

March 27 - 31, 2023

Mon 27

Light - Investigation 3 - What happens when we block light? - Day 2

Preparation

Collect materials and prepare for the day.

Materials

Mighty Minutes 271, "Benny Bear"

Large Group: *Mighty Minutes* 228, "How Many Hands?"; *Intentional Teaching Experience* P20, "Body Shapes & Sizes"; pictures of shadows the children discovered on Day 1

Choice Time - Outdoors: chalk; camera

Read-Aloud: alphabet book

Small Group: *Intentional Teaching Experience* LL75, "Sticky Tables"; rolls of plain or colored masking tape or first-aid adhesive cloth tape; child-sized table; chart paper; markers

Outdoors: paper and writing utensils

Vocabulary

trace: to draw a line around

Question of the Day

What is something that can make a shadow outdoors?

Choice Time

Outdoors Children pose and use chalk to trace each other's shadows.

As you interact with the children outdoors, make time to do the following:

- Invite the children to a sunny area and point out how they can see their shadows.
- Ask, "What light source is making your shadow?"
- Give the children chalk and invite them to work together to trace, or draw a line around, each other's shadows.
- Take pictures of the children creating shadows.

Large Group

Outdoor Shadows Review and discuss pictures of children's shadows. Use *Intentional Teaching Experience* P20, "Body Shapes & Sizes" to practice poses.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- Use *Mighty Minutes* 228, "How Many Hands?"

Discussion and Shared Writing

Tue 28

Light - Investigation 3 - What happens when we block light? - Day 3

Preparation

Collect materials and prepare for the day.

Materials

Mighty Minutes 229, "Find It, Stick It" (with sticky notes; markers, crayons, or pencils)

Large Group: *Mighty Minutes* 151, "Syllable Surprise" (with box); flashlight or overhead projector; collection of classroom objects, e.g., puppet, block with an interesting shape, toy car; chart paper; marker

Choice Time - Discovery: flashlight or overhead projector; list of items the children thought of during large group; camera

Read-Aloud: book from your classroom collection

Small Group: *Intentional Teaching Experience* M39, "Let's Go Fishing"; child-sized fishing poles; set of fish cards; paper clips

Outdoors: *Intentional Teaching Experience* P27, "Galloping"

Large-Group Roundup: photos taken throughout the investigation of children making shadows

Additional Preparations

Before the walk on Investigation 4, Day 1, plan a route around the school on which the children will see the greatest number of windows.

Vocabulary

block: to get in the way of

Question of the Day

Can you point out three things in the classroom that make light?

Choice Time

Discovery Children experiment with using a flashlight or overhead projector and classroom objects to create shadows.

As you interact with the children in each interest area, make time to do the following in the Discovery area:

- Set up a flashlight or overhead projector that you and the children can use to create shadows on the wall.
- Display the list of items the children thought of during large group. Support the children to collect the items on the list.
- Invite the children to use the items to create shadows. Encourage them to experiment with different ways of making shadows (e.g., by standing closer to or farther from the light).
- Take pictures of the children creating shadows.

Wed 29

Light - Investigation 4 - What kinds of things does light shine through? - Day 1

Preparation

Collect materials and prepare for the day.

Materials

Mighty Minutes 230, "Syllables on the Move!"

Large Group: *Mighty Minutes* 156, "This Long Road"; sheet of paper; writing utensil

Choice Time - Art: photos of stained glass windows; contact paper; scissors; tissue paper

Read-Aloud: rhyming book

Small Group: *Intentional Teaching Experience* M87, "Treasure Hunt"; treasure items, e.g., stuffed animal, decorated box; paper; pencils

Large-Group Roundup: children's stained glass windowpanes

Additional Preparations

Review the "Closing the Study" section of this *Teaching Guide* for guidance about extending the study or preparing for the end-of-study celebration.

Preparing for Upcoming

Wow! Experiences

Invite family members and other guests to attend the celebration. Gather charts, pictures, drawings, and other items collected throughout the study to create displays for children to share with the guests on Celebrating Learning, Day 2.

Vocabulary

windowpane: section of a window

Question of the Day

How does the sunshine come into our classroom?

Choice Time

Art Children use art materials to create their own stained glass windowpane.

As you interact with the children in each interest area, make time to do the following in the Art area:

- Display photos of stained glass windows, contact paper, scissors, and tissue paper.
- Talk with the children about the pictures of stained glass windows. Encourage them to notice the colors, the patterns, and how the light shines through them.
- Invite the children to use the materials to create their own stained glass windowpane, or section of a window.
- Give each child a square of contact paper. Invite them to use the tissue paper to create a pattern or picture on the sticky side of the contact paper. When they are finished, place an-

Thu 30

Light - Investigation 4 - What kinds of things does light shine through? - Day 2

Preparation

Collect materials and prepare for the day.

