

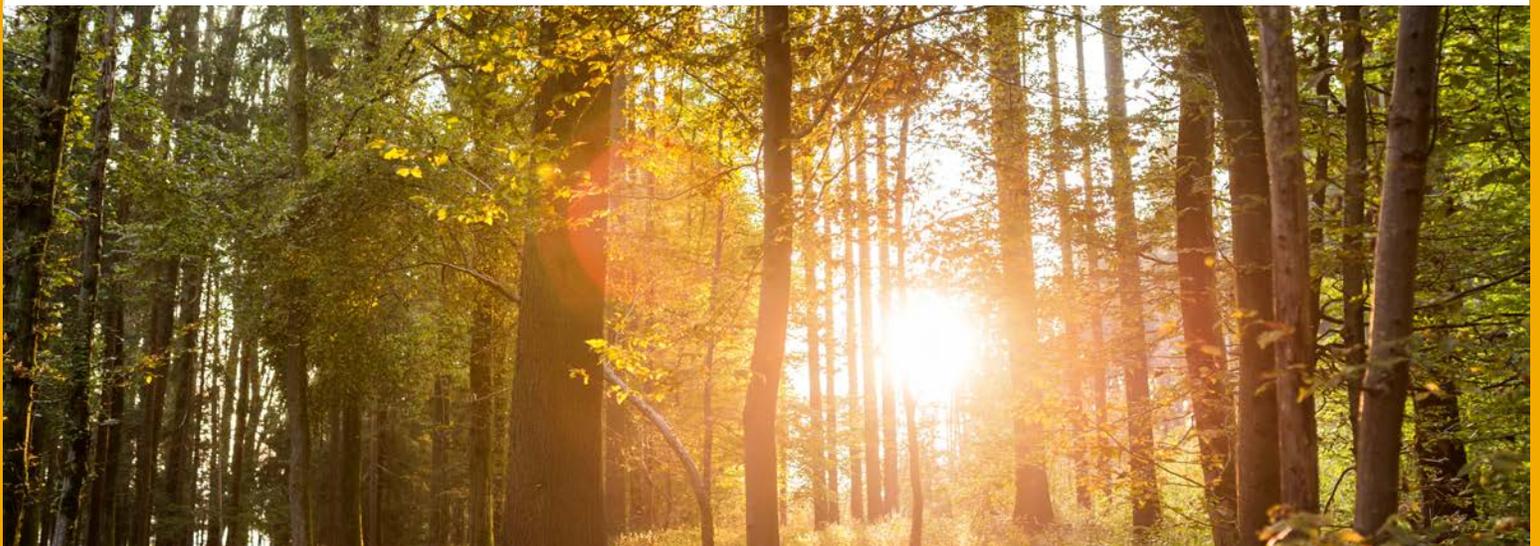


Light, Shadow, & Reflection



Light, Shadow, & Reflection (What's Included!)

- Introduction to the Unit of Investigation
- Materials Needed for Activities
- Vocabulary Words
- Guiding Questions
- Songs to Sing
- Books to Read
- Tips to Reinforce the Unit in Everyday Experience
- Know Wonder Learn (KWL) Chart
- Word Web (Expansion of Concepts Relative to Unit of Investigation)
- Expanded Play with Unit of Investigation
- 12 Activities (Including Materials Needed, Directions to Follow, and Targeted Learning Objectives)



Introduction: Light, Shadow, & Reflection

Are you ready to embark on an illuminating journey into the captivating realm of light, shadow, and reflection? Because we're about to embark on an exciting exploration! Just like uncovering hidden treasures, delving into the world of light, shadow, and reflection is an enriching experience.

This exploration fosters a deeper understanding of the natural world. By investigating how light interacts with objects to create shadows, children develop observational skills and enhance their spatial awareness. As they experiment with light sources and reflective surfaces, they cultivate problem-solving abilities and critical thinking skills. Through hands-on activities and sensory-rich experiences, children are encouraged to explore, question, and discover the fascinating phenomena of light, shadow, and reflection.

