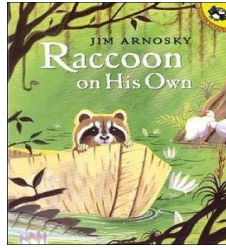




Mirrors And Block Structures


Standards:

CA.DE.PS.1-2
 ELA.SL.CC.PS.1-3
 ELA.RL.IKI.PS.1-2
 ELA.RL.LTC.PS.1


Materials:

- *Raccoon On His Own*
- Beautiful Stuff
- large pieces of cardboard, covered with mylar/shiny wrapping paper
- flashlights
- mirrors

Vocabulary:

- reflection
- sunlight
- swamp
- structure
- mylar
- surface
- mirror

Preparation: Gather materials and set up in the Block Center.

Intro to Centers:

“In *Raccoon On His Own*, the baby raccoon looked into the **swamp** water. What do you notice?”

“The **sunlight** shone on the water’s **surface** and created a **reflection**.”

“Today in Blocks, you can build **structures** with these materials. What do you notice?”

“How are the **mirrors** similar to and different from the **mylar** you used last week in blocks?”

“What do you **predict** will happen when you use **mirrors** with your **structures**?”

Show illustrations.
Children respond.

Show materials.
Children respond.

Children respond.

Children respond.

During Centers:

Compare and contrast block structure reflections to illustrations in *Raccoon On His Own*. Compare and contrast reflections with the classroom lights turned off. Encourage children to experiment with moving the light source/object. Encourage children to “record” their illustrations in Writing and Drawing. Encourage children to use create settings from *Play With Me* and *Raccoon On His Own* using block structures and mirrors.

Guiding Questions during Centers:

- How does the position of the mirror affect the block structure reflection?
- What happens to the reflection if you shine a flashlight on the structure?
- How are reflections in the mylar similar to or different from reflections the mirror?
- How are the reflections in mirrors similar to or different from the reflections depicted in *Play With Me /Raccoon On His Own?*

Thinking & 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: Give children smaller mirrors and wooden cubes for a scaled-down work area. Challenge children to duplicate each other’s structures by looking at the reflections.

