

Unit 5: *Shadows and Reflections*

Week 3

Full Day Schedule

Unit 5 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Kitten's First Full Moon</i> , 3rd Read	<i>Moonbear's Shadow</i> , 1st Read	<i>Kitten's First Full Moon</i> , 4th Read	<i>Moonbear's Shadow</i> , 2nd Read	<i>The Puddle Pail</i> , 1st Read
Centers					
Intro to Centers	Shadow Tracing Shadow Dancing	Researching Puppets Paintings with Outlines	Experimenting with Shadows Shadow Matching Game	Animal Shadow Sorting Glittery Finger Painting	
Art Studio	Continue Black, White, and Gray Illustrations	continue	continue	Glittery Finger Painting	continue
Easel		Painting with Outlines	continue	continue	continue
Writing and Drawing	Shadow Tracing	continue	continue	continue	continue
Library & Listening		Researching Puppets	continue	continue	continue
Dramatization	Shadow Dancing	continue	continue	continue	continue
Blocks	Continue Mirrors and Block Structures	continue	Experimenting with Shadows	continue	continue

Discovery Table	Add sand & sand toys	continue	continue	continue	continue
Puzzles & Manipulatives	Continue Mylar, Mirrors and Pattern Blocks	continue	Shadow Matching Game	Animal Shadow Sorting	
Technology	art studio: Osmo outlines on tablet dramatization: tablet				
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	LFOAI: Opaque/ Transparent/ Translucent	Math: Slide, Flip and Turn!	LFOAI: Shadows	LFOAI: Reflections on a Surface	Problem Story (class discusses issues impacting classroom community) or soc. emotional curriculum
Small Groups	Group1 Literacy High Support: Reflection Search Group 2 Math Medium Support: Animal Shadow Sorting Group 3 Independent Teacher's Choice		Group1 Literacy (choose 1) Medium Support: Shadow Search High Support: Shadow Puppets Group 2 Math (choose 1) Low Support: Slides, Flips and Turns with Geometric Shapes Medium Support: Fill Your Puddle Pail Group 3 Independent		

Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: making bird's nests	small groups: fill your Puddle Pail scavenger hunt or shadow search
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Part Day Schedule

Unit 5 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Kitten's First Full Moon,</i> 3rd Read	<i>Moonbear's Shadow,</i> 1st Read	<i>Kitten's First Full Moon,</i> 4th Read	<i>Moonbear's Shadow,</i> 2nd Read	<i>The Puddle Pail,</i> 1st Read
Centers					
Intro to Centers	Shadow Tracing Shadow Dancing	Researching Puppets Paintings with Outlines	Experimenting with Shadows Shadow Matching Game	Animal Shadow Sorting Glittery Finger Painting	
Art Studio	Continue Black, White, and Gray Illustrations	continue	continue	Glittery Finger Painting	continue
Easel		Painting with Outlines	continue	continue	continue
Writing and Drawing	Shadow Tracing	continue	continue	continue	continue
Library & Listening		Researching Puppets	continue	continue	continue
Dramatization	Shadow Dancing	continue	continue	continue	continue
Blocks	Continue Mirrors and Block Structures	continue	Experimenting with Shadows	continue	continue
Discovery Table	Add sand & sand toys	continue	continue	continue	continue
Puzzles & Manipulatives	Continue Mylar, Mirrors and Pattern Blocks	continue	Shadow Matching Game	Animal Shadow Sorting	

Technology	art studio: Osmo outlines on tablet dramatization: tablet				
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Opaque/ Transparen/ Translucent	LFOAI: Shadows	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Reflections on a Surface	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group Small Groups Story Telling/Acting	Math Whole Group Slide, Flip and Turn!	<p align="center">Group 1 Literacy (choose 1) Medium Support: Shadow Search High Support: Shadow Puppets</p> <p align="center">Group 2 Math (choose 1) Low Support: Slides, Flips and Turns with Geometric Shapes Medium Support: Fill Your Puddle Pail</p> <p align="center">Group 3 Independent</p>			Story Telling/Acting (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: making bird's nests		small groups: fill your Puddle Pail scavenger hunt or shadow search	

Experimenting with Shadows

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
light surface shadow flashlight image detail	shine fall depict cast snarl brush	dark light bright accurate

Comments / Questions / Expanded Conversation

RIGHT HERE:

• **Use Self Talk + Open Questions – for example:**

I made a long, narrow shadow. I held the light this way and then I moved it, and the shadow changed. What sort of shadow are you making?

• **Use Self Talk + Model Teacher Response to Question:**

I think shadows are interesting because you can't pick them up (if another adult is nearby ask the following question so the adult can model a response and then speak to the child again) What do you think is interesting about shadows?

CONNECT TO TEXT: (focus on vocabulary)

There is a shadow in the book, *Dreams*. What do you remember about how it looks? (pause for response, get book for reference) Yes, it was black, and it was shaped like Roberto's paper mouse. It grew larger and larger as it fell to the ground.

NON-IMMEDIATE EVENTS: (focus on vocabulary)

I've seen shadows in many places. This morning as I walked to school I saw shadows of trees, flowers, and people. The bright light from the sun cast shadows all over the ground.

Dream Paintings

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
dream imagination sleep surface light	dream imagine sleep illuminate glisten sparkle shimmer	nonreflective shiny dull colorful abstract

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk – for example:**

You used many swirling, curved lines to illustrate your dream. I am inspired by the way you used so many different colors in your painting.

- **Build Up Vocabulary:**

You painted a dream. You used your imagination to illustrate your dream. I can see the colors sparkle and shimmer when the light illuminates the image.

turtle sculpture that you created.

CONNECT TO TEXT:

Let's use some of the colors Ezra Jack Keats used to illustrate dreams. I will turn to the page in the book so that I can be inspired by his paintings.

NON-IMMEDIATE EVENTS:

I went to the Museum of Fine Arts in Boston and I saw many beautiful paintings. We could create a dream painting museum. How would we use our artwork to create a museum of our dreams?

Paintings Inspired by *Dreams*

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS	
scene	colors	paint	create	unique	unusual
light	puppies	design	combine	interesting	creative
shadow	reflection	draw	shade	artistic	huge
background	flashlight	observe	notice	tiny	
illustration	mouse	shine			
windowsill					

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk + Forced Choice Questions for example:**

You are painting the shadow of the puppy on the wall just like in the picture. Your painting reminds me of the illustration in the book. Should I create an illustration of a mouse’s shadow or a puppy’s shadow?

- **Use Self Talk – for example:**

I am going to paint a huge mouse shadow. I am going to use dark paint. Look. Here is the tiny mouse and here is the huge shadow in my picture.

- **Use Encouragement to Support Effort – for example:**

That is a very unusual painting. It is one of a kind; you worked hard to make it different from everyone else’s. It is unique!

CONNECT TO TEXT:

In the book, *Dreams*, Roberto had a little paper mouse on his windowsill. It fell out of the window and cast a huge shadow as it fell. The shadow scared the dog away from the cat.

Let’s paint some paper animals. We can cut them out and put them on the windowsill.

NON-IMMEDIATE EVENTS:

What would happen if you took a flashlight and shined the light on your paper animal?

Unit 5 Week 3 Puzzles and Manipulatives

Shadow Matching Game

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
shadow object outline match detail shape image	count objects match cast	similar same accurate different dark

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Expansions of Meaning – for example:**

Child: I have two.

Teacher: You have two cards. One card shows a mouse. The other shows the mouse's shadow. You made a shadow match.

Child: I made a match.

Teacher: You matched the illustration of the mouse to the illustration of the mouse's shadow.

- **Expand Children's Comments and Encourage Positive Language – for example:**

Child: I have wrong one

Teacher: Your cards don't match. You could ask Terrence if he can help you: "Terrence, can you help me find the matching card for this picture, please?"

CONNECT TO TEXT:

There were many shadows and matching photographs in *Guess Whose Shadow?* We could look at these illustrations for inspiration if we wanted to make more shadow match cards for our game.

NON-IMMEDIATE EVENTS:

When I was walking outside yesterday I saw so many different shadows. I had fun trying to figure out what objects were making all of the shadows. Sometimes it was easy, and sometimes it was hard and I had to look around and think for a few minutes.

Skyline Block Structures

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
skyline	image	trace	design	dark
shadow	structure	construct	plan	tall
light	illustration	collaborate		busy
surface	reflection	create		

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk with a Focus on Morphology + Open Ended Question – for example:**

I see you are constructing several block structures. There are several buildings 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 these buildings in a neighborhood?

- **Use Self Talk + Open Ended Questions – for example:**

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 + Open Ended Questions for example:**

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.

CONNECT TO TEXT:

This tall building with many windows reminds me of the apartment building in the book *Dreams*. 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?

Unit 5 Week 3 Dramatic Play

Shadow Dancing

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
steps moves motions mirror shadow form	choreograph repeat cast mirror reflect form imitate	first then next same

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk + Forced Choice Questions – for example:**

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?

CONNECT TO TEXT:

In *Raccoon on His Own*, *Play With Me*, and *Kitten’s First Full Moon* there were reflections in 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.

Shadow Illustrations

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
shadow detail surface object light	represent depict illustrate	accurate dark light

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Self Talk + Open Ended Question – for example:**
I am going to draw a picture of this shadow photograph because it reminds me of a shadow that I saw outside at my house this morning before I came to school. What shadow are you going to illustrate?

- **Use Encouragement to Support Effort – for example:**
You are looking very closely at the photograph and you are spending a lot of time on the details in your illustrate. Take your time and keep paying close attention.

CONNECT TO TEXT:

I think I might take my illustrations and put them together to make a story. Maybe I could write a story about something similar to what happened in *Dreams*. But I might make the story about me and my home instead of Roberto in his apartment.

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 so many books by Ezra Jack Keats.

Researching Puppets

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
non-fiction results research (-er) marionette information data fact	research report collaborate summarize investigate explore revise	non-fiction collaborative

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk + Open Ended Question – for example:**

You are researching puppets from around the world. What have you found out about marionettes?

- **Use Self Talk + Open Ended Question – for example:**

I wish I had a marionette. I would like to pull on the strings and make it move and dance. I wonder what sort of story I could create for a puppet show with a marionette?

CONNECT TO TEXT:

The paper mouse in *Dreams* was similar to a shadow puppet. We could create shadow puppets and act out the scene where the mouse shadow scared the dog.

NON-IMMEDIATE EVENTS:

When I was young I had a hand puppet that was in the shape of a dog. I used to write stories and act them out with my dog hand puppet. I would put on puppet shows for my friends.

Unit 5

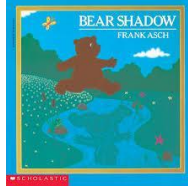


Week 3

Bear Shadow Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *Bear Shadow*

Vocabulary:

- annoyed: upset
- brook: small stream of water
- bury: hide in the ground
- casting
- cliff: steep rocks
- pond: small body of water
- exclaimed
- hook
- line: thin string used for fishing
- noon: the middle of the day
- slam

First Read:

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 understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

"I have a new story to read to you today. The title of this book is *Bear Shadow*. The author and illustrator is Frank Ash."

This is Bear. In this story Bear is fishing but his shadow is scaring the fish away, so Bear is trying to get rid of his shadow by running away from it. Let's read the story and see if it works.

"Bear has put a worm on the hook that is attached to a **line** – thin string. Fish like to eat worms and bear was hoping that the fish would bite into the hook with the worm."

"He ran through a field of flowers, jumped over the **brook** and hid behind a tree."

"Bear seemed very surprised that the shadow had followed him all the way to the top of the cliff."