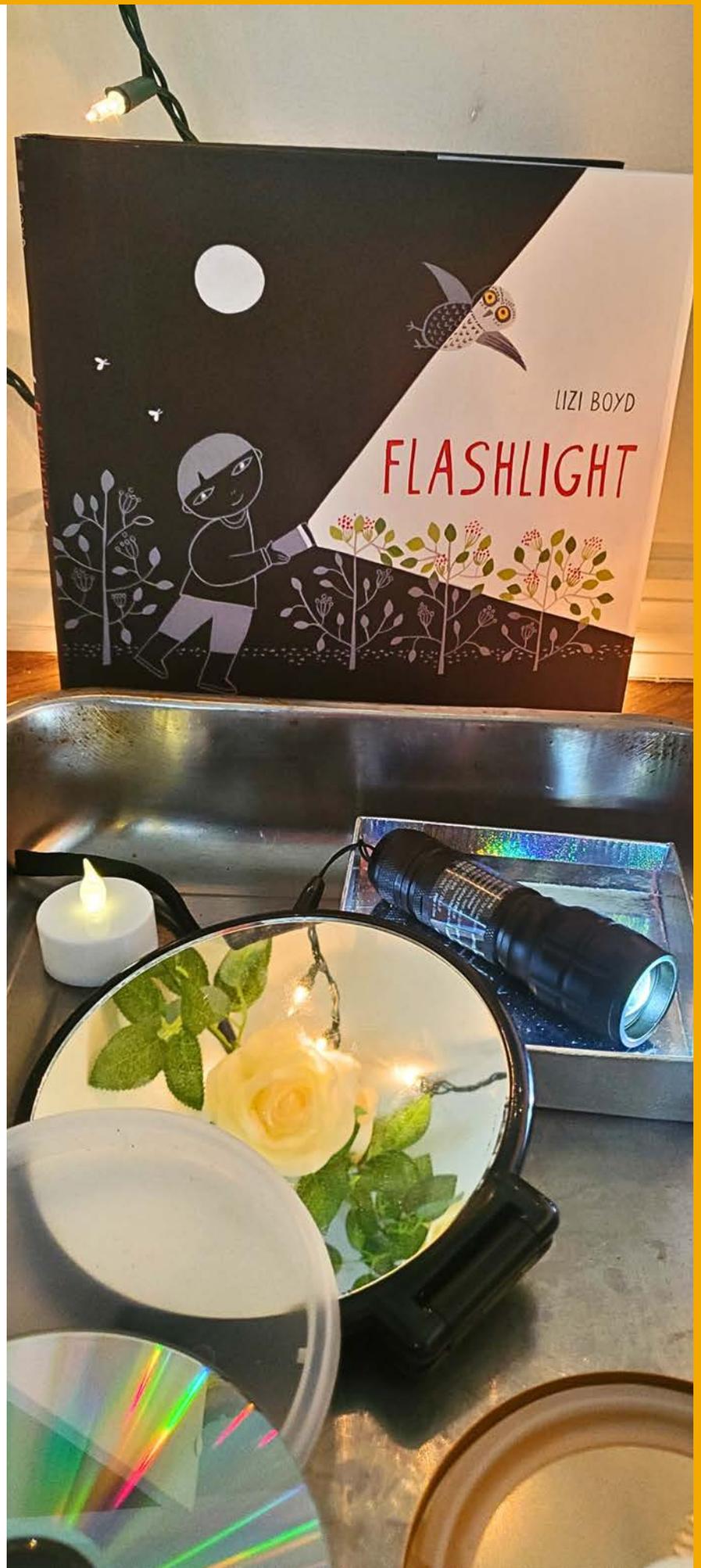
When administering activities, it's important to re-offer the same activities several times over. This allows children the opportunity to make deep connections, comprehend uses and properties, while contributing to mastery and memory recall. And keep in mind that learning is not confined to a specific time, place, or activity. It's an ongoing journey where connections are woven through daily interactions and engagement with the people, places, and materials that surround us.



Materials

Our suggested list of materials are items that will supplement the activities and experiences in your packet.

- Loose parts - Look to continuously gather and sustain your collection!
- Sectional tray to sort and organize loose parts
- Tabletop (acrylic) mirrors
- Flashlights
- Light table
 - Makeshift light table (1 large clear storage container with Christmas lights added inside)
- Magna Tiles
- Materials for light play:
 - CD's
 - Prisms
 - X-rays
 - Various caps and lids
 - Tea light candles
 - Fairy lights (string light with battery)
- Pack of tracing paper
- Shallow box/sneaker box
- Glue
- Pack of Scotch Tape
- Coloring Utensils of your child's choice
- Water colors
- Paintbrush



Vocabulary Words

New & relative vocabulary words to incorporate in everyday experiences: In addition to incorporating the vocabulary words provided below, try to speak as you go! Talking to children as you go is one of the most powerful ways to expand upon receptive and expressive language development. The more language children are exposed to (when used in meaningful and relative context) the greater it contributes to language and future literacy skills.

- Light
- Dark
- Shadow
- Shade
- Shine
- Reflection
- Refraction
- Wave
- Mirror
- Silhouette
- Shadow
- Absence
- Bright
- Glow
- Emit
- Light Bulb
- Lantern
- Lamp
- Sun
- Moon
- Stars
- Candle
- Electricity
- Street Light
- Traffic Light
- Nocturnal
- Diurnal
- Transparent
- Translucent
- Opaque
- Solid
- Clear
- Shiny
- Bioluminescent
- Glowworm
- Firefly
- Lightning Bug
- Anglerfish
- Squid
- Jellyfish



Guiding Questions

Guiding questions play a vital role in emergent curriculum as they spark curiosity, promote inquiry, and guide the direction of learning experiences based on children's interests and developmental needs. By posing open-ended questions that encourage exploration and discovery, we can tap into children's natural curiosity and foster a deeper understanding of concepts. These questions serve as a catalyst for meaningful learning experiences, empowering children to actively engage with their environment, make connections, and construct knowledge.

Guiding questions also help scaffold learning opportunities, providing a framework for observation, assessment, and reflection on children's interests, skills, and growth. They promote collaboration and dialogue, fostering a dynamic learning community where ideas are shared, perspectives are valued, and creativity thrives. Guiding questions honor children's voices, interests, and agency in shaping their learning journey.

- What is light and how does it help us?
- What is darkness and how does it help us?
- What kinds of lights do we see during the day?
- How do lights at night differ from daytime lights?
- What happens when we turn off all the lights?
- What do we use light for at home (or in the classroom)?
- What are shadows, and how are they formed?
- Why do shadows move when we move?
- How do shadows change throughout the day, and why?
- How does light create reflections, and where do we see reflections in our everyday lives?



Songs to Sing

Singing with children is a multifaceted tool for development, enhancing language skills through exposure to varied vocabulary and rhythms. The rhythmic and melodic nature aids memory, making learning engaging. Beyond cognitive benefits, singing promotes emotional expression, fostering a holistic growth experience.

Featured Songs:

Mr. Sun

Oh, Mr. Sun, Sun, Mr. Golden Sun,
Please shine down on me.
Oh, Mr. Sun, Sun, Mr. Golden Sun,
Hiding behind a tree.
These little children are asking you,
To please come out so we can play with you.
Oh, Mr. Sun, Sun, Mr. Golden Sun,
Please shine down on me.

Dancing with Shadows

(Verse 1)

In the morning light, when the sun does rise,
Shadows come alive, with a playful surprise.
They dance on the walls, they sway to and fro,
In the morning light, oh how they glow.

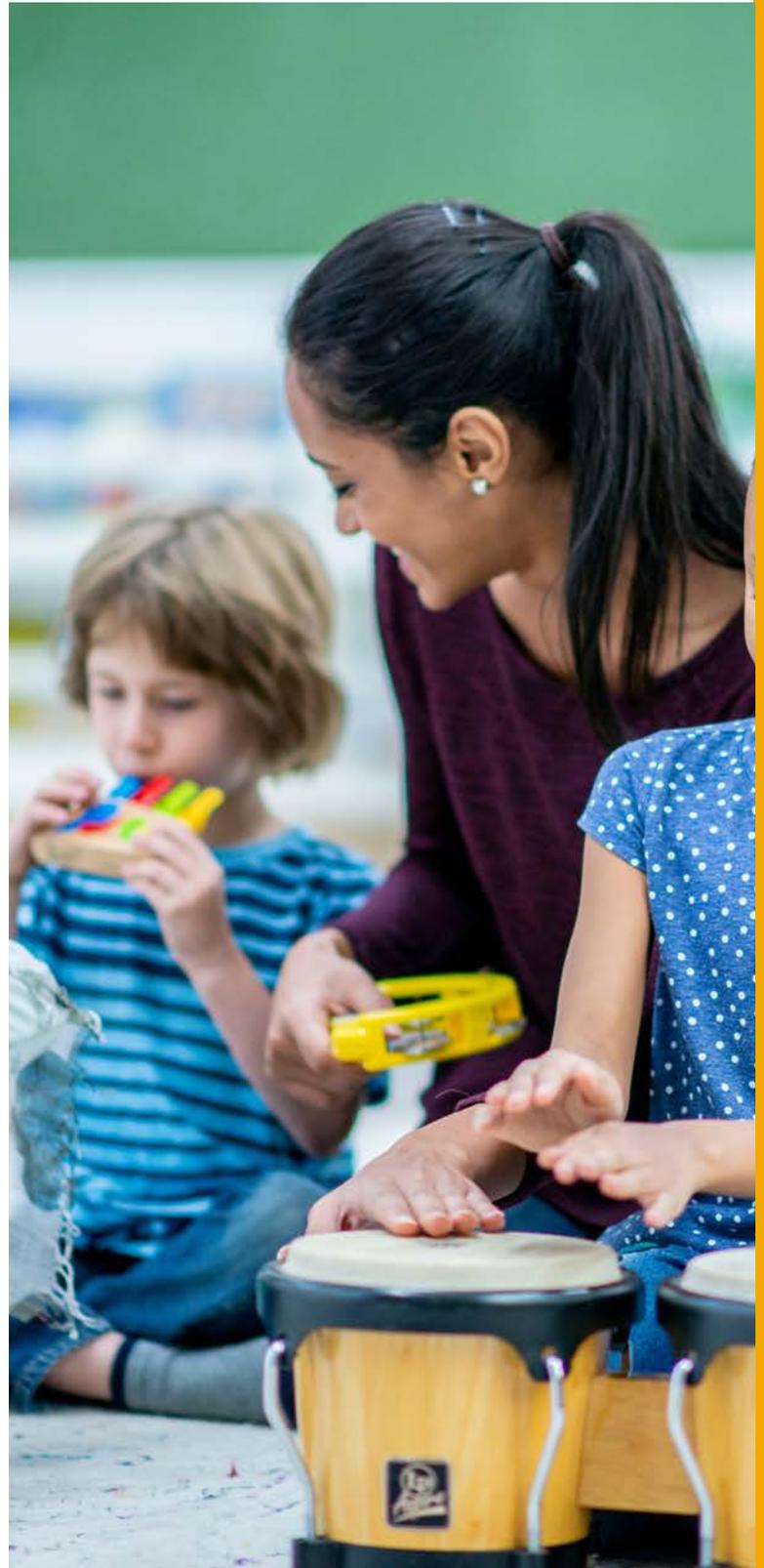
(Chorus)

Dancing with shadows, under the sun's soft
glow,
Playing hide and seek, as the day starts to
grow.
In the light, in the dark, they twirl and they spin,
Dancing with shadows, let the fun begin.

(Verse 2)

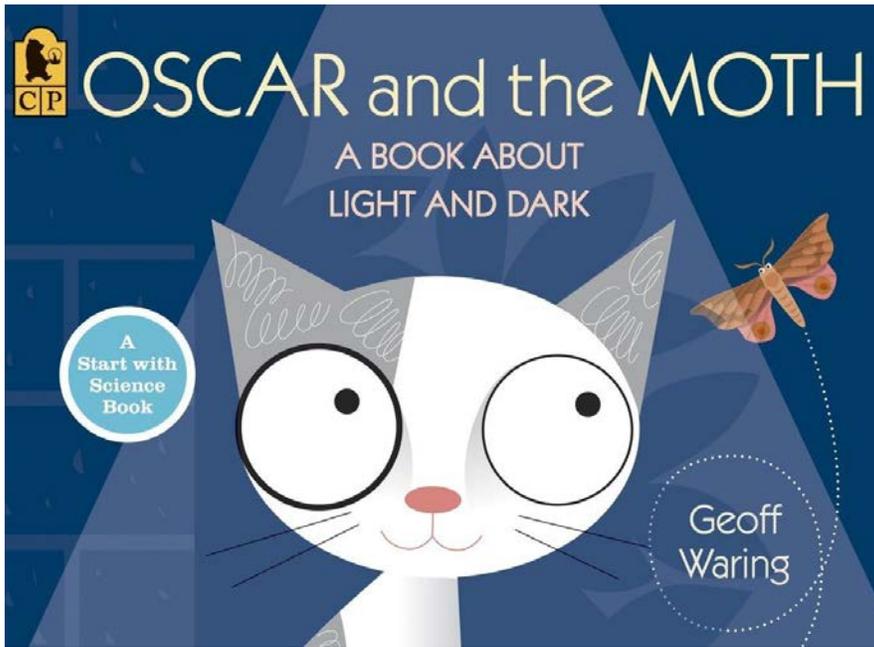
In the evening dusk, as the daylight fades,
Shadows stretch long, in the sun's last parade.
They whisper secrets, in the fading light,
In the evening dusk, they bid us goodnight.

Disclaimer: We Skoolhouse does not own the lyrics to any of the songs provided.

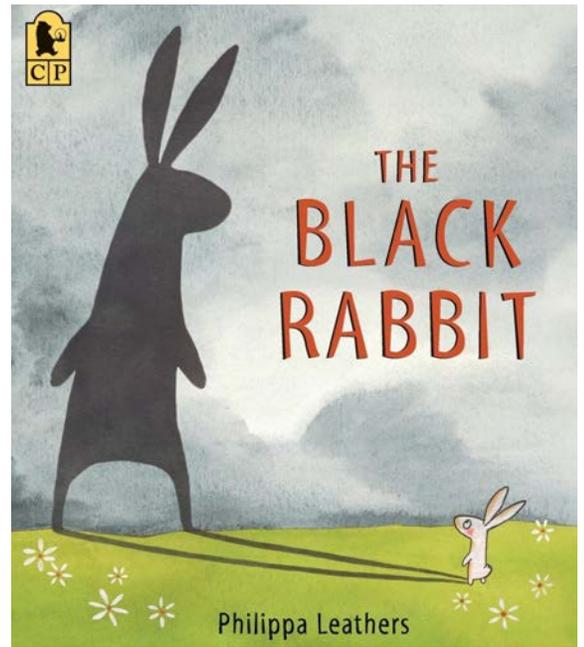


Books to Read

We select two books to support your unit of investigation - it's important to go slow and re-read the same books several times for greater comprehension and connection building. You can read the recommended book before they begin the hands-on work. We understand all children have different preferences and interests when it comes to books (and everything else), so please find our supplemental reads that can replace or add to the suggested books below:

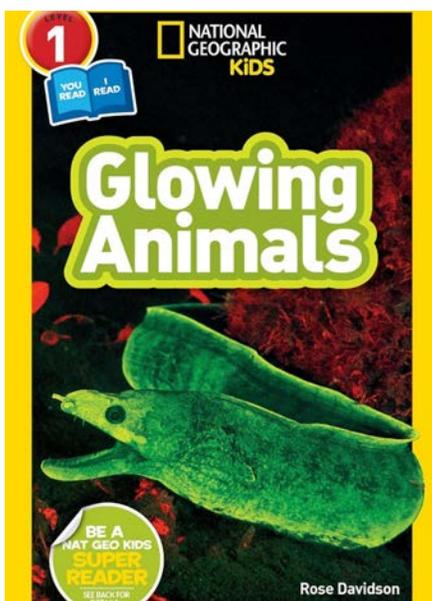


Oscar and the Moth, by Geoff Waring

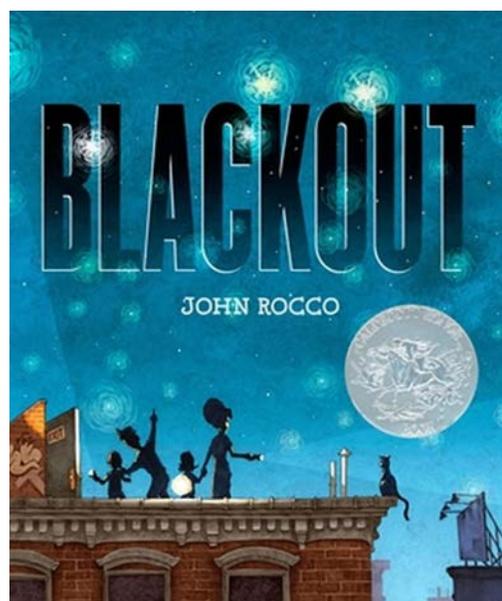


The Black Rabbit, by Philippa Leathers

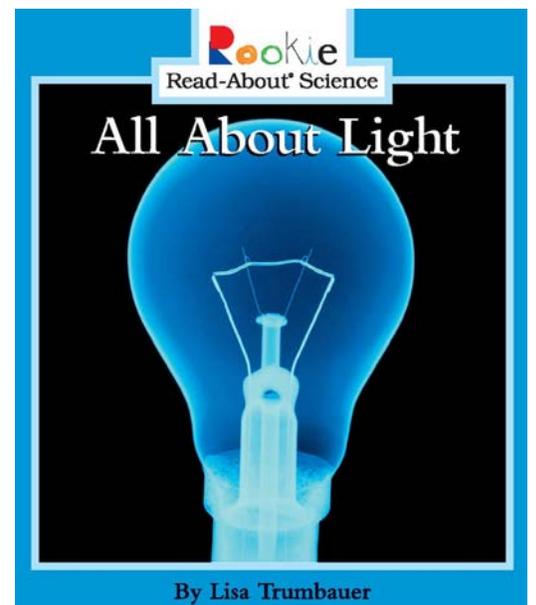
Supplemental Reads:



Glowing Animals, by Rose Davidson



Blackout, by John Rocco



All About Light!, by Lisa Trumbauer

Tips to Reinforce the Unit in Everyday Experiences:

Provide Ample Opportunities for Light Play:

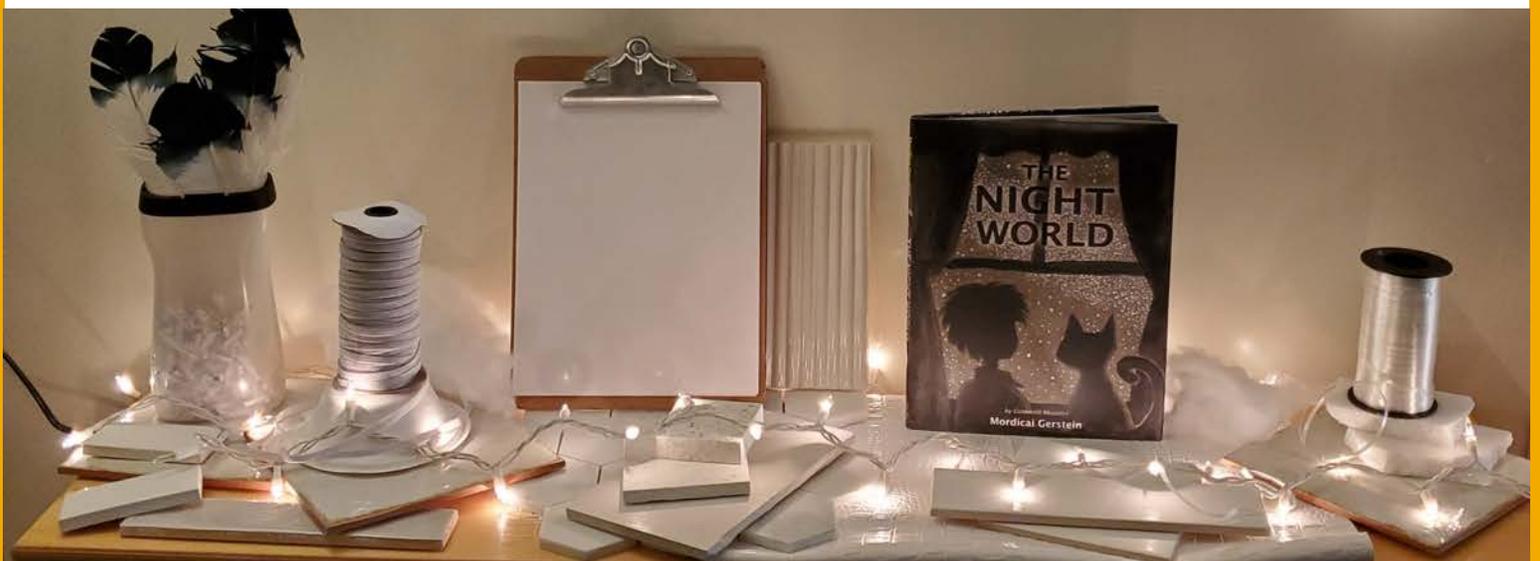
Consider leaving a "light station" up for some time and/or have an accessible light table for children to visit (and revisit) at their own leisure. Ideas and inspiration can ignite at any given time, so by keeping the materials more readily available, it allows children to engage when it works best for their energy and interest.