Materials

Mighty Minutes 295, "Stack & Measure" (with small cubes)

Question of the Day: lamp

Large Group: *Mighty Minutes* 217, "Mind on Rhymes"; lamp with a lampshade

Choice Time - Art: plain lampshades, paint, paintbrushes, glue, tissue paper, markers, other art supplies

Read-Aloud: nonfiction book

Small Group: *Intentional Teaching Experience* LL13, "Foam Paint Letters"; foam paint; art smocks

Outdoors: *Intentional Teaching Experience* P23, "Ways to Travel"

Large-Group Roundup: children's decorated lamp shades

Vocabulary

lampshade: a structure that covers the light bulb of a lamp

Question of the Day

Where have you seen something like this? (Display a lamp.)

Choice Time

Art Children use art materials to decorate lamp shades.

As you interact with the children in each interest area, make time to do the following in the Art area:

- Display plain lampshades, paint, paintbrushes, glue, tissue paper, markers, and other art supplies.
- Encourage children to work together to decorate the lampshades.
- Invite the children to put their shades on a lamp and notice how the light shines through them.
- Ask the children to compare how the light changes when it shines through different lampshades, e.g., the light is dimmer under a darker lampshade and brighter under a light-colored lampshade.

Large Group

Lampshades Take the shade of a lamp on and off. Examine and discuss how the lampshade blocks the light.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

Fri 31

Light - Investigation 4 - What kinds of things does light shine through? - Day 3

Preparation

Collect materials and prepare for the day.

Materials

Mighty Minutes 218, "Little Bunnies"

Question of the Day: block, color paddle or another transparent classroom item

Large Group: *Mighty Minutes* 178, "Happy Moths"; light table; several transparent and solid items; chart paper

Choice Time - Discovery: light table, list of items the children would like to experiment with on the light table

Read-Aloud: poetry book

Small Group: *Intentional Teaching Experience* LL44, "Rhyming Tubes"; plastic tub; bag or small box; pairs of small toys or other objects whose names rhyme

Outdoors: *Intentional Teaching Experience* P04, "Kick High"; 10-inch diameter rubber or foam playground ball or soft-covered soccer ball (one per child); large outdoor space

Large-Group Roundup: solid and transparent items the children experimented with during choice time

Vocabulary

transparent: able to let light shine through

solid: able to completely block light

Question of the Day

Which can you see through? (Display a block and a color paddle or other transparent classroom item.)

Choice Time

Discovery Children explore the light table and determine which items are solid and which are transparent.

As you interact with the children in each interest area, make time to do the following in the Discovery area:

- Place the light table in the Discovery area, along with the list of items the children would like to experiment with on the light table.
- Invite the children to collect the items and any other classroom items they would like to use.

- Encourage the children to test various items to see which ones block the light and which ones allow the light to shine through.

- Display two trays or containers and support the children to sort the items into two groups: transparent and solid.

Large Group

Solid and Transparent Introduce the concepts of *solid* and *transparent* by

Outdoor Shadows

- Review the question of the day.
- Display the pictures of shadows that the children discovered on Day 1.
- Pass the pictures around the group and encourage the children to share what they notice.
- Document the children's observations on chart paper or the board.
- Tell the children that, during outdoor time, they will use their bodies to make shadows.
- Use [Intentional Teaching Experience P20, "Body Shapes & Sizes"](#) to practice different poses with the children. Explain that they can pose in different ways to make shadows that are different shapes and sizes.

Before transitioning to the interest areas, tell the children that later, when they are outdoors, they will experiment with creating shadows.

Read-Aloud

alphabet book

- Choose an alphabet book from your classroom collection to share with the children.

Small Group

Use [Intentional Teaching Experience LL75, "Sticky Tables"](#). Children use tape to create patterns on a table and then describe their creations.

Sticky Tables

- Use [Intentional Teaching Experience LL75, "Sticky Tables"](#).

Mighty Minutes®

[Mighty Minutes 271, "Benny Bear"](#)

Rhyme Children recite a rhyme and notice words that start with the letter *b*.

Outdoors

Children play a game of "shadow tag."

- On a sunny day, play a game of "shadow tag" in which children run and try to catch their classmates' shadows.
- Continue adding to the list of objects that create shadows outdoors.

Large-Group Roundup

Review the events of the day.

- Invite the children to recall how they created shadows outdoors.
- Explain that, tomorrow, they will practice making shadows indoors.

Family Partnerships

Connect with families and share what their children learned today.

- Invite families to explore and create indoor and outdoor shadows with their children.

Small Group

Letter of the Week

Large Group

Creating Shadows Indoors Use an overhead projector or flashlight and classroom objects to create shadows.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- Use [Mighty Minutes 151, "Syllable Surprise"](#).

Discussion and Shared

Writing:

Creating Shadows Indoors

- Set up a flashlight or overhead projector that you and the children can use to create shadows on the wall.
- Display a collection of classroom objects, such as a puppet, a block with an interesting shape, and a toy car.
- Model using the objects to create shadows. Remind the children that shadows are created when you block, or get in the way of, light. "Look, I am making a shadow with this puppet. The puppet blocks the light and makes a shadow on the wall."
- Invite the children to think of classroom items that would make interesting shadows.
- Document their ideas on chart paper.

Before transitioning to the interest areas, tell the children that the flashlight or overhead projector and the list of items that would make interesting shadows will be available for them to experiment with in the Discovery area.

Read-Aloud

book from your classroom collection

- Choose a book from your classroom collection to share with the children.

Small Group

Use [Intentional Teaching Experience M39, "Let's Go Fishing"](#). Children take turns fishing for and identifying the number on paper fish.

Let's Go Fishing

- Use [Intentional Teaching Experience M39, "Let's Go Fishing"](#).

Choice Time

Art

Easter Egg craft using tissue paper.

Mighty Minutes®

[Mighty Minutes 225, "Find It, Stick It"](#)

Game Children write their names on sticky notes and follow prompts to attach them to various items around the room.

Outdoors

Use [Intentional Teaching Experience P27, "Galloping"](#). Children follow a set

other piece of contact paper on top with the sticky sides together.

- Ask the children to hang their stained glass windowpanes in the classroom window and notice how the light shines through them.

Large Group

Windows Take a walk around the school to look for windows.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- Use [Mighty Minutes 156, "This Long Road"](#).

Discussion and Shared

Writing:

Windows

- Review the question of the day and confirm that windows in your classroom let the sunlight shine into the room.
- Say, "I wonder where else we might find windows in our school. Where have you seen windows around our school?"
- Document the children's responses on the board.
- Take the children for a walk around your school to look for windows.
- Bring a sheet of paper to tally all of the windows the children find. Each time they find a window, show them how you add a tally mark to the paper.
- When you return to the classroom, count all of the tally marks together and talk about how many windows you found.

Before transitioning to the interest areas, tell the children that they can make stained glass windows in the Art area.

Read-Aloud

rhyming book

- Choose a rhyming book from your classroom collection to share with the children.

Small Group

Use [Intentional Teaching Experience M87, "Treasure Hunt"](#). Children follow directions to find treasures around the classroom.

Treasure Hunt

- Use [Intentional Teaching Experience M87, "Treasure Hunt"](#).

Mighty Minutes®

[Mighty Minutes 230, "Syllables on the Move"](#)

Game Children count the syllables in a word while performing a movement.

Outdoors

- Use [Mighty Minutes 217, "Mind on Rhymes"](#).

Discussion and Shared

Writing:

Lampshades

- Review the question of the day.
- Display a lamp with a lampshade. Turn the lamp on and ask the children to observe the light.
- Introduce the word lampshade and explain that it covers the light bulb of the lamp to change the way the light shines.
- Ask, "What do you think will happen if I take off the lampshade? How will the light change?"
- Remove the lampshade and ask, "How did the light change?"
- Document the children's responses.
- Place the shade back on the lamp and ask, "Do you prefer the light from the lamp with or without the lampshade?"

Before transitioning to the interest areas, tell the children that they can work together to create their own lampshades in the Art area.

Read-Aloud

nonfiction book

- Choose a nonfiction book from your classroom collection to share with the children.

Small Group

Use [Intentional Teaching Experience LL13, "Foam Paint Letters"](#). Children write letters or make marks in shaving cream or foam paint.

Foam Paint Letters

- Use [Intentional Teaching Experience LL13, "Foam Paint Letters"](#).

Mighty Minutes®

[Mighty Minutes 295, "Stack & Measure"](#)

Game Children use unit cubes to measure classroom items.

Outdoors

Use [Intentional Teaching Experience P23, "Ways to Travel"](#). Children practice traveling skills by moving their bodies in different ways.

- Use [Intentional Teaching Experience P23, "Ways to Travel"](#).

Large-Group Roundup

Review the events of the day.

- Display the lampshades the children created together during choice time.
- Explain that you will place the lamp in the Library area or another area in your classroom and that each day they can change the lampshade on the lamp.

Family Partnerships

shining light through different items.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- Use [Mighty Minutes 178, "Happy Moths"](#).

Discussion and Shared

Writing:

Solid and Transparent

- Display a light table and several items. Be sure to include some items that will allow light to shine through and some that will not.
- Hold up one item that the light can shine through, such as a color paddle or magnet tile made of transparent material.
- Ask, "What will happen when I put this on the light table?"
- Test the children's predictions by placing the item on the table. Point out that the light shines through the item because it is transparent.
- Next, hold up an item the light cannot shine through, such as a book or block.
- Ask, "What will happen when I put this on the light table?"
- Test the children's predictions by placing the item on the table. Point out that the light does not shine through the item because it is solid and blocks the light.
- Ask, "What items would you like to experiment with on the light table?" Create a list of the children's responses.

Before transitioning to the interest areas, tell the children that they can continue experimenting with placing items on the light table in the Discovery area.

Read-Aloud

poetry book

- Choose a poetry book from your classroom collection to share with the children.

Small Group

Use [Intentional Teaching Experience LL44, "Rhyming Tubs"](#). Children listen for the name of an item and choose an item from the tub that rhymes with it.

Rhyming Tubs

- Use [Intentional Teaching Experience LL44, "Rhyming Tubs"](#).

Mighty Minutes®

[Mighty Minutes 218, "Little Bunnies"](#)

Rhyme Children act like bunnies as they transition to a new activity.

Outdoors

Use [Intentional Teaching Experience P04, "Kick High"](#). Children practice kicking playground balls.

Letter A. We will learn what sound A makes, what words start with A, how to write A.

Bible Lesson

Jesus Washes The Disciples Feet

Tell the bible story to the children.

(Jesus said,) "Love each other as I have loved you." John 15:12

quence of movements to practice galloping.

- Use [Intentional Teaching Experience P27: "Galloping"](#).

Large-Group Roundup

Review the events of the day.

- Review the question of the day.
- Invite the children to share what items they used to create shadows during choice time.
- Share the photos that you have taken throughout the investigation of the children making shadows.
- Talk with the children about what they learned about blocking light.

Reflection

Reflect on your teaching practice and the events of the day.

As the children continue to investigate light, think of ways you can include other topics that they are curious about. Remember that there is always room in a study to build on children's interests and explore other topics that are meaningful to your school, your community, or the children's families. Ask yourself the following questions:

- What other topics are the children showing interest in?
- How can I incorporate these topics into the interest areas?
- Which activities from the study can I adapt to feature other topics?

Small Group

Number 14.

We will be counting various items around the room to learn 14.

Bible Lesson

Jesus Washes The Disciples Feet

Sing:

Jesus is my helper; yes, it's true;
He helps me and He helps you
Helping me be kind in all I do
And showing love to others too!

Children count the windows on buildings around the school.

- Invite the children to count the windows on buildings around the school.

Large-Group Roundup

Review the events of the day.

- Invite the children who created stained glass windowpanes during choice time to share their creations.
- Invite the children to notice and count the windows they have in their homes after school.

Family Partnerships

Connect with families and share what their children learned today.

- Ask families to count the windows in their homes with their child.

Small Group

Color of the Week

Green: What animals are green?

Bible Lesson

Jesus Washes The Disciples Feet

For our bible lesson today we will be going to chapel.

Small Group

Shape of the Week

Oval. Can you draw an oval?

Bible Lesson

Jesus Washes The Disciples Feet

Sing:

I can be a helper too, helper too, helper too!

I can be a helper too,

In what I say and do!

I can pick up all my toys, all my toys, all my toys!

I can pick up all my toys.

And not make lots of noise.

- Use [Intentional Teaching Experience P04: "Kick High"](#).

Large-Group Roundup

Review the events of the day.

- Review the question of the day.
- Gather a few of the items the children experimented with during choice time.
- Hold up each item and ask the children to recall if the item is transparent or solid.

Family Partnerships

Connect with families and share what their children learned today.

- Invite families to attend the end-of-study celebration.

Small Group

Review

We will be reviewing our letter, number, color and shape of the week. (A, green, 14, oval)

Bible Lesson

Jesus Washes The Disciples Feet

"Chalk Talk" Have the children color the chalk talk retelling of the story while I read it to them.