"Now Bear was very **annoyed** -upset- so he went home....."

"If I can't nail him down, thought Bear, maybe I can **bury** him -hide him under the ground."

The sun is straight above Bear since it is **noon** time - the middle of the day. At this time the sunlight doesn't create shadows, but bear thinks he buried his shadow.

"While bear is sleeping the sun is moving and **casting** -making- longer and longer shadows."

"Not you again! **exclaimed** Bear. And he **slammed** the door..."

Show cover, underline the title, author's, and illustrator's name.

Introduce the main character and the story problem, using the illustrations on the cover.

p. 1 Point to pond, fishing pole, can of worms and hook.

*p. 2 -3 Point to shadow.
Give comprehension aside after reading page 3*

p. 6 Point to brook

p. 11 Give comprehension aside and point to cliff.

p. 12 Point to hammer and gesture hammering

p. 14

p. 16 Comprehension aside

*p. 20 – 21 Comprehension aside.
Draw a line with your finger from the sun to the shadows in all pictures.*

p. 23 Tone of voice. Gesture slamming.

“When bear nodded his head, Shadow nodded too.”

p. 24 Nod head.

“Late in the afternoon Bear’s shadow is now on the land and not casted over the water so it doesn’t scare the fish away any longer.

p. 27 Comprehension aside.

Discussion Questions(s):

- Did Shadow really catch a fish? Why do you think so?
- Why did the shadow no longer scare the fish away (page 27)?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We have read this book the other day and I know you remember it....”

Hold up book, show cover.

Take the responses the children give you and read and underline the title again.

“We remember that Bear is trying all sorts of things to get rid of Shadow, like running from it and hiding but nothing seems to work. Let’s read the story again.”

p. 6 Re-orient children to the book.

“The fish sees Bear’s dark shadow cast over the pond and knows that danger is near.”

p. 2. Comprehension aside.

“He ran through a field of flowers, jumped over the **brook** -small stream of water- and hid behind a tree.”

p. 6

“You can’t see Bear’s shadow because the big tree is blocking the sun.”

p. 7 Comprehension aside.

“Nearby was a **cliff** – steep rocks-.”

p. 9

“Bear seems surprised that Shadow is so fast. Bear is blocking the sunlight, so his body is casting a shadow beside him.”

p. 23 Comprehension aside.

“Bear tries to make a deal with his shadow. His shadow can’t understand him; Bear’s shadow moves exactly like Bear does but Bear thinks that Shadow is agreeing with him because he is nodding his head.”

p. 24 Comprehension aside.

Discussion Questions(s):

- Why couldn’t Bear nail Shadow to the ground?
- Bear thought that Shadow could understand him. Is that true? Why do you think that?

Third Read

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

“We have read this book twice and today we’re going to talk about and tell the story together.”

*Hold up the book, show the cover.
Underline and state the title*

	<p><i>Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages. Comments will be mostly in response to what the children say.</i></p>
“We remember...”	<i>p. 1 Read.</i>
“And here....”	<i>p. 2 – 3</i>
“What is Bear thinking here.”	<i>p. 4 – 5</i>
“Bear has another plan....”	<i>p. 6 – 7 – 8</i>
“but....”	<i>p. 9</i>
“What is happening here?”	<i>p. 10 – 11</i>
“And then....”	<i>p. 12 – 13</i>
“We remember....”	<i>p. 14 -17</i>
“What is happening while Bear is sleeping?”	<i>p. 18 – 19</i>
“Why is Bear so surprised?”	<i>p. 20 – 21</i>
“What is happening here?”	<i>p. 22 - 23</i>
“We remember...”	<i>p. 24 – 25</i>
	<i>p. 26 – 27 Read</i>
	<i>p. 28</i>

Discussion Questions(s):

- Bear was annoyed with his shadow, but the little raccoon in *Raccoon on His Own* felt differently when he saw his reflection in the water when he was all alone in the drifting boat. Why?

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 Questions(s):

- How did Bear make his shadow fall in the hole he dug?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the ending sounds in your name. If your name ends in /r/ like Bear, you may.....; If your name ends in /w/ like in shadow, you may...; If you name ends in /l/ like nail you may..."</p>	<p>Direct -Ending Sounds -Vocabulary support</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the first letters in your name, using the title of this book." "If your name begins with the letter B/E/A/R/S/H etc., you may..." If you have children left in the end use author's name or other print in the book.</p>	<p>Direct -Letter Identification Upper Case</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by beginning sound in your name." "If your name begins with the /b/ sound like brook, you may..." "If your name begins with the/c/ sound like cliff, you may..."</p>	<p>Direct -Beginning Sounds -Vocabulary Support</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the number of parts in your name." "If you have two parts in your name like sha – dow, you may..." "If you have one part in your name like brook, you may..." "If you have three parts in your name like eve – ry – where, you may..."</p>	<p>Direct -Syllable Segmentation</p>

Unit 5

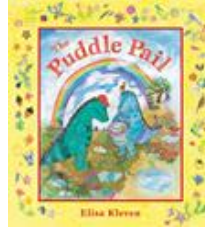


Week 3

Puddle Pail Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *The Puddle Pail* by Elisa Kleven

Vocabulary:

- **Blackberries:** small, sweet fruits grown on bushes
- **Collection:** a group of things that are alike in some way and have been gathered and saved
- **Diamonds:** shapes with four equal sides; also called a rhombus
- **Pail:** a bucket with a handle used to carry things
- **Puddle:** a pool of water on the ground
- **Reflection:** an image formed by something shiny
- **Seashells:** the hard shells of sea animals such as clams and snails
- **Shadow:** a dark area caused by an object blocking light
- **Squares:** shapes with four equal sides and angles
- **Starfish:** star-shaped sea animals also known as sea stars
- **Striped:** having lines or bands of color

First Read:

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 understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

- Provide comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking....”

<p>“Today’s book is a new one. The book’s title is <i>The Puddle Pail.</i>”</p> <p>“The author of this story is Elisa Kleven. And, in addition to writing the words for the story, Ms. Kleven also created the illustrations. She is a familiar author...she wrote and illustrated <i>Hooray a Pinata</i> too.”</p> <p>“This is a story about two crocodile brothers.... Sol and Ernst. One day, they went to the beach, carrying their pails. But then the brothers argued about what to do with their pails...they both had very different ideas...let’s read the story and find out what happens.”</p>	<p><i>Underline title the words and linger with finger under each ‘P’, as you begin to pronounce both Puddle and Pail.</i></p> <p><i>Underline both words in her name, as you read them.</i></p> <p><i>Introduce main characters. Point to each crocodile: Sol (green croc) and Ernst (blue croc) Introduce story problem.</i></p>
<p>“...Ernst, a young blue crocodile and his big green brother Sol... ...I’m going to fill my pail with shells.”</p>	<p><i>p.1 Point to each character as you read</i></p> <p><i>Point to shells.</i></p>
<p>“You ought to start a collection Ernst... A collection is a group of things that are alike in some way and have been gathered and saved like Sols rocks and feathers.”</p>	<p><i>pgs. 3-4 Point to rocks, feathers & string</i></p>
<p>“Ernst wanted to collect the puddle--the water on the ground.”</p>	<p><i>pgs. 9-10</i></p>
<p>“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.”</p>	<p><i>pgs. 13-16 Comprehension aside: point to each as you read</i></p>
<p>“Twelve seashells, eight feathers, nineteen little rocks...”</p>	<p><i>p. 21 Point to sea shells, feathers, rocks, seaweed, marble, nutshell and dinosaur as you read.</i></p>

<p>“When night fell, stars collected in the puddle pail...”</p>	<p><i>p.26 Point to the night sky then to the sky’s reflection in the pail</i></p>
<p>“Ernst used the water from his puddle pail to create a collection of paintings of all the reflections he had seen.”</p>	<p><i>p. 30</i></p>

Discussion Questions(s):

- Why does Ernst want to collect puddles?
- How did Sol feel when Ernst said he was going to collect puddles? How did you know?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

<p>“We have read this story once before. So we remember that the story’s title is...<i>The Puddle Pail</i>. The author is Elisa Kleven, and she is also the illustrator, who created the pictures.”</p> <p>“Here are the crocodile brothers Sol and Ernst. Sol looks happy to be collecting- gathering, colorful things but Ernst looks sad that he doesn’t know what to collect. Let’s read the story again.”</p>	<p><i>Pause before reading the title so that children can chime in. Underline the title while reading it.</i></p> <p><i>Turn to page 11-12 to reorient children to story. Point to each character as you name them.</i></p>
<p>“Ernst can’t collect the stars in the sky because they are far away. I think he doesn’t want to collect starfish because they are animals and they are alive and need to live in the ocean.”</p>	<p><i>p. 7 Comprehension aside</i></p>
<p>“Ernst wanted to collect the puddle because he</p>	<p><i>pgs. 9-10 Comprehension aside</i></p>

liked the sky's reflection in it. The puddle's surface is smooth like a mirror so it reflects the image of the sky."	
"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."	<i>p. 18</i>
"The butterfly is blocking the sun and casting a butterfly shaped shadow on the water as it flies by."	<i>Pgs.31-32 Comprehension aside</i>
".....-with sweet juicy blackberries -growing on the bushes."	<i>Pg.33 point to fruit on bush</i>

Discussion Questions(s):

- Why did Sol say to Ernst that he would "go down to the beach by myself and collect *real* things"?
- Why did Sol think puddles weren't "real" things?
- What did Ernst think about Sol's ideas about what he could collect? How do you know?

Third Read:

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

"We have read this book together twice so we remember the title is... <i>The Puddle Pail</i> . Today we are going to talk about and retell the story together."	<i>Pause before reading the title for children to chime in.</i> <i>Use phrases such as "We remember..."</i>
---	--

	<i>or “What is happening here?” while pointing to the action on the pages. Comments will mostly be in response to what the children say.</i>
	<i>p.2 Read page.</i>
<p>“What is happening here? What are Sol and Ernst talking about?”</p> <p>“Then Sol says, ‘Collect something you really like...something that comes in all different sizes and colors and shapes. That way your collection will be interesting.”</p>	<i>Pgs.3-4</i>
“We remember what is happening here.....”	<i>pgs.5-6</i>
“What is happening here?”	<i>pgs.7-8</i>
<p>“Then Sol notices...”</p> <p>“But what did Ernst wish he could do?”</p>	<i>pgs.9-10</i>
<p>“And then what happened?”</p> <p>“...and what did Sol think of of about a puddle collection?”</p>	<i>pgs.11-12</i>
“What is happening here?”	<i>pgs.13-16</i>
<p>“So Sol came back... “</p> <p>“And then what happened?”</p>	<i>pgs.17-18</i>
	<i>pgs.19-20</i>
“...then what did he see...”	<i>pgs.21-22</i>
<p>“We remember.....what happened when Ernst went to check on his pail?”</p> <p>“Then what did he do?”</p>	<i>pgs.23-24</i>
	<i>Pgs.25-26 Read page.</i>

“Then what do they decide to collect?”

pgs.27-29

Discussion Questions(s):

- How are Ernst’s paintings in *The Puddle Pail* similar to or different from the Lion’s paintings in *Lion and the Little Red Bird*?
- Why do you think Sol and Ernst want to collect 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 Questions(s):

- Do you have a collection? What would you like to collect and why?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I will use colors from <i>The Puddle Pail</i> to dismiss you."</p> <p>"If you are wearing something blue like the night sky you may...."</p> <p>"If you are wearing white like the clouds you may..."</p> <p>"If you are wearing something black like blackberries you may . . ."</p> <p>"If you are wearing pink like these stars you may..."</p> <p>"If you wearing green like these leaves you may..."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Category labels -Vocabulary support <p>Indirect</p> <ul style="list-style-type: none"> -exposure to well formed sentences

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you by the beginning sound in your name and the beginning sounds of words from <i>The Puddle Pail</i>."</p> <p>"If your name begins with /r/, like rainbow, you may...."</p> <p>"If your name begins with /b/, like butterfly, you may...."</p> <p>"If your name begins with /c/, like collect you may..."</p> <p>"If your name begins with /p/, like pail..."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Beginning sounds - vocabulary support <p>Indirect</p> <ul style="list-style-type: none"> -repeated exposure to well-formed sentences ("If your name begins....")

