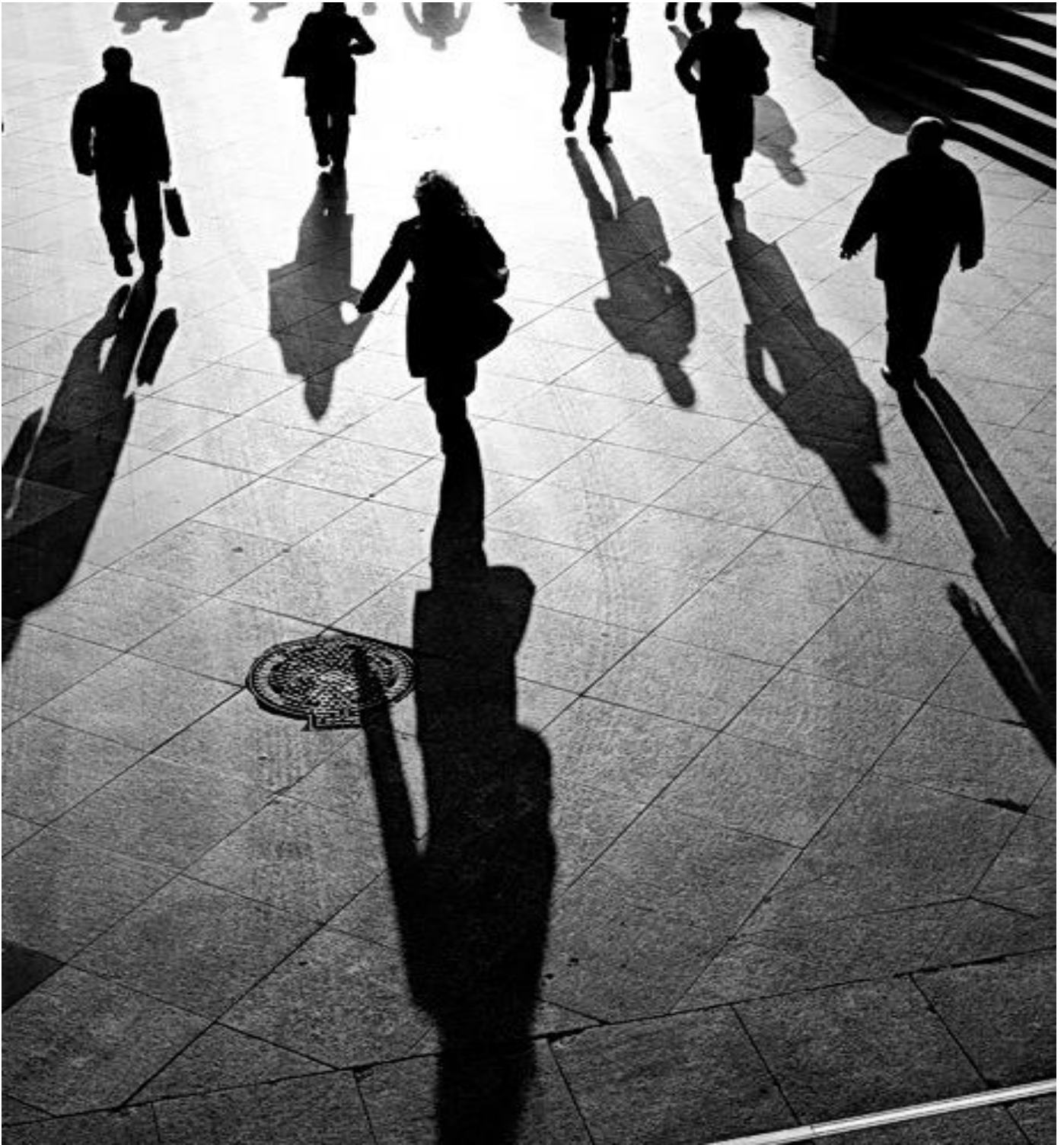
PD.GM.PK4.3

PD.FM.PK4.2

TH.CN11a.1.PK











Making Collections

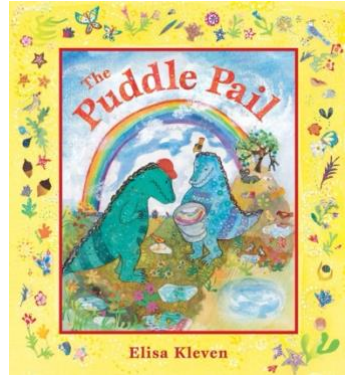
Standard Connection:
ELA.W.PK4.1b
M.MD.PK4.3
S.ES.PK4.3
PD.FM.PK4.1
PD.FM.PK4.4
VA.PR5a.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>The Puddle Pail</i> • images of collections (see Resource) • small trays and containers • paper or labels • writing utensils • Beautiful Stuff, variety of counters, small objects 	<p>collection: a group of similar things</p> <p>exhibit: to show special objects</p> <p>information: knowledge learned/ facts/data</p> <p>museum: a building that holds a collection of objects</p>	

Intro to Centers	
Preparation: Set up materials	
"In <i>The Puddle Pail</i> , Sol and Ernst filled their pails. What do you notice?"	Show illustrations. Children respond.
"Sol gathered rocks, feathers, and string. Ernst gathered puddles. They created collections of the things they liked."	
"Here are images of museum collections . What do you notice?"	Show images. Children respond.
" Museums display their collections in exhibits with information about the collections ."	Read exhibit name/information.
"Today in Science, you can create collections with these materials. I will make a collection of these things. What could I name my collection ?"	Show materials. Model. Children respond.

During Centers:

Encourage children to play BB Guess My Rule with their collections. Encourage children to collaborate (one child creates a collection, another child writes information). Compare and contrast children's collections to each other's/Sol's and Ernst's collections. Encourage children to create exhibits of their collections and display them in the classroom.

Guiding Questions During Centers:

- What inspired you to create your collection?
- How will you communicate information about your collection?