Incorporate a Floor-Length Mirror with Dramatic Play Materials:

The inclusion of one mirror can make an exceptional difference in a child's play. Pairing a mirror with dramatic play clothing and materials allows children to better engage and reflect upon their role play. Children can observe their movements and gestures, while better tapping into an imaginary world by seeing the changes in front of them.

Continue Having Conversations About Lights We See in the Day Compared to the Lights We See at Night:

These conversations offer children a wonderful opportunity to really engage in critical thinking while becoming more cognizant of their environment. This can lead into different topics such as the sky and space, seasons, engineering, or even advertising! There are a million reasons why we have artificial and natural light, which can really get the brain, body, and conversations flowing!





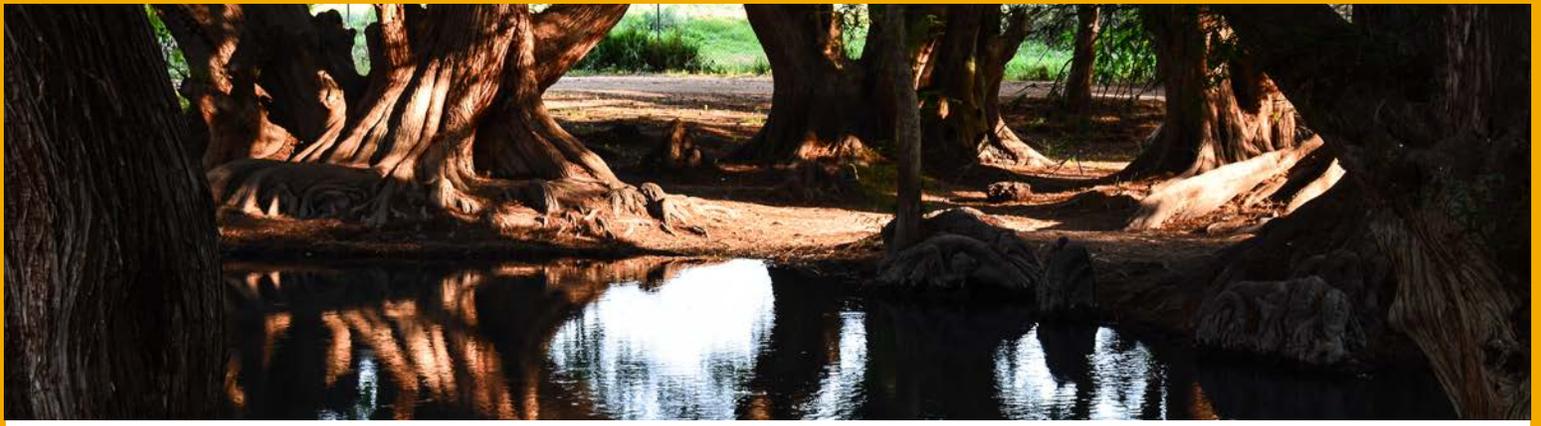
KWL (**K**now, **W**onder , **L**earn) Chart

When kicking off a new investigation, it's recommended to create a large KWL (Know, Wonder, Learn) Chart for you and your children's reference (example below).

You can draw one up on a large sheet of oaktag or easel paper. Introduce a topic by prompting "what do you know about _____?" Once children have shared their prior knowledge, invite them to consider what they'd like to learn about the topic.

This running document is a place to guide your learning, prompting children to think more critically about the subject, while also formulating their own theories and ideas. Learning is not limited to one time and space, but rather, is an ongoing event. Add to this chart as thoughts, questions & revelations emerge over time.

Know	Wonder	Learn



Word Web: Light, Shadow, & Reflection

Word webs are another powerful tool to support connection-making, and connection-making is the core of learning! Word webs invite adults and children to think more critically about a specific topic, all while expanding upon research and ideas. While the below is an example of different directions your investigations may go, it is not limited to only these subcategories, but rather, just meant to get the wheels turning - see what else you and your children can come up with and expand upon!



Expanded Play

Learning concepts are best adopted when children can make everyday and tangible connections. Support your child's emergent knowledge and experiences by incorporating the topic in different areas of play and exploration.



- **Shadow puppet performance**

- Utilize body or puppets to put on an interactive show.

- **Coloring over shadows:**

- Obstruct light with a materials of your child's choice and have them trace the shadow and paint/design the interior.

- **Dancing in the dark!** Host a dance party in the dark, where you can offer other props such as string lights, flashlights, scarves and instruments.

