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| **UNIT TITLE: LIGHT****WEEK: Four****Essential Question: How and why do we use different kinds of light?****Focus Question: What are shadows?****Focus Vocabulary: Parallel, shadow, silhouette, outline, weather, wavy**. |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Greeting Routine | Supply pencils, crayons or markers and paper. Encourage children to sign in and accept any marks child makes. Also provide help to encourage improvement by using letter name examples on paper or by using ID cards. If child is unable or unwilling to sign in and write their name encourage during center time or add name to art work or labels for solid structures |
| Large Group Meeting  | Reread the foundational text All About Light by Lisa Trumbauer aloud to the class, paying special to the skills of thinking aloud. Ask if any have ever planted seeds or flowers? What happed to the plants as they grew? Did it survive and if so, what did you do to help this process along? Review our plants and chart of whether they would grow better in light or dark.PK.CLL.1 (Reading standards for informational text): with prompting and support, ask and answer questions about details in a text. | Read the foundational text Moonbear’s Shadow by Frank Asch aloud to the class, paying special to the skills of thinking aloud. Have them make connection between their own lives and the skills good readers use to understand texts.PK.CLL.1 (Reading standards for informational text): with prompting and support, ask and answer questions about details in a text. | Revisit Moonbear’s Shadow by Frank Asch. Look for the different types of light included in the book. Ask the students what the character that they have tried.Chart their responses.PK.CLL.10 (Reading standards for informational text) With prompting and support, actively engage in group reading activities with purpose and understanding. | Children will reflect on their shadow portraits, allow them time to think about and respond. Ask What do you notice about the portraits? How does he portraits make you feel? What do you see in the portraits? What colors do you see? What might those colors mean? PK.CLL.3 (Approaches to communication): Demonstrated that s/he understands what they observe. | Children will perform their shadow puppet playlets foe each other and parents.PK.CLL.2 (Reading Standards: Foundational Skills): Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes). |
| BB Math Meeting *See Teacher’s Edition for Math Meeting Activities* | Students will use rulers and magnifying glasses to observe and measure the progress of the growth of the different plants and whether light plays an important roll.PK. OAT1: Demonstrates an understanding of addition and subtraction by using objects, fingers, and responding to practical situations.PK. CKW.3 (Counting and cardinality): Understand the relationship between numbers and quantities to 10; connect cardinality. | Students will use rulers and magnifying glasses to observe and measure the progress of the growth of the different plants and whether light plays an important role.PK. OAT1: Demonstrates an understanding of addition and subtraction by using objects, fingers, and responding to practical situations.PK. CKW.3 (Counting and cardinality): Understand the relationship between numbers and quantities to 10; connect cardinality. | Students will use rulers and magnifying glasses to observe and measure the progress of the growth of the different plants and whether light plays an important role.PK. OAT1: Demonstrates an understanding of addition and subtraction by using objects, fingers, and responding to practical situations.PK. CKW.3 (Counting and cardinality): Understand the relationship between numbers and quantities to 10; connect cardinality. | Students will use rulers and magnifying glasses to observe and measure the progress of the growth of the different plants and whether light plays an important role.PK. OAT1: Demonstrates an understanding of addition and subtraction by using objects, fingers, and responding to practical situations.PK. CKW.3 (Counting and cardinality): Understand the relationship between numbers and quantities to 10; connect cardinality. | Catch up Day |
|  Foundational Text  | All About Light by Lisa Trumbauer | Moonbear’s Shadow by Frank Asch | Moonbear’s Shadow by Frank Asch | Moonbear’s Shadow by Frank Asch | Moonbear’s Shadow by Frank Asch |
| Supporting Text (s) | How a seed grows by Helene Jordan | Light and Dark by Daniel Nunn | The Night World by Mordicai Gerstein | Shadows and reflections by Tana Hoban | Shadow by Suzy Lee |
| Small Groups\*Small groups can be implemented during center time or at another time during the day. Invite 2-4 children to participate at a time. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate. Each small group should not exceed 10 minutes in length. Work with a couple of groups per day and spend the remainder of the time engaging with children in the interest areas. | Plant seeds with the children. Place half of the planted seeds in an area that gets sunlight and the other half in an area that is dark. Have the children predict which seeds are most likely to grow and why. Monitor the planted seeds periodically. To conclude the experiment, refer to the children’s predictions, discuss and graph the results.PK.CKW.4 (Science) Observes and describes the characteristics of earth and space. | Students will observe plants and discuss progress and whether the plants in the light or dark area are growing. They will graph progress.PK.PDH.1 uses senses to assist and guide learning. PK.CKW.4 Observes and describes characteristics of earth and space. | Students will observe plants and discuss progress and whether the plants in the light or dark area are growing. They will graph progress.PK.PDH.1 uses senses to assist and guide learning. PK.CKW.4 Observes and describes characteristics of earth and space. | Plant seeds with the children. Place half of the planted seeds in an area that gets sunlight and the other half in an area that is dark. Have the children predict which seeds are most likely to grow and why. Monitor the planted seeds periodically. To conclude the experiment, refer to the children’s predictions, discuss and graph the results.PK.CKW.4 (Science) Observes and describes the characteristics of earth and space. | Catch up Day |
| Outdoors  | Children will begin to understand how plants are grown, what this means to the environment they live in and how they can participate in keeping their community green. Also, they will be able to see how important light is to all growth, plant and animal. |
| Lunch  | Discus with the children how the fruits and vegetables they are eating are grown. The important question is whether any of these foods they are eaten are grown in different atmospheres or with special soils and how does this contribute to taste and nutrition. |
| Centers | Children will use block area to construct structure sand use flashlights to discuss shadows made and draw what they made. Children will use the dramatic play area to make up a shadow puppet play. They will tell or act out a story about the shadow characters and activities.Children will use the writing center to compose a story about a favorite shadow experience.Children will use the paint are to make a painting about a shadow using black paint and white paper.We will make a shadow puppet theater for them to perform their shadow puppet stories as our culminating event.We will make a light table so that children will be able to conduct activities on. |
| Opportunities for differentiation and integration of goals for children with IEPs | As needed. |
| Opportunities for differentiation for children whose home language is not English | As needed. |