- How are the objects in your collection similar to or different from each other?
- Which collection has more/ fewer items? How do you know?
- How is your collection similar to or different from Ernst's collection in *The Puddle Pail*?

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:

Arrange and document a field trip to a local museum. Invite other classrooms to a museum of children's collections.

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 Venn diagram for children to use to sort and compare/contrast the collections.



UNIT 5: SHADOWS AND REFLECTIONS / WEEK 4

Making Collections

RESOURCE

Standard Connection:

ELA.W.PK4.1b

M.MD.PK4.3

S.ES.PK4.3

PD.FM.PK4.1

PD.FM.PK4.4

VA.PR5a.1.PK



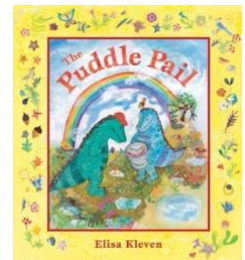








Home Link - English



Dear Families: In this unit, your child will be learning about shadows and reflections. Try at least three of these fun learning activities, or do them all! The most important thing is to enjoy time with your child and learn about what is happening in the classroom. Please color in the boxes of the activities you choose and return this form to school next Monday. **HAVE FUN!**

Child's Name: _____

Literacy

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

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me when I jump into my bed.
The funniest thing about him is the way he likes to grow.
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India rubber ball.
And he sometimes gets so little that there's none of him at all.

Discovery

Making a Collection:

(Related to *The Puddle Pail*)

Talk with your child about what s/he might like to collect (rocks, bottle caps, sticks, rubber bands, etc.). Find a container and begin gathering objects for the collection.

Conversation Starters:

- What kinds of things would you like to collect?
- How many are there?
- What does your collection tell someone about you and things that are important to you?