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: “ I am going to dismiss you by calling the letter of your first name. I will use the first letter from words from <i>The Puddle Pail</i>.</p> <p>“If your name begins with the letter R like reflection, you may...” “If your name begins with the letter S like sand, you may...” “If your name begins with the letter F like feather, you may...” “If your name begins with the letter M like marble, you may...”</p>	<p>Direct -Letter ID -vocabulary support</p> <p>Indirect -repeated exposure to well-formed sentences</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: “I am going to dismiss you using shapes and patterns from the reflections in <i>The Puddle Pail</i>. ”</p> <p>“If you are wearing something with star shapes you may....” “If you are wearing something with stripes like this puddle you may...” “If you are wearing something with squares you may...” “If you are wearing something with a rhombus (diamond) you may...” “If you are wearing something with a flower pattern like this puddle you may...”</p>	<p>Direct -geometric terms -vocabulary support</p> <p>Indirect -repeated exposure to well-formed sentences</p>



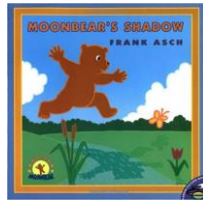
Shadow Tracing



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.

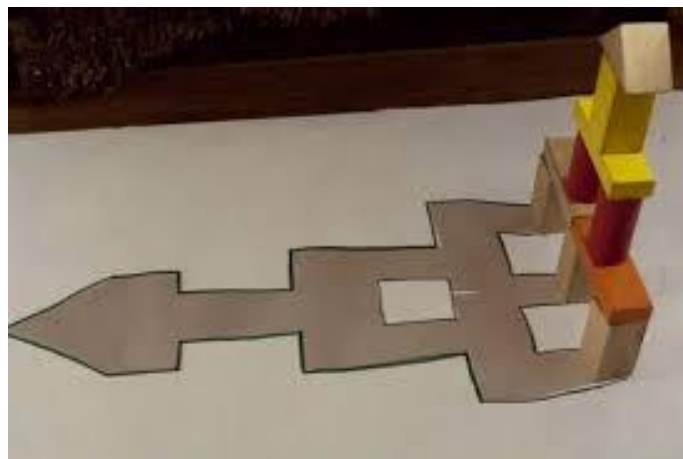
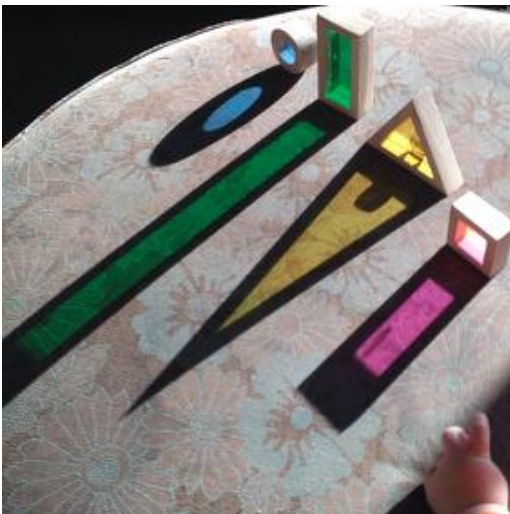
Guiding Questions during Centers:

- 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.





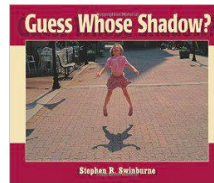
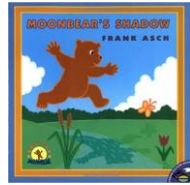
Researching Puppets



Library & Listening

Standards:

ELA.W.TTP.PS.2
 ELA.W.R.PS.1-2
 ELA.IT.D.PS.1-3
 ELA.IT.S.PS.1-3
 ELA.IT.I.PS.1 -2
 S.LS.PS.2, 6

**Materials:**

- *Moonbear's Shadow*
- *Guess Whose Shadow?*
- Puppets resource
- paper
- blank books
- clipboards
- writing tools

Vocabulary:

- shadow
- puppet
- research
- information
- Marionette
- design

Preparation: Set up materials.

Intro to Centers:

"In *Moonbear's Shadow*, Bear wanted his **shadow** to go away. What do you notice about his shadow?"

Here are shadow **puppets** some of you created in Small Groups. What do you notice?"

"Here are images of other puppets. What do you notice?"

"Today in Library and Listening, you can **research** and different types of **puppets**. You could **design** your own puppet and write or draw the materials you need to create your **puppet**."

Show illustrations.

Children respond.

Children respond.

Show images from puppet resource.

Children respond.

During Centers:

Encourage children to collaborate, i.e., one child researches, another child documents information.

Compare and contrast puppets in research to classroom puppets. Encourage children to their research to create *How To* books/a survey, i.e., *Which Puppet Would You Like To Play With?*

Guiding Questions during Centers:

- How is a hand puppet similar to or different from a marionette?
- How is telling a story with a puppet similar to or different from story acting?
- What kind of puppet would you choose to play with? Why?
- What kind of puppet would you like to make? What material would you need to make your puppet?

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: Encourage children to create puppets at the Art Studio. Invite a puppeteer to visit the classroom and demonstrate his/her craft. Arrange and document a field trip to a puppet show.

Hand Puppets



Hand puppets have a hollow cloth body that fits over a hand. The fingers fit into the head and arms and can make the puppet move.

Finger Puppets



Finger puppets are tiny puppets that fit over one finger or flat puppets that have two holes to insert fingers to make it look like puppet legs.

Stick Puppets



Stick puppets are attached to a single stick or rod that is held by the puppeteer. Sometimes a stick puppet has sticks attached to the hands as well to make them move separately.

Marionettes



Marionettes are puppets controlled from above by wire or strings.

Shadow Puppets



Shadow puppets are placed between a light and a screen. They are usually cut from paper and attached to a stick.

Water Puppets



Vietnamese water puppets are made out of wood and then lacquered. The shows are performed in a waist deep pool. The puppets are attached to a large bamboo rod that puppeteers hold under the water. The puppets appear to be moving over the water.

Human Arm Puppet



Human Arm puppets have a glove that look like the puppet's arms that the puppeteer can slip his hand and arm in to make the puppet move. The puppeteers other hand goes into the puppet's head.



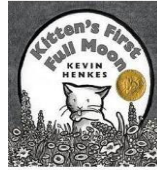
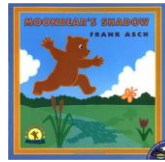
Shadow Dancing



Dramatization

Standards:

CA.VA.PS.1
 CA.DE.PS.1-3
 CA.DP.PS.1-2
 ELA.RL.IKI.PS.1-2
 S.LS.PS.6
 SED.SD.BRC.PS.1 -6


Materials:

- *Moonbear's Shadow*
- *Kitten's First Full Moon*
- white sheet or butcher paper
- flashlight or light source
- music source (e.g., ipad, laptop, CD player)
- shadow dancing images

Vocabulary:

- shadow
- choreograph
- light source
- surface

Preparation: Gather materials. Set up the sheet/butcher paper in a place where children can dance behind it, in the Dramatic Play Center, if possible.

Intro to Centers:

"In *Moonbear's Shadow*, Bear ran around the pond and through a field of flowers. What do you notice about his **shadow**?"

"In *Kitten's First Full Moon*, the moon shone on the kitten and created a **shadow**. What do you notice?"

"Bear's and kitten's **shadows** moved when they moved."

"Here are images of **shadows** moving and dancing. What do you notice?"

"This week in Dramatization, you can use this **light source** on the **surface** of the sheet/paper to create moving and dancing **shadows**."

Show illustrations.
Children respond.

Show illustrations.
Children respond.

Show images.
Children respond.

Model.

During Centers:

Encourage children to compare their shadow movements to *Shadow Puppets*/illustrations of shadows in *Moonbear's Shadow*/*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*. Support children to write stories of their shadows.

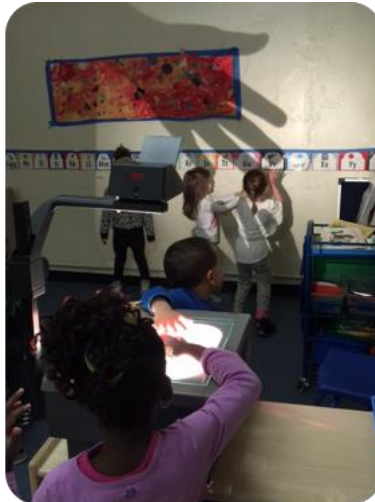
Guiding Questions during Centers:

- 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 the music you chose inspire your movements?
- What name could you give your movement/dance? Why?

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: Encourage children to play *Charades* shadow dancing, i.e., some children shadow dance like an animal, other children guess what animal they are.



Shadow Dancing











Unit 5



Week 3

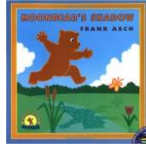
Illustrations with Outlines



Art Studio

Standards:

ATL.EP.PS.1 -5
CA.VA.PS.1-5
CA.DE.PS.1 -3
ELA.IT.D.PS.3



Materials:

- *Moonbear's Shadow*
- paper
- paint
- paintbrushes of different sizes
- markers
- variety of drawing tools: (ie: crayons, colored pencils, chalk)
- Wiki Sticks (to create 3D outlines)
- Stencils

Vocabulary:

- outline
- define
- silhouette
- shade
- sketch

Preparation: Gather materials and set up in Art Studio and on easel.

Intro to Centers:

"In *Moonbear's Shadow*, the illustrator, Frank Asch, uses **outlines** - lines on the outer edge that **define** the shape of objects in his illustration. What do you notice?"

"Frank Asch decided to use a lighter **shade** of colors to create the **outline**, or **silhouette** of the different objects like the bear, the tree and the mountain. He then colored them in with a darker shade. What do you notice?"

"Today in the Art Studio you can use these materials to practice creating illustrations with

Show an illustration. Use finger to trace the outline and direct attention to it as discussing it. Children respond.

Point out multiple different outlines and colors of outlines in illustrations.

Children respond.

Show materials & demonstrate using them to create outlines.

outlines. You could create the **outline** with marker and fill in the **sketch** with paint, or you could paint the **outline** and then use a different **shade** of paint to fill it in. What other ideas do you have?

Children respond.

During Centers: For some, this might be a multiple day project. Children may first create the outline and then allow it to dry before filling it in. Other children may choose to create the painting, then outline on another day. Encourage children to work together - one person might create the outline and another might fill it in. Challenge children to think about the shapes they will need to create in order to draw/paint the outline. Encourage children to guess what their friends' pictures may be of based on the shape of the outline. Compare and contrast outlines in their work and the outlines in Frank Asch's illustrations.

Guiding Questions during Centers:

- How did creating the outline first make it easier/harder to create your picture?
- How are your outlines similar to or different from Frank Asch's outlines in *Moonbear's Shadow*?
- How are your outlines similar to or different from your peers' outlines?