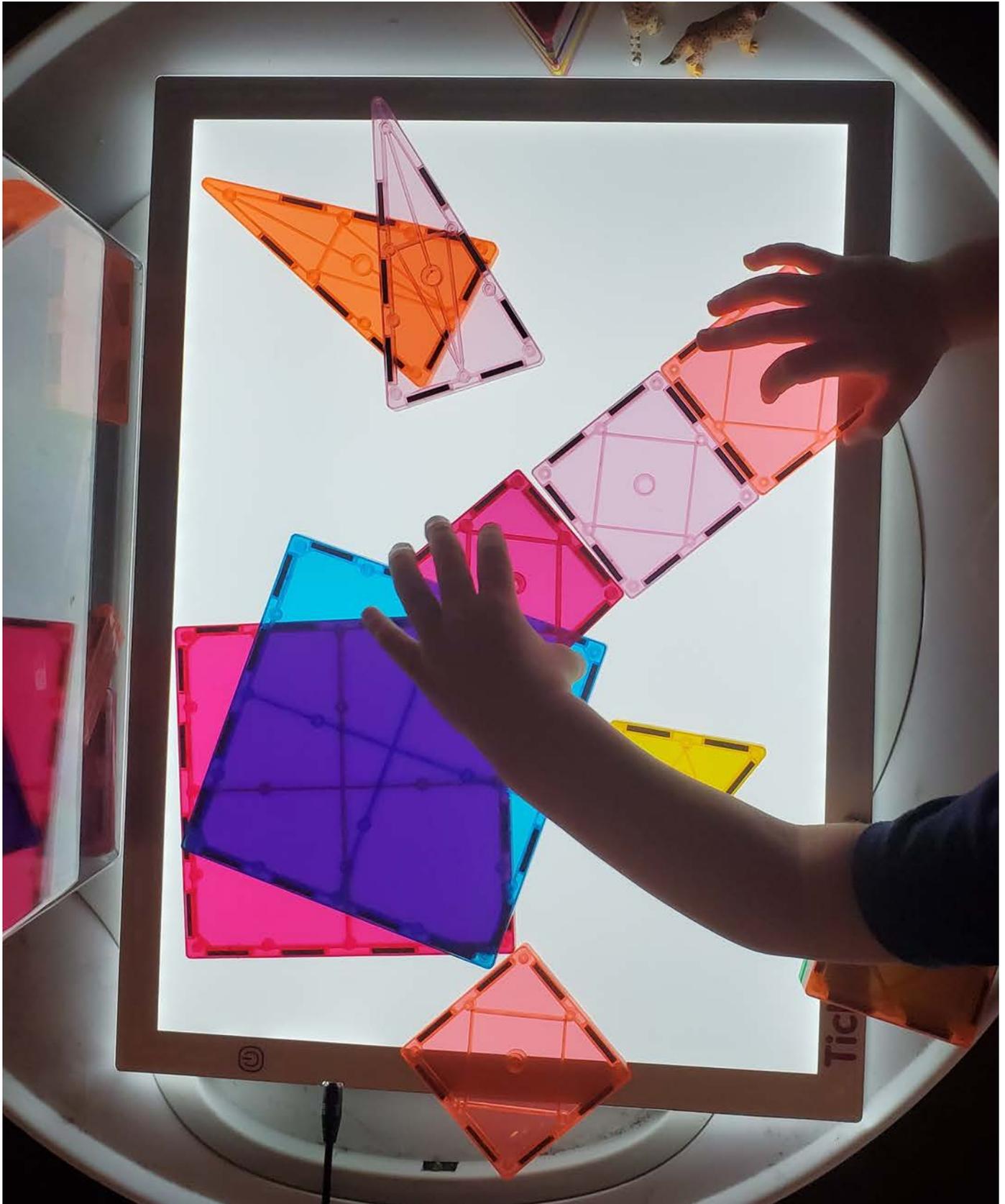
- Designate a space to **set up a "light station."** Consider materials such as:
 - Light table, mirrors, flashlights, translucent, transparent, and opaque loose parts, artificial tea light candles, prisms, CD's, magna tiles, string lights, x-rays, and relative books as a resource.



- **Take a walk during the day** to find various source of light. Consider if they are natural or artificial. Discuss their purposes/functions.
 - (Sun, street lights, traffic lights, etc.)
- **Take a walk at night** to find various sources of light. Consider if they are natural or artificial. Discuss their purposes/functions.
 - Moon, stars, lights, traffic lights, lightening bugs, etc.)



ACTIVITIES





Light Table Exploration

MATERIALS

- Light table - several options to choose from
 - Store-bought light table
 - Portable light box pad/table
 - D.I.Y. light table (large clear storage container + string lights inside the container).
- Various materials to support play:
 - Flashlights, CD's, mirrors, translucent materials, solid materials, tea light candles, animal x-rays
- Optional: black-out sheets, blinds, blankets to obstruct light from coming in through the windows.

DIRECTIONS

- Clear a space to create a light exploration space. Ideally, a space on the floor will allow your child to move more freely and comfortably, however, if space does not permit, you can also organize on top of a table.
- Darken the room so the light sources will be more prominent.
- This is a child-led play/exploration experience, therefore, let your child explore the various materials in their own way.

LEARNING OBJECTIVES

- **Prompts predictions and observations about how light behaves** and how it affects the appearance of objects: Children will **engage in scientific inquiry by asking questions, making predictions, and conducting experiments** with light and materials on the light table. They will observe phenomena such as reflection, refraction, and absorption of light, leading to a deeper understanding of basic scientific principles.
- **Embraces the senses to explore the properties of different materials**, such as smoothness, roughness, transparency, and opacity. They will develop an appreciation for the sensory qualities of materials and **gain vocabulary to describe their sensory experiences**.
- **Explores their creativity** by arranging objects in various ways on the light table. They can experiment with layering materials, mixing colors, and creating intricate designs, **fostering imaginative thinking and artistic expression**.



Loose Parts Over Light

MATERIALS

- Light Table
- Tracing Paper
- 1 thick tip black marker
- 1 sectional tray or at least 3 small containers (for loose parts)
- At least 3 different (small) materials /loose parts. Consider: buttons, pom-poms, rocks, sea glass, small shells, etc.