Words to Use during the Conversation:

collection, gather, groups, sort

Math

Adding Snacks:

(Related to Dinosaur Shop, a game your child should be familiar with)

Let your child take two small handfuls of a snack, such as grapes or pretzels. Have your child count the number of items in each hand and then add the numbers to figure out how many pieces s/he has all together. Do this a few times.

Conversation Starters:

- How many are there all together?
- How did you figure it out?

<p style="text-align: center;"><u>Language</u></p> <p>Making Labels for Your Collection: (Related to <i>The Puddle Pail</i>)</p> <p>Talk to your child about the collection you have made together and invite him/her to create labels for it.</p>	<p style="text-align: center;"><u>Talk and Read Together</u> (20 minutes)</p> <p>Conversation Starters:</p> <ul style="list-style-type: none"> • 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?
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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 ____

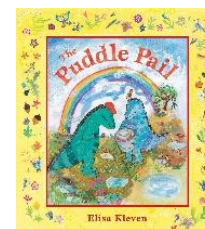
<p style="text-align: center;"><u>Books we are reading in school:</u></p> <p style="text-align: center;"><i>The Puddle Pail</i> by Elisa Kleven</p>	<p style="text-align: center;"><u>Other books you and your child might enjoy:</u></p> <p style="text-align: center;"><i>Shadows and Reflections</i> by Tana Hobin</p>
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Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary. For example, “A **collection** is a group of things that are alike in some way that have been gathered and saved.”
- As you read, ask your child questions pertaining to the book. For example, “What kind of collection did Ernst make?”



Home Link - Spanish



Home Links, Unidad 5: Sombras y Reflejos: Semana 4

Estimadas Familias: En esta unidad su niño(a) estará aprendiendo acerca de las sombras y los reflejos. ¡Traten de hacer por lo menos tres de estas divertidas actividades de aprendizaje o háganlas todas! Lo más importante es disfrutar el tiempo con su hijo(a), aprendiendo sobre lo que está sucediendo en el salón de clases. Por favor colorea los cuadros de las actividades que usted elija y devuelva esta hoja a la escuela el próximo lunes. ¡DIVIERTANSE!

Nombre del niño: _____

Alfabetización

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

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.
The funniest thing about him is the way he likes to grow.
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball.
And he sometimes gets so little that there's none of him at all.

Descubrimiento

Crear Etiquetas para su Colección:
(Relacionado con el libro *The Puddle Pail*)

Hable con su niño(a) sobre lo que a él o ella le gustaría coleccionar (piedras, tapas de botellas, palitos, gomas elásticas, etc.). Busquen un contenedor y empiecen a recolectar objetos para la colección.

Formas de Iniciar una Conversación:

- ¿Qué tipo de cosas te gustaría coleccionar?
- ¿Cuántos artículos hay allí?
- ¿Qué le dice tu colección a los demás sobre ti y las cosas que son importantes para ti?

Las Palabras que Pueden Utilizar Durante la Conversación: *colección, recopilar, grupos, clasificar*

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?

Lenguaje

Crear Etiquetas para su Colección:
(Relacionado con el libro *The Puddle Pail*)

Hable con su niño(a) sobre la colección que han creado juntos e invítelo a crear etiquetas para la colección.

Matemáticas

Sumando las Meriendas:

(Relacionado a Dinosaur Shop, un juego con el cual su hijo(a) debe estar familiarizado)

Deje que su niño(a) tome dos puñados pequeños de una merienda, como uvas o pretzels. Haga que cuente el número de unidades en cada mano y después que sume los números para calcular cuántas unidades tiene en total. Haga esto unas cuantas veces.

Formas de Iniciar una Conversación:

- ¿Cuántos artículos hay en total?
- ¿Cómo lo calculaste?

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:

The Puddle Pail por Elisa Kleven

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

Shadows and Reflections por Tana Hobin

Sugerencias para Leer Juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, "Una **colección** es un grupo de artículos que tienen alguna similitud y han sido recopilados y guardados."
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, "¿Qué tipo de colección creó Ernst?"