Thinking and Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

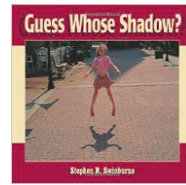
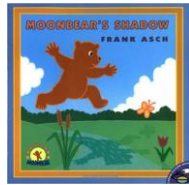
Collect samples of children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to work together to create a sketch by drawing the outline of multiple items prior to filling it in with color. Photocopy the outlines, then compare & contrast the outlined sketch with the finished illustration.



Experimenting With Shadows



Blocks

Standards:

SED.SD.BRC.PS.14-16
 ATL.EP.PS.1-5
 ELA.SL.CC.PS.1-3
 PHD.FM.PS.5-6
 S.PS.PS.4

Materials:

- *Moonbear's Shadow*
- *Guess Whose Shadow?*
- variety of materials, i.e., blocks, pretend animals, Beautiful Stuff, bottles filled with colored water, magnetiles, etc.
- White wall or white poster boards/sheet to create shadows

Vocabulary:

- light source
- shadow
- flashlight
- snarl
- windowsill
- opaque
- Translucent
- transparent

Preparation: Set up materials.

Intro to Centers:

"In *Moonbear's Shadow*, Bear tried many things to get rid of his **shadow**. What do you notice?"

"Today in Blocks, you can experiment with **shadows** using these different materials. What do you notice?"

"You can use a **flashlight** as the **light source**."

Show illustrations. Children respond.

Show materials. Children respond.

Model.

During Centers:

Encourage children to compare and contrast the shadows they create to the illustrations in *Moonbear's Shadow*/images/each other's shadows. Encourage children to experiment with positioning objects and light sources at different angles. Challenge children to make two or more shadows overlap/touch. Compare and contrast shadows' lengths and widths.

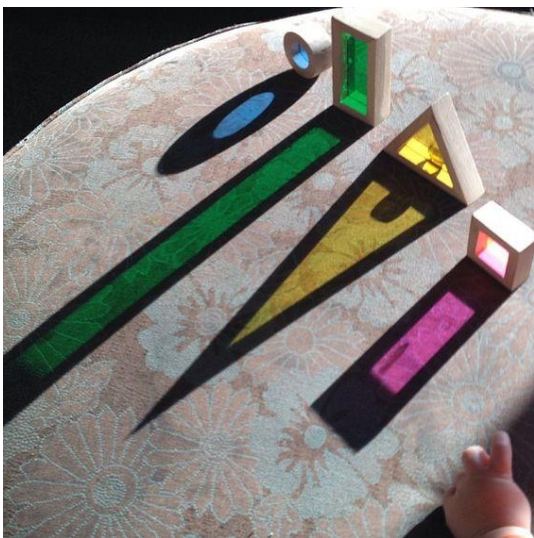
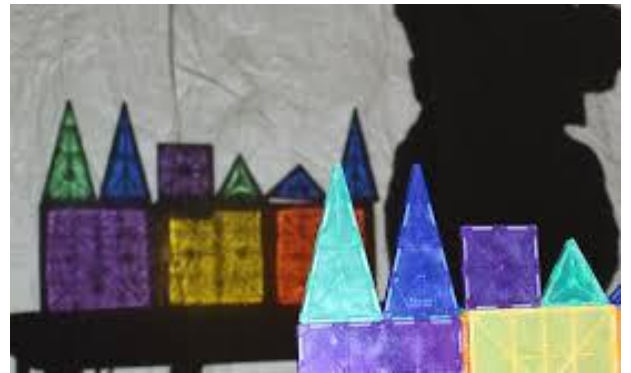
Guiding Questions during Centers:

- How can you change the size of your shadow?
- What happens to your shadow(s) if we turn off the classroom lights?
- How is your shadow similar to or different from illustrations in *Moonbear's Shadow*?
- How can you measure the length/width of your shadow?
Why is this shadow colorful?

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: Encourage children to create shadows on the playground. Compare and contrast sizes of shadows at different times of the day.





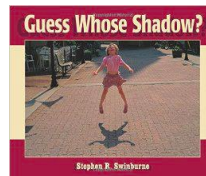
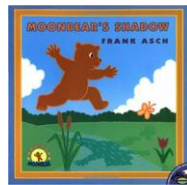
Shadow Matching Game



Puzzles & Manipulatives

Standards:

ELA.SL.CC.PS.1-2
 ELA.RL.KID.PS.1 -3
 ELA.RL.IKI.PS.1 -2
 PHD.FM.PS.5-6
 S.LS.PS.4 ,6



Materials:

- *Moonbear's Shadow*
- *Guess Whose Shadow?*
- game cards copied onto heavy paper

Vocabulary:

- shadow
- windowsill
- light source
- surface
- match

Preparation: Set up materials.

Intro to Centers:

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

"At the end of *Moonbear's Shadow*, the sun was in a different part of the sky. What does this mean for Bear's **shadow**?"

"Here are images of **shadows** in *Guess Whose Shadow?* What do you notice?"

"Here is a (object). I will shine a flashlight on its **surface**. What happens when I move the **light source** closer/farther away?"

"A **shadow's** size changes depending on how close or far the **light source** is to the object, but it still looks similar to the object."

"Today in Puzzles and Manipulatives, you can **match shadows** to objects using these materials. Why does this **shadow match** this (object)?"

*Show illustrations.
 Children respond.*

Children respond.

Show images. Children respond.

*Show materials. Model.
 Children respond.*

*Model.
 Children respond.*

During Centers:

Adjust the number of object/shadow pairs according to children's skill/need level. Support children in using similar strategies that they use when playing *Memory*. Encourage children to describe why the shadows match to the objects. Encourage children to compare and contrast their shadow/object pairings with their friends' pairings.

Guiding Questions during Centers:

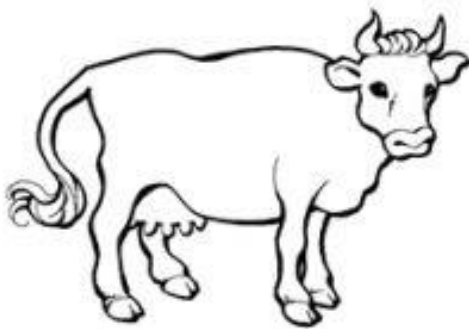
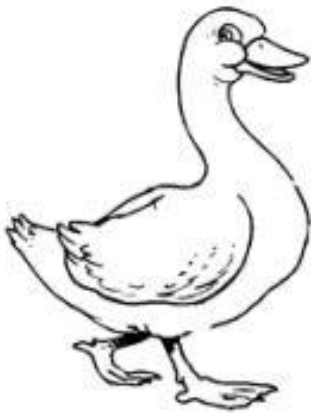
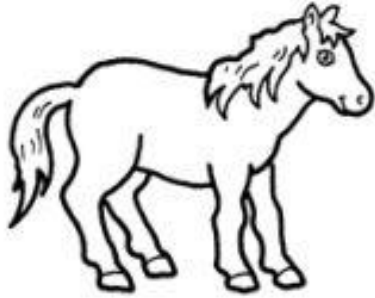
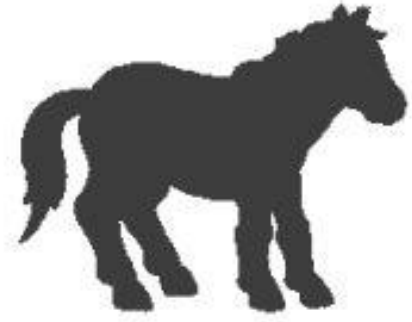
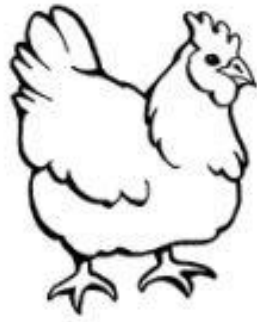
- How do you know that this is the (object's) shadow?
- How is this shadow similar to or different from the shadows in *Moonbear's Shadow*/*Guess Whose Shadow?*
- Which objects create similar shadows? Why?

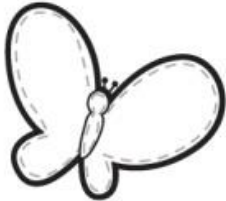
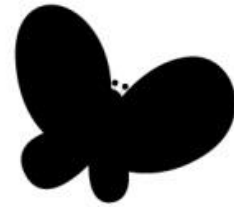
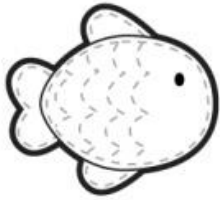
Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

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: Take photographs of children's shadows at different times of the day to create a *Guess Whose Shadow?* class book/game.







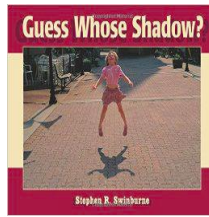
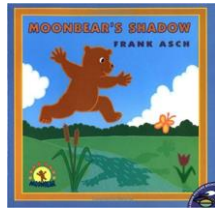


Small Groups: Shadow Search

Support: Medium

Standards:

ATL.RPS.PS.3-6
 ELA.W.PD.PS.1
 ELA.W.R.PS.1-2
 M.G.PS.7-8
 ELA.IT.I.PS.1-2
 ELA.IT.LTC.PS.1

**Materials:**

- *Moonbear's Shadow*
- *Guess Whose Shadow?*
- clipboards
- paper
- writing tools
- flashlights

Vocabulary:

- light source
- surface
- shadow

Preparation: Gather materials.

Procedure:

Compare and contrast illustrations from *Moonbear's Shadow* and images from *Guess Whose Shadow?*

Give children materials to use on a shadow search in the classroom/around the school (depending on staffing). Encourage children to use maps from *Reflection Search* and/or to create new maps to document where they found shadows.

Compare and contrast children's documentation. Discuss why they found more/fewer shadows in one area compared to another area.

Consider inviting family volunteers to assist with activity.



Small Groups: Shadow Puppets

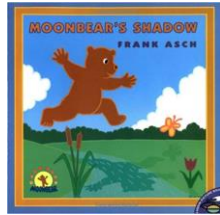
Support: High

Standards:

ELA.IT.I.PS.1 -2

CA.DE.PS.1-3

CA.DP.PS.1-2



Materials:

- *Moonbear's Shadow*
- *Puppets Around the World* research
- craft sticks, straws, sticks
- construction paper
- Beautiful Stuff
- adhesives
- writing and drawing tools
- scissors
- flashlight
- shadow puppet templates

Vocabulary:

- puppet
- shadow
- light source

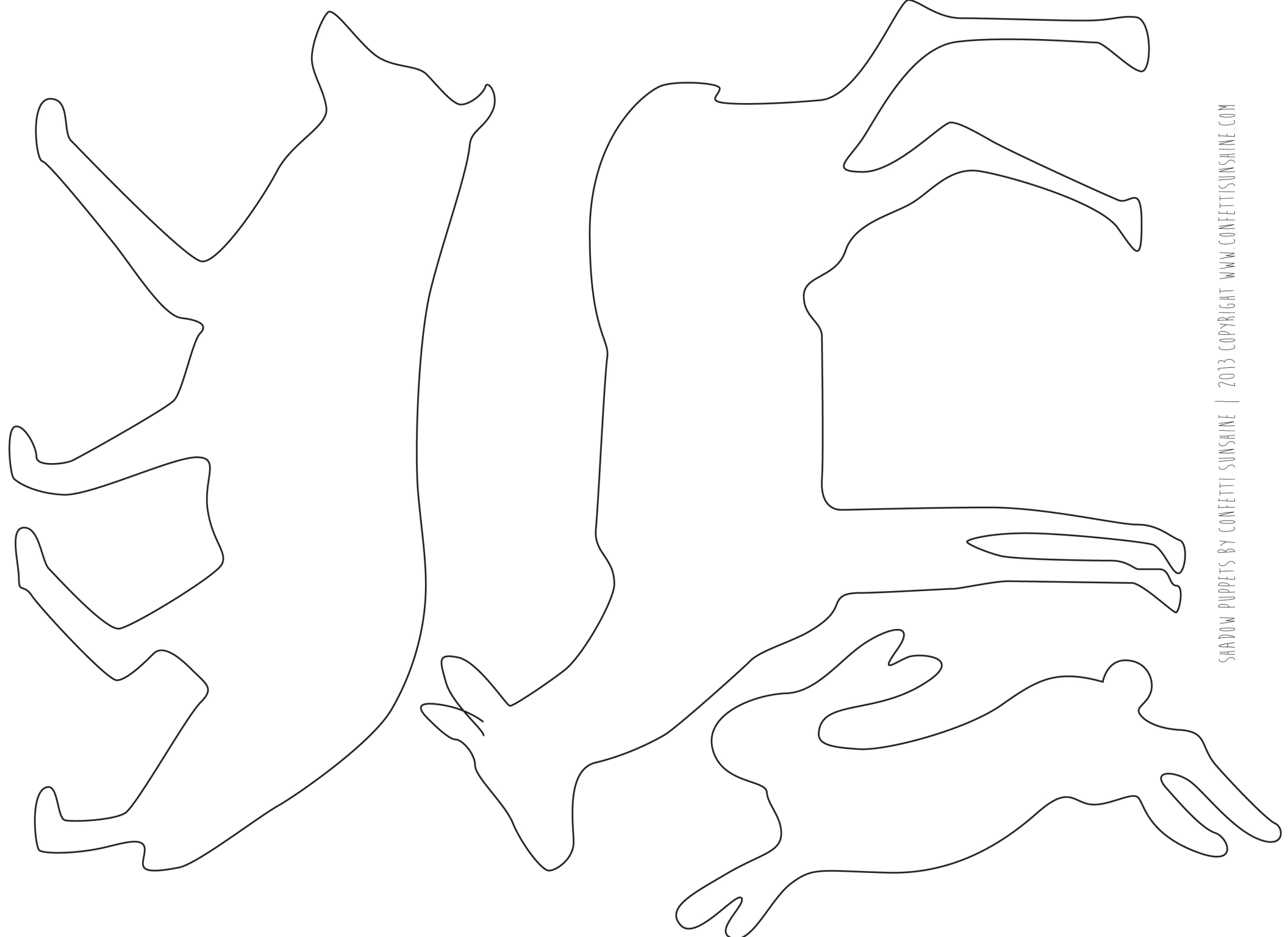
Preparation: Gather materials. Set up screens and light sources (see below).

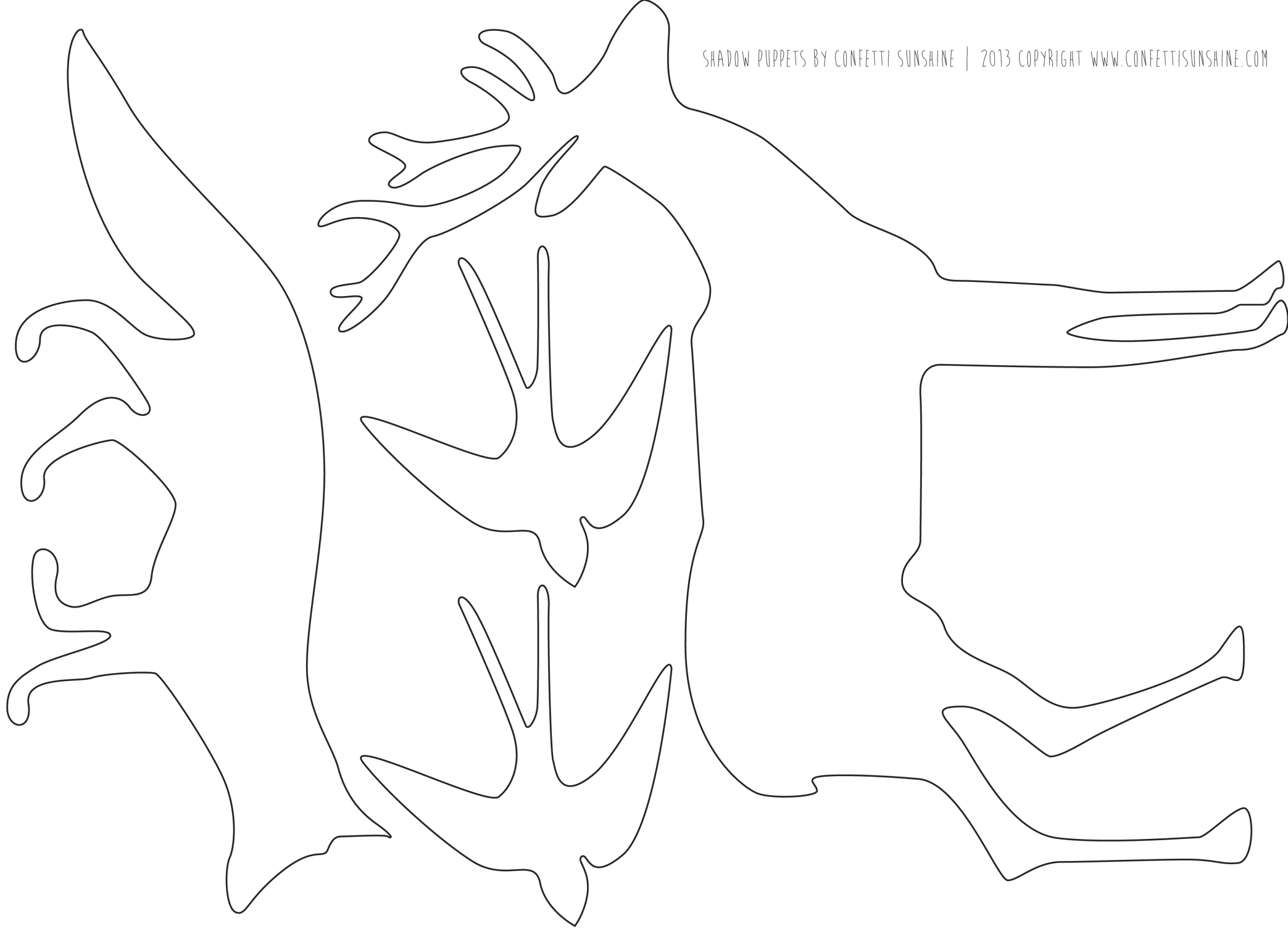
Procedure:

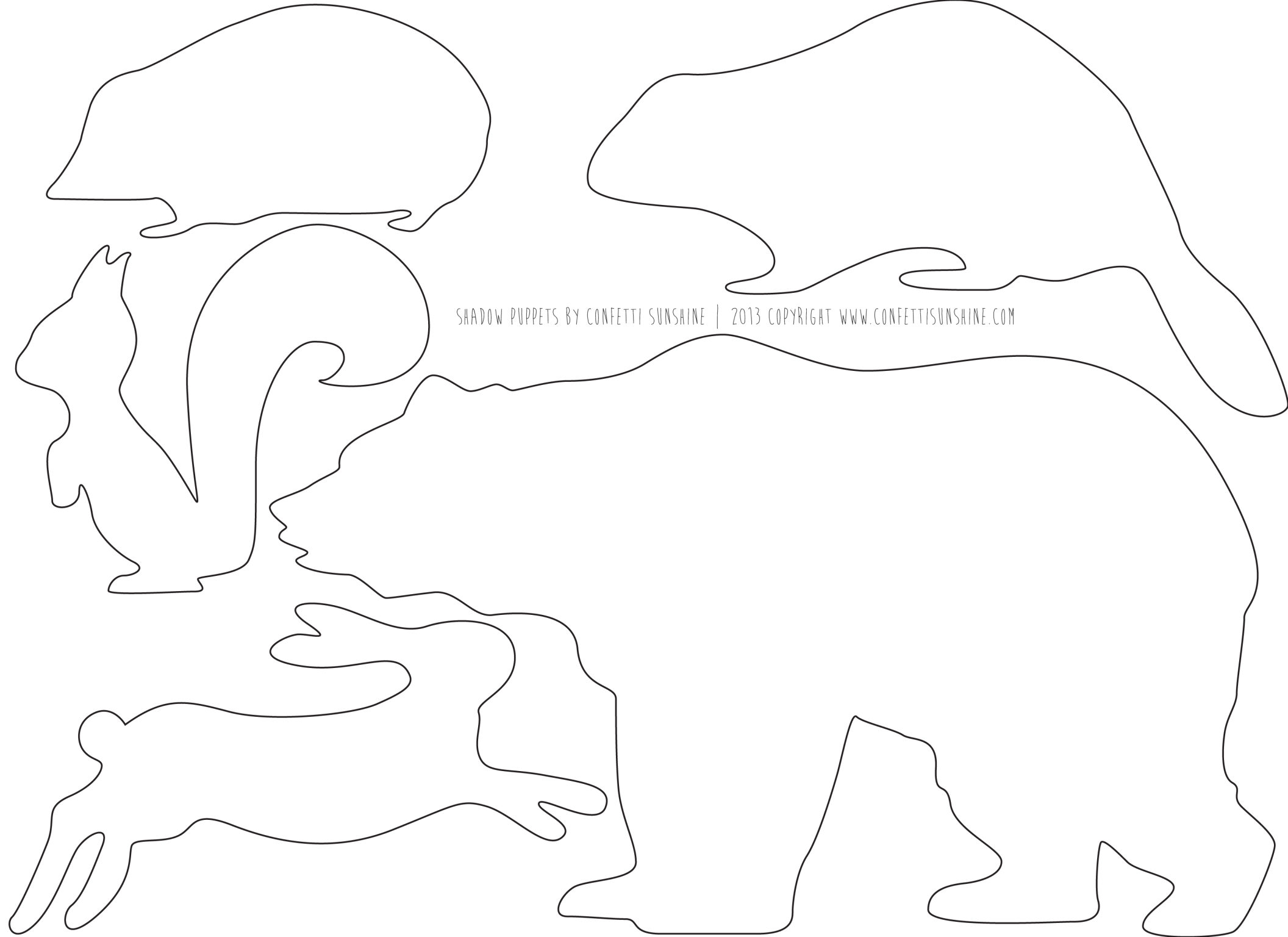
Show illustrations from *Moonbear's Shadow* and note any discussions from *Puppet Research*. Show materials children can use to create their own shadow puppets. Support children in using the templates, scissors, and/or adhesives.

Encourage children to collaborate in creating/acting out a puppet show and being an audience.










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Unit 5  Week 3	Small Groups: Slides, Flips and Turns with Geometric Shapes Low Support	Math SG 1	Standards: MELDS.M.G.PS.6 MELDS.M.G.PS.8 MELDS.MD.PS.5
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Slides, Flips and Turns ● Patterns- Adding Complexity ● Problem Solving <p>Math Concepts from Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Math Words help us solve problems ● Orientation and directionality: Manipulating shapes by Slides, Flips and Turns
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<p>Materials:</p> <ul style="list-style-type: none"> ● Slide, Flip and Turn Cards – Teacher Resources ● Small Foam Geometric Shapes- Math Materials ● Construction Paper ● Markers ● Glue Sticks 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Slide- moving from one side to the other without turning or changing anything ● Flip- moving from front to back (opposite) ● Turn- twisting to the left or right
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Preparation:
This lesson follows the Large Group *Slides, Flips and Turns*.
Have at least 2 copies of the Slide Flip and Turn Cards, so that children on either side of the table can see them with the correct orientation.
Place all supplies on table.
Put one piece of construction paper in front of each child.
This activity starts with some teacher direction and then changes into an open ended activity.