DIRECTIONS

- After setting up the light table with loose parts, you or your child can draw one design over the tracing paper for your them to place small objects over.
- The design may be a spiral, a circle, a star, heart, etc.
- Ensure the line has enough space so materials will have room to be separated from one another.

LEARNING OBJECTIVES

- **Develop fine motor skills and hand-eye coordination:** By manipulating loose parts and placing them onto a hand-drawn design on tracing paper, children refine their fine motor skills as they carefully position each piece. This activity enhances hand-eye coordination as children coordinate their movements to align the loose parts with the outlines on the tracing paper.
- **Promote sensory exploration:** Engaging with diverse loose parts of different textures, colors, and shapes stimulates sensory exploration. Children explore tactile sensations as they touch and handle the materials, enhancing their sensory awareness and vocabulary.
- **Support mathematical thinking:** Activities such as sorting, categorizing, and patterning with loose parts promotes mathematical thinking. Children classify materials based on attributes such as color, shape, and size, developing foundational math concepts such as classification and seriation.



Magna Tiles Over Light

MATERIALS

- Light table - several options to choose from:
 - Store-bought light table
 - Portable light box pad/table
 - D.I.Y. light table (large clear storage container + string lights inside the container).
- Magna Tiles
- Optional: Basket or large, shallow tray to hold magna tiles

DIRECTIONS

- Set up a light table with accompanying magna tiles close by.
- Provide children with the space and time to explore the magna tiles over the light table.
- Let them work for however long it's comfortable for them & try to avoid asking "what are you making?" Your child may not be trying to make something, but rather, may be more interested in exploring how they can use these materials together. If your child does in fact want to make something specific, let them inform you of what they created. When they've seemed to finish you can review their process by asking:
 - "What was your first step?"
 - "Did you have a plan while creating?"

LEARNING OBJECTIVES

- **Social and Emotional Development:** Embraces autonomy, decision-making, and self regulation exploration.
- **Cognition:** Magna Tiles encourage concepts of engineering & geometry as children naturally compare, contrast, and combine the different shapes - how they fit/don't fit together.
 - The different colors support recognition and blending of various colors (e.g. blue tile over red, creates purple).
- **Motor:** Attaching/detaching magna tiles require motor skills, dexterity, visual perception, & hand-eye coordination.
- **Language & Literacy:** Building and exploring with construction materials heavily contributes to expressive language and storytelling.



Transparent, Translucent, or Opaque?

MATERIALS

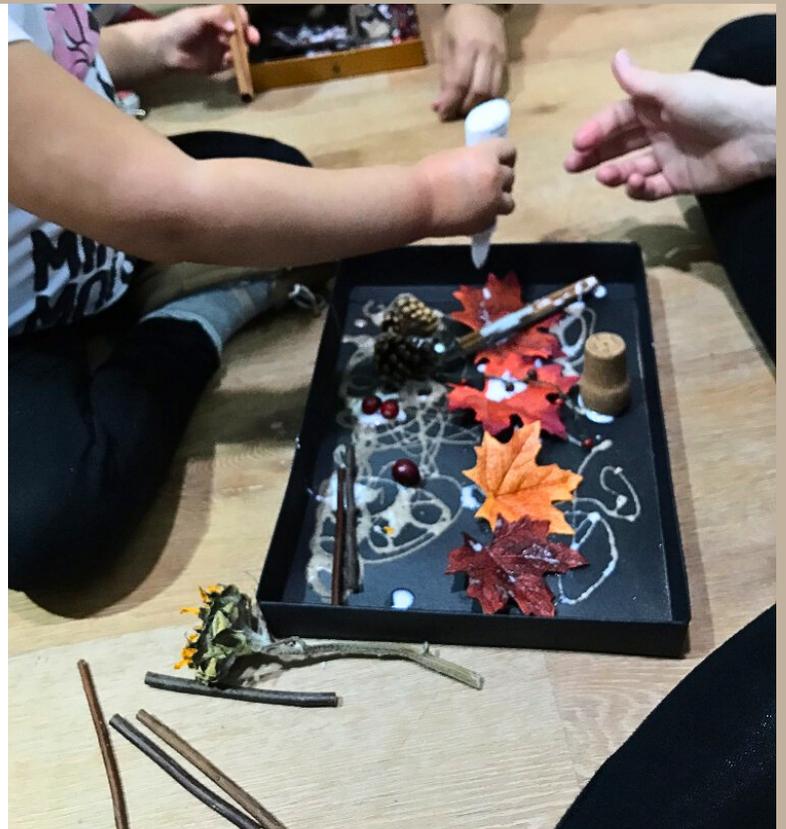
- Light table
- At least 2-3 transparent materials (all light passes through) E.g. clear glass, cling wrap, magnifying glass,
- At least 2-3 translucent materials (some light passes through) E.g. wax paper, tissue paper, sunglasses
- At least 2-3 opaque materials (no light passes through) E.g. unit block, mug, solid cups, book, metal utensil
- Paper & pen to tally/group the objects
- Optional: Flashlight & mirror/s

DIRECTIONS

- Over the surface of the light table, add the transparent, translucent