



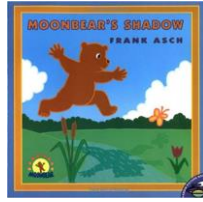
# Shadow Tracing



Writing &  
Drawing

## Standards:

ATL.RPS.PS.4-6  
CA.VA.PS.1-5  
ELA.LS.VAU.PS.1-1a  
PHD.FM.PS.1



### Materials:

- *Moonbear's Shadow*
- white paper
- writing/drawing utensils
- variety of objects from the classroom
- Flashlight, or sunny spot

### Vocabulary:

- shadow
- shape
- size
- accurate

**Preparation:** Set up materials.

### Intro to Centers:

"In *Moonbear's Shadow*, Bear wanted to wanted his **shadow** to go away. How is the Bear similar to or different from his **shadow**?"

"I am going to trace the shadow of this block."

"Today you can trace the shadow of objects in the Writing and Drawing Center."

*Show illustrations. Children respond.*

*Model.*

*Show materials*

### During Centers:

Encourage children to collaborate, i.e., one child holds the flashlight to create a shadow, another child traces the shadow. Support children with fine-motor challenges by providing templates of objects and/or shadows. Compare and contrast the sizes and shapes of objects and shadows. Encourage children to label their illustrations.

**Guiding Questions during Centers:**

- How is your shadow illustration similar to or different from how Frank Asch illustrated shadows in *Moonbear's Shadow*?
- Are shadows always black? Why/why not?
- Can you find an object in the classroom that creates a colorful shadow?
- What happens if I move my object further from the lightsource?

**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:** Gather objects and shadow tracings and encourage the children to match the tracings with the objects. Encourage children to build with blocks and other objects and trace the shadow.