Procedure:
Introduce the activity.
Remember when we played Slides Flips and Turns in Large Group? We moved our bodies in these special ways. Here are our Slide Flip and Turn cards. They show us how we can move shapes in space, just like we moved our bodies.
Today we are going to move our shapes to match the cards.
Have children choose some geometric shapes from the basket. Show one of the cards and children will move the shapes on their paper. Continue until you have presented all of the cards.

Open-Ended Play Begins:

How could we make *Slide Flip and Turn Pictures*?

Get ideas from children and suggest that they glue shapes on their paper using the glue sticks, and use markers to draw arrows that show whether they are thinking about slides, flips or turns. Help with labeling or ideas as the children manipulate the shapes.

Examples:

I see that you took several triangles and turned them in different directions. Are they still triangles?

Wow, you turned that square to balance on one corner. It looks sort of like a diamond- but is it still a square?

You flipped that shape- does it look different now?

Those circles look the same no matter which way you turn them. I wonder how we could show a flip by drawing with our markers?

Encourage children to write and draw on the paper and on the geometric figures as they manipulate them and make Slide Flip and Turn Pictures. Some may want to trace around the shapes or draw their own shapes and arrows of other ways to show their understandings of Slides, Flips, and Turns.

Strategies to Provoke Math Thinking:

- What is a Shape? From the viewpoint of young children it can be a mystery why some marks are called shapes and some marks are called letters and some numbers.... And some don't fit any category at all. Drawing or tracing shapes is often introduced too early in preschool curriculum as a first activity. (See van Hiele's work on stages of shape understandings described in Unit 5 Where's the Math?) It is important for children to explore, manipulate and talk about shapes before being expected to draw them. By this time in the year in *Math for Me*, we have built with shapes, played games with shapes, moved our bodies like shapes, used with floor shapes and identified shapes in the environment. Some children have been drawing shapes on their own, an indicator that it is appropriate to introduce drawing shapes as an open-ended activity.

Adaptations for Additional Learning:

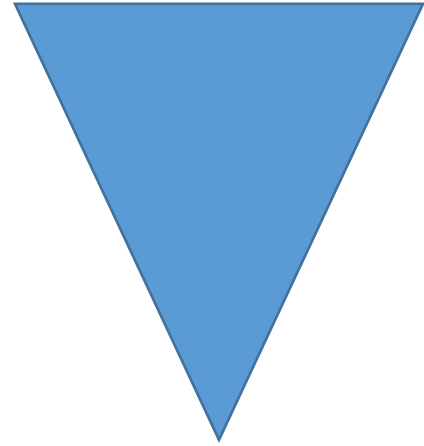
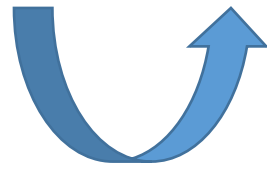
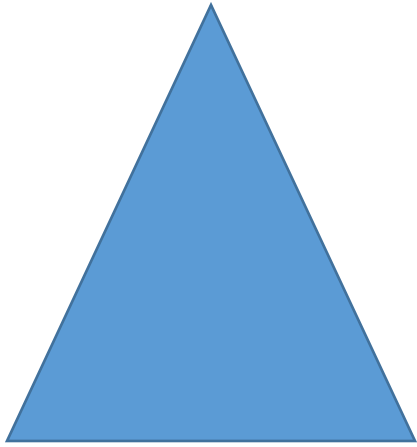
- An excellent book to extend children's thinking is *The Greedy Triangle* by Burns and Silveria.
- Experiencing spatial concepts: Map Making. Slides Flips and Turns are an excellent way to combine two major areas of geometry- shape and space. Extend this activity into map-making, using small 2-D shapes as points on the map. For example, triangles can represent trees, squares or rectangles can be cars or houses, circles or pentagons can be playground equipment.

Documentation:

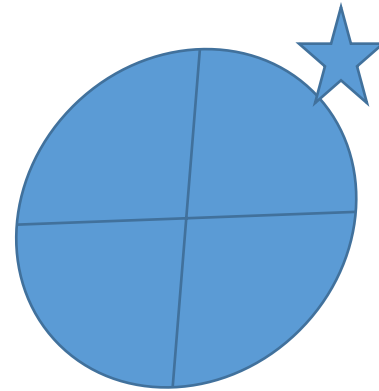
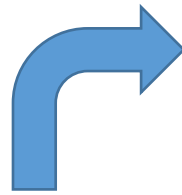
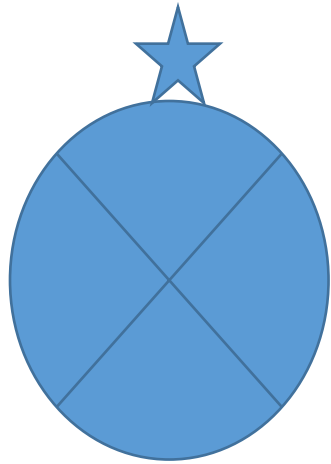
- Collect the Slide Flip and Turn pictures, or have children bring their papers to a LFOAI or story acting session. As children discuss their pictures, make notes about their varying understandings of the characteristics of shapes, as well as orientation and directionality.

Provocation:

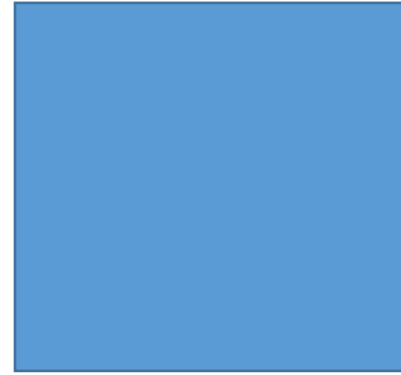
- Direction and Orientation Words: Challenge children to name as many direction and orientation words as they can, and create a word wall. It will surprise everyone (adults and children) how many times we used these words in our everyday lives. Geometry is everywhere!




FLIP



TURN



SLIDE

Unit 5  Week 3	<i>Small Groups: Fill Your Puddle Pail</i> Medium Support	Math SG2	Standards: MELDS.M.CCC.PS.1 MELDS.M.CCC.PS.8 MELDS.M.OAT.PS.2
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<p><i>Guiding Math Ideas:</i></p> <ul style="list-style-type: none"> ● Rational Counting: Keeping track of numbers counting; Counting Patterns <p><i>Math Concepts from Unit Learning Progressions:</i></p> <ul style="list-style-type: none"> ● Rote Counting Strategies: Finding patterns in counting above 10 ● Rational counting strategies: Keeping track of numbers counted
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<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● <i>The Puddle Pail</i> by Elisa Kleven ● Number Charts 1-20 resource ● White paper- one per child- The larger the better, but choose size that fits your small group table area. ● Markers or pencils ● Small collage items suitable for gluing ● Organizers such as muffin tins, snack trays ● Puddle Pail Rebus resource ● Glue Sticks ● Cups for individual collections of 20 items 	<p><i>Math Vocabulary:</i></p> <ul style="list-style-type: none"> ● Counting Helpers: Ways that help me keep track of numbers as I count.
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Preparation:
IMPORTANT: Our MELDS standards feature Rote Counting up to 20 and beyond, and rational counting such as forming groups and making comparisons, up to 10. **Adjust the difficulty of the activity according to your class’s needs.**

Gather LOTS of **small** collage items, enough for each child to have plenty of choices in creating their groups of 20 items: old buttons, pieces of cardboard puzzles, strips or shapes of paper cut from magazines. The art center collage area is a great source. Place items by type in organizers. Your classroom number chart should be visible. Also, make copies of the 1-20 Number Chart for children to share and use as a counting strategy. (Laminate if possible)
Wait to distribute the glue sticks until children have used some counting strategies.

Procedure:
This activity takes place after Read- Along, *The Puddle Pail*.
We read The Puddle Pail this week. What was Ernst the Blue Crocodile was collecting in his pail?

Ask children for ideas.

Puddles of all colors, shapes and sizes!

Today we are going to collect things in our Puddle Pails. We love to count big numbers in our class!

*Today we are going to work on collecting **20** things for our Puddle Pails.*

Show 20s Number Charts, and also point to Number Chart on the wall.

Let's count to 20 together right now.

Lead children in rote counting.

This special picture shows how we are going to make our Puddle Pail Pictures.

Show Rebus and point to the different steps as you do them.

First I am going to draw a Puddle Pail. I want it to be big so I can have plenty of room for all the things I want to collect in my puddle pail.

Model drawing a large oval on a paper. Invite children to draw their Puddle Pails.

Show the collage items.

What number are we counting to today?

Yes, **20!**

*I'm going to choose **20** things for my Puddle Pail Picture. When I count big numbers sometimes I forget what comes next or I can't remember which things I've counted. I can use **Counting Helpers**. Here's what I do to help me count: (Demonstrate counting helpers)*

- Show 1-20 Number Chart. Place one collage item on each number
- Choose a pile of items, and then count them one by one, moving the item from one side to the other
- Point to items as you count and count out loud.

After I count my items, I am going to put them in my own little puddle pail cup. It reminds me of Ernst's Puddle Pail!

Give children their individual cups. Children can choose different items, count and fill their cups as many times as they wish, choosing different items.

Now I'm going to make my Puddle Pail Picture.

Place glue sticks on table and model counting and gluing the items as you take them out one by one.

Children create their "Puddle Pail Pictures" by gluing items inside the "Puddle Pail".

If some children want to continue counting items using different combinations of materials, rather than create a Puddle Pail picture—that is fine.

As children finish their work, count along with them as they point to the 20 items inside their "Puddle Pail" picture. Use 1-20 charts as needed.

Strategies to Provoke Math Thinking:

- Counting Strategies: Several basic counting strategies help children keep track of numbers: Place one item on one square in a number chart; move an item from one side to another as the item is counted; using fingers to count (works well for 1-10 counting), and pointing to one item at a time. Others are breaking large numbers into smaller groups, such as groups of 5 and matching two groups (comparing sets). Model several ways to count items. Children often start out

pointing to items one of the harder ways to learn accurate counting. One-item, One-number—a huge math concept that takes a lot of practice.

- Seeing Patterns in the Number Chart: By using the 1-20 chart, it is easy to see the logical number patterns. It is the NAMES of the numbers, especially the teens and decades, which can get confusing. The 1-20 chart can be less overwhelming than 1-100 for children learning to count big numbers. Other children will enjoy counting to 100. Follow children’s lead and interest.

Adaptations for Additional Challenge:

- Use a Bucket Balance and Scale: Set up the Bucket Balance and Bathroom-type Scale in the math area, along with cups and manipulatives, or small collage items. Children can do their own investigations, placing items in cups and comparing their weights on either side of the bucket balance. Include some heavier items, such as small blocks. Children can weigh their collections items on a scale and make a record of the varying weights in a journal.
- Rebus Instructions: This activity introduces the use of Rebus Instructions for Math Activities. When children are working on self-initiated projects, such as building an airport in the block center, invite them to write down the steps they used (or want to use) to create their project. This planning process is part of the **engineering** in STEM.

Documentation:

- Display the beautiful collage Puddle Pail Pictures in your classroom or hallway. Later, send them home with a brief explanation of the math included in the activity. For planning purposes, make note about children’s skills with both rote and rational counting.
- Plan counting activities during SWPL for additional practice in counting up to 20 and beyond.

Provocation:

- Extend Puddle Pail Pictures as an Art activity, using watercolors or thinned tempera. Children drop colors onto the paper creating a background. When dry, they can add collage items.
- Science: Place the water table or a tub of water in an area where the sunlight can shine on the surface of the water. Invite children to drop small items into the water one by one and observe the ripples and the ways the look of the items change when under water. Children can also drop different colors of water into the water table or individual buckets.

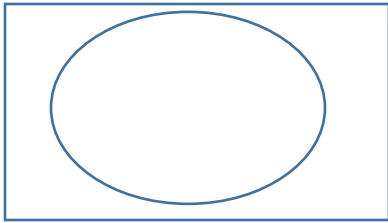
NUMBER CHART

1-20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Puddle Pail Picture

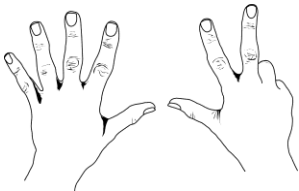
Draw your Puddle Pail on Paper



Count and fill cup with 20 items



Use Counting Helpers



Make Puddle Pail picture by gluing 20 items.



Count the things in "Puddle Pail" Picture



1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20



Songs, Word Play, & Letters

Day 1:

Materials: poetry posters, set of uppercase and lowercase letters. Book: *Clap your Hands*.

Tag board strips with Boom Bang! verses on them

CLAP YOUR HANDS (book)

Procedure:

- Show the cover of the book and read its title with children. Tell children they can help read some of the book this time.
- Read the book naturally, but slow down on the second word in some rhyming word pairs (fee/seat; toes/nose; bird/word) and linger on the first sound of the word. When finished, go back to a few pages with motions that children can perform in their space in the circle (e.g., rub tummy and pat head; close your eyes and count four; show me a smile, show me a frown).

LITTLE LETTER/BIG LETTER CHANT

Procedure:

- Select as many lowercase letters as there are children. Vary the letters from the ones used the last time to expose children to different lowercase letters.
- Distribute uppercase matches for each lowercase letter selected and tell the children they are going to play the uppercase lowercase matching game again.
- Say this chant: *I have the little [letter name]. Take a look and see. Someone has its partner. Who might that someone be?*
- Remind them to say, *I have the big [letter name]*, when they hold up their card.

HEAD, SHOULDERS, KNEES AND TOES

Procedure:

- Tell children to stand up and sing the song once.
- Then tell them they will sing the song again, but with different words and motions. Tell children to listen and watch carefully.
- Change “head, shoulders” to “hands, elbows,” and change “eyes, ears” to “chin, cheeks.” “Knees and toes” stays the same.

BOOM! BANG!

Procedure:

- Read the title. Sound out /b/ in Boom and Bang and underline the words with a finger while reading.
- Recite the poem. Then, read and pass out the tag-board strips.
- Explain that several children will have the same line so they should recite together in unison.
- Lead the children in reciting and cue each group of children to say the line printed on their tag-board strip. Everyone says the last four lines together.

Day 2:

Materials: poetry posters, book: *Raccoon on his Own*

GUESS WHAT WORD I'M SAYING (Play with Me, Raccoon on His Own)

Procedure:

- Hold up the books and tell children they will hear words from the books in a funny way. They are to guess what words they are and say them the right way.
- Present in individual phoneme segments or onset-rime segments.
- For pond, say *p- (pause) o- (pause) n-(pause) d.* [or: *p- (pause)ond*]
- For frog say *f- (pause) r- (pause) o- (pause) g.* [or: *fr- (pause) og*]
- For mud say *m- (pause) u (pause) d.* [or: *m- (pause) ud*]
- For boat say *b- (pause) oa-(pause) t.* [or: *b- (pause) oat*]

EENTSY WEENTSY SPIDER

Procedure:

- Put hands in the position to begin this song and ask the children what song they think is going to be next.
- Sing the song and add verses.

THE LITTLE TURTLE

Procedure:

- Read the title with the children. Point to and underline The and read it quickly, as a sight word. Point to and sound out L in Little and T in Turtle.

CAN YOU THINK OF WORDS THAT BEGIN WITH THE SAME SOUND AS _? (and The Little Turtle)

Procedure:

- Tell children they will hear some words from the poem and they can think of other words that begin with the same sound.
- Introduce Turtle first. Say, *The first word is turtle which start with /t/. Do you think top starts with the same sound as turtle? What about box?*
- Confirm that top start with /t/, but that box does not. Ask children if they can think of other words that start with /t/ like turtle and top. If there is a lull, provide examples.
- Introduce box next.
- If children are still engaged with the task, proceed with rocks.

HANDS ON SHOULDERS

Procedure:

- Read the title, underlining the words.
- Stand up and recite the poem. Recite it again and tell the children some parts will be changed. Tell them to listen carefully.
- Change “and now your toes” to “and now your clothes” Change “clap to four” to “Point to the door.”

Day 3:

Materials: poetry posters, marker, chart paper or clipboard/paper

LOOBY LOO

Procedure:

- Add a new verse or two (e.g. “right knee” “back”).

INTERESTING SOUNDING WORDS (and Looby Loo)

Procedure:

- Tell children there are interesting-sounding words in Looby Loo and that these words will be written down for them to see how they are spelled.
- Segment /l/ from Looby and ask children if they have an idea of the letter used to write /l/. If children do not link /l/ to the letter L fairly quickly, make the link for them. Write L.
- Then segment /oo/ in Looby and tell children that two o’s are used to write that sound. Write two o’s. Then segment /b/ in Looby and ask what letter is used to write /b/. Make the link if children do not and write b. Segment /e/ in Looby and tell children that the y is used for that sound in the word Looby. Write Y and then underline the entire word and read it.
- Remind children, *In the song, we sing, “Here we go Looby Loo,” I think Loo sounds like the first part of the word Looby, Say Looby in syllable segments (Loo-by) and ask children if they agree.*
- Point to Looby on the chart paper and ask children which letters they think are needed to write Loo if there is a lull, then tell children they will sound out Loo to write it so they can see which letters are needed.
- Segment /l/ in Loo and write L. Then segment /oo/ in Loo and write oo. Read the word and help children see that these are all the letters you need.

IF YOU’RE HAPPY

Procedure:

- Tell the children to stay seated for this song and sing “clap hands,” “snap fingers,” “shout hurray,” “nod head,” and “pat cheeks.”

Day 4:

Materials: poetry poster, chart paper with chirp and hiss written on it, one word per line, picture cards; pail, diamond, starfish, reflection, puddle, blackberries. Book: *Puddle Pail*

THE WHEELS ON THE BUS

Procedure:

- Sing several familiar verses then add some new ones using animals and their sounds (e.g. “birds go chirp” “snakes go hiss”).

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 the bird made (chirp). Ask them to say the sound they hear at the beginning of chirp. Repeat with hiss. Isolate the first sounds in these words for children if they cannot do it (/ch/ and /h/).
- Tell children that two letters together, c and h, are used to write/ch/.
- Display the chart paper with the two words written on it, and ask children which word is chirp. Advise children to look for the word that starts with ch. If children seem puzzled, say *Chirp starts with the letters ch for /ch/ and ends with the letter p for /p/. Let's see. The first word (point to chirp) starts with ch, /ch/ and ends with p /p/, so this word is the one that says chirp.* Then, underline the entire word with a finger, and read it.
- Read hiss to the children to finish up, and comment that it starts with the letter h, which is used to write /h/.

HANDS ON SHOULDERS

Procedure:

- Read the title with the children. Point to and sound out H in Hands and Sh in Shoulders. Read the word on quickly, as a sight word.

- Stand up and have the children stand up to recite the poem.

I'M THINKING OF CLUE GAME (and Puddle Pail).

Procedure:

- Hold up the book and tell children they will play the word guessing game using words from this book. Remind them to raise their hands and not shout out their ideas because other children might still be thinking.
- For pail say, *this is the name of a small kind of bucket. Children often use these small buckets at the beach or at the sand table. The name of this small bucket starts with /p/ and ends with /l/.*
- For puddle say, *these are little pools of water that form on the ground when it rains and then dry up when the sun comes out. Ernst saw reflections in these little pools and scooped them up to put in his pail. The name of these little pool's rhymes with cuddle.*
- If time permits, play the same game with other story words, reinforcing word meanings by showing the cards.

Day 5:

Materials: poetry poster, Book: *Puddle Pail*

RAINDROPS

Procedure:

- Point to and sound R at the beginning, d in the middle, and s at the end of the word “Raindrops” while reading the title with the children.
- Recite the poem and model the emotions.

GUESS WHAT WORD I’M SAYING (and Puddle Pail)

Procedure:

- Show children the book. Tell them they will hear words from the book in a funny way and they are to guess the word and say it back the right way.
- Present the following words, one at a time in onset-rime segments, and ask children to guess each one after you say it in a funny way: R-ocks, cl-ocks, st-ars, sw-ing.
- Present pail in phoneme segments: /p/ /a/ /l/. Have children say the whole word.

LOOBY LOO

Procedure:

- Sing favorite verses.

MY BIG BALLOON

Procedure:


- Point to and sound M in My, b and g in Big and B and n in Balloon, while reading the title with children.
- Recite the poem and model the motions. Pause after the fourth line, “Watch it grow and grow” and blow five to six times into your pretend balloon. Then make a big “pop” sound by clapping loudly.
- Tell children they need a new balloon and that they should get a new one too, if theirs popped. Recite the poem again. This time blow only two times after the fourth verse and then

finish it in the standard way with a pop at the end.

STAND UP

Procedure:

- Read the title with the children. Point to and sound s, t, and d in Stand, and run a finger under while reading it.
- Recite the poem once and model the motions. Then tell children they will hear the same changes made the last time, and that they should listen for these. Change “Stamp your foot” to “Shake your hands,” and “Bend two knees” to “Bend one knee.”

Unit 5  Week 3	Large Group: Slide, Flip and Turn! Medium Support	Math LG	Standards: MELDS.M.G.PS.6 MELDS.M.G.PS.8 MELDS.MD.PS.5
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Slides, Flips and Turns ● Patterns- Adding Complexity <p>Math Concepts From Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Orientation: Manipulating shapes by Slides, Flips and Turns ● Copying and repeating movement patterns in large and small motor activities <p>Adaptations for Using Large Group In Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● Play this outside or during transitions. It is also a great Math SWPL.
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<p>Materials:</p> <ul style="list-style-type: none"> ● Slides, Flips and Turns Cards resource ● Slide Flip and Turn Chant ● Flipchart, whiteboard or poster board. 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Slide- moving from one side to the other without turning or changing anything ● Flip- moving from front to back (opposite) ● Turn- twisting to the left or right
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Preparation:
Copy the Slides, Flips and Turns Cards. Copy the Slide Flip and Turn Chant at the end of this lesson plan and write it in large print on a flip chart whiteboard or poster board.

<p>Sometimes when we play with shapes, we move them around. These movements are called Slides Flips and Turns.</p> <p>Today we are moving our bodies in special ways like the shapes on these pages. We are going Slide, Flip, and Turn!</p> <p>How could we Slide our bodies?</p>	<p><i>Show the Cards and lead a discussion on what the cards mean.</i></p> <p><i>Ask children to show you their ideas on slides. Then flips, Then Turns</i></p> <p><i>Some children may try to turn a flip. Explain to them that the "Shape" kind of flip just means turning from front to back.</i></p>
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How could we Flip our bodies?

How could we Turn our bodies?

Okay it looks like you are ready to play our game. Here are a few rules about how we use our bodies in group time:

Stay in your own space.

Be safe.

AND- Remember—Flip means turning backward

NOT upside down!

Here is a special chant about Slides Flips and Turns! I'll read it to you and then we'll say it together. We'll move our bodies just like it says in the chant.

Now let's change it up a little bit. Here are some cards that are going to tell us to

Slide Flip Turn one Way Turn another way.

Watch me and when I hold up a card, do what it says.

Here we go!

Here is a question for you: Did our bodies change just because we moved them around? Well, when we move shapes around, flipping, turning and sliding them, they are still the same shape! How Cool!

I'm going to put these cards in our center, and we will use them again in Small Group with some of our shapes.

Turning may need some practice! Demonstrate and also have children demonstrate and then decide on how they will turn. There are cards with arrows showing a left turn and a right turn.

Use Flip Chart and read the Chant

Lead children in the Slide Flip and Turn Chant and Repeat as many times as you wish.

Show children the cards and have them practice following the card directions.

*Create different patterns and combinations of slides, flips and turns.
Repeat as many times as you wish.*

Introduce a key concept of geometry: A shape is still a shape despite its orientation.

Strategies to Provoke Math Thinking:

Kinesthetic Math: Moving our bodies is a great way to make math concepts more real for children. By using our bodies to slide, flip and turn, children will better be able to manipulate shapes and to understand a key concept of geometry- that shapes don't change, despite their orientation. For instance, young children often think that when a triangle is upside down, it is not a triangle. Present

geometric 2-D shapes in many different orientations such as: Present rectangles with the long side horizontal and the long side vertical or rotated; rotate diamonds or ovals; turn a square on its point.

Provocation:

Use the large floor shapes outside on the sidewalk or similar surface. Take the cards outside and use a volunteer who would like to direct the Slide Flip and Turn Game. As she/he shows the cards, the children manipulate the large shapes.

Slide Flip and Turn

When I Want to Have Some Fun
I Move my Body Around the Floor!
I Slide
I Flip
I Turn Part-Way Round
And then I Move Some More!

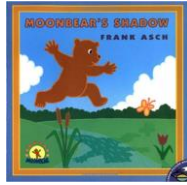
Slide to the Left
Slide to the Right
Turn to the Back
And then to the Side
Turn to the Side One more time
Then Flip Around
And Repeat our Rhyme



Let's Find Out About It: Shadows

Standards:

ATL.IC.PS.1, 3-4
 ELA.SL.CC.PS.1-3
 ELA.RL.KID.PS.1-3
 ELA.W.R.PS.1-3



Materials:

- Moonbear's Shadow
- puppets
- light source/flashlight
- large white paper or sheet
- child-made shadow puppets
- Transparent objects
- Translucent objects

Vocabulary:

- shadow
- surface
- puppet
- light source

Preparation: Gather materials. Set up screens and light sources.

Let's Find Out About It:

"In *Moonbear's Shadow*, Bear and his **shadow** have a similar **shape**, but sometimes they are different sizes."

"What about the shovel's **shadow**? What do you see? Light shone on the shovel's **surface** and created a **shadow**. What happened to the **shadow** as the **light source**, the sun, moved?"

"Here are **shadow puppets**. How can I change their **shadow** size?"

"An object's **shadow** changes when the object and **light source** are closer or further away from each other."

"Will this _____ (transparent object) create a shadow? Why do you think so?"

"Will this _____ (translucent object) create a shadow? Why do you think so?"

Show illustrations. Children respond.

Show pages that include the 4 shadows of the shovel. Children respond.

Show shadow puppets. Children respond.

Invite more discussion.

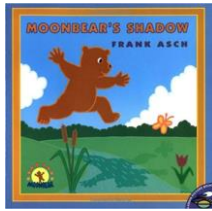
Show object, children respond, shine flashlight

Show object, children respond, shine flashlight



Let's Find Out About It: Opaque/Transparent/Translucent

Standards:

 ATL.RPS.PS.2-5
 ELA.LS.VAU.PS.1

Materials:

- *Moonbear's Shadow*
- a variety of opaque, transparent, translucent objects, including ziplock bag, paper bag, small containers, paint brush
- flashlight
- words written on the board or on a piece of paper, to reference during lesson: opaque, transparent, translucent

Vocabulary:

- opaque
- transparent
- translucent
- shadow
- predict
- surface

Preparation: Gather materials.

Let's Find Out About It:

"In *Moonbear's Shadow*, sunlight shone on Bear and created a **shadow**."

"Here is a (opaque object), a (transparent object) and a (translucent object). What do you **predict** will happen if we shine light on them?"

"The (object) is **opaque**--we see light on its **surface**, but we can't see through it. The (object) is **transparent**-- we can see light shining through it and what's on the other side of it. The (object) is **translucent**--we can see light shining through it, but we can't see clearly what's on the other side of it."

"Here are other materials. Do you think this container is **opaque, transparent** or **translucent**?"

"Let's check."

"Yes, this container is **opaque**, its blocking the light so we can't see the paintbrush inside."

*Show materials.
Children respond.*

Model. Point to words as they come up in discussion.

*Show opaque container.
Children respond.
Model sticking the paintbrush into the container (half in and half out).*

“Here is a clear plastic bag. Do you think the bag is **opaque**, **transparent**, or **translucent**?”

“Yes, the bag is **transparent**, we can see the light shining through it so we can see the paintbrush.”

“Here is a paper bag. Do you **predict** this bag is **transparent**, **translucent**, or **opaque**?”

“The bag is translucent, so we can see the paintbrush inside but not as clearly as through the clear plastic bag.”

“Can you see what is inside this container? Why not?”

“If I put this toy in this container, will you be able to see what it is? How do you know this container is translucent?”

Show clear plastic bag.

Children respond.

Stick the paintbrush in the bag.

Show a paper sandwich bag.

Children respond.

Stick the paintbrush in the bag.

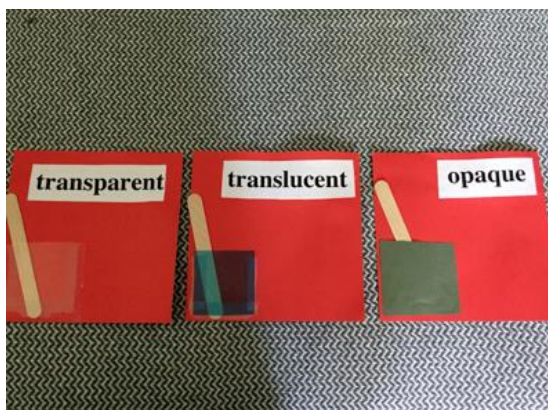
Show more transparent, opaque, and translucent objects.

Children predict.

Show an opaque box with a small toy inside.

Show a translucent container.

Children respond.

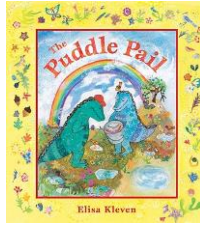




Let's Find Out About It: Reflections On A Surface

Standards:

ELA.RL.KID.PS.1-3
ATL.RPS.PS.2-5



Materials:

- *The Puddle Pail*
- mirror

Vocabulary:

- reflection
- collect
- puddle
- pail
- mirror
- shiny
- surface

Preparation: Set up materials.

Let's Find Out About It:

"In the *The Puddle Pail*, Ernst and his brother Sol **collected**--gathered-- things in a **pail**. What do you notice?"

"Ernst wanted to **collect** the sky, the sunset, and the stars. What do you notice?"

"He couldn't **collect** those things in a **pail**, so he **collected puddles**. He could see the **reflections** of the sun, sunset, and stars in the water's **surface**."

"What do you predict would happen if Ernst touched the **reflections** in his **pail**?"

"Here is a mirror. I can see a **reflection** of _____ in the mirror. What do you predict will happen if I touch the **reflection** of the _____?"

"You can see and touch a **reflection** in a **shiny surface**, but can you pick it up or hold it in your hand? Why or why not?"

Show illustrations.
Children respond.

Children respond.

Children respond.

Model.
Children respond.

Children respond.

Unit 5

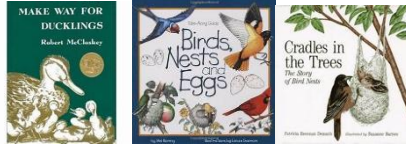


Week 3

Outdoor Learning Opportunities:

Making Bird Nests

Standards:
PHD.FM.PS.5
S.LS.PS.1,4,7
CA.VA.PS.1



Materials:

- Twigs
- Clay
- Ribbon
- Yarn
- Feathers
- Scraps of materials
- Dryer lint
- Glue and/or mud
- Book – *Cradles in the Trees: The Story of bird Nests* by Patricia Brennan Demuth

Vocabulary:

- Nest
- Bird
- Feathers

Read the book, *Cradles in the Trees* as an introduction to bird nests. Take children outside to look for bird nests. They can discover all the different places that birds make nests. Some are in holes in the trees (chickadees). Some are woven and hang from branches (Baltimore Oriole), some are on the ground (Woodcock), some are on barn rafters (barn swallows), and still others are in trees. Birds use materials that are nearby.

Provide materials for the children to use to create a nest. They can use natural and found materials such as twigs, feathers, grasses, scraps of material, yarn, ribbon, dryer lint, etc. They can use glue, mud, or clay to keep the materials together. They can work alone or with others to create the nest. After they complete their nest, they can reflect on the process.

Extension: Have the children make nest bags by filling a small net bag with yarn, dryer lint, ribbon, and other materials a bird might use in their nest. Hang the bag outside a window and watch the birds take out the materials. Look for nests in the area that might include some of the items from the net bag.

Guiding Questions:

- How do birds make their nests, when they don't have hands?

- How difficult would it be to use a beak to build a nest?
- Why do different birds use different materials? Why do some birds nest in trees while others are on the ground?
- How do birds keep their nests together?

Unit 5 Week 3	Illustrations with Outlines: Art Studio Higher Level Technology Supplement	ISTE-S 6b	Standards: ATL.EP.PS.1 -5 CA.VA.PS.1-5 CA.DE.PS.1 -3 ELA.IT.D.PS.3
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[book covers that represents the book(s) the lesson touches upon]

<p><i>Technology Concepts</i></p> <p>Create original works into new creation using digital platform</p>
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<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● iPad or Kindle Fire Tablet ● Osmo Masterpiece 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson
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Preparation:

Tablet in Art Center with Osmo Masterpiece open

Procedure:

Osmo Masterpiece has drawings in outline. The food category has simple outlines for children to draw.

Set up Masterpiece and once children have drawn the outline, take a picture and save it into the Osmo Museum. The children’s work can be shared through social media.

<p>Unit 5 Week 3</p>	<p>Shadow Dancing: Dramatization Lower Level Technology Supplement</p>	<p>ISTE-S 2b 6 b, d</p>	<p>Standards: CA.VA.PS.1 CA.DE.PS.1-3 CA.DP.PS.1-2 ELA.RL.IKI.PS.1-2 S.LS.PS.6 SED.SD.BRC.PS.1 -6</p>
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[book covers that represents the book(s) the lesson touches upon]

Technology Concepts

- Create original works into new creations
- Publish or present content that customizes message and medium for intended audiences
- Digital literacy and the creation and maintenance of a digital footprint

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Tablet or Smartphone w/ camera ● You will be able to use a social media such as SeeSaw 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● Publish ● Emphasize to children about the responsibility of publishing and their digital footprint
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Preparation:

Have camera ready to record videos of shadow dancing

Procedure:

With camera, video record children shadow dancing

With the input of the children, save recordings and if you use a social media site such as SeeSaw, you can send the video out. You can use Puppet.edu (which allows for adding narration) to save and send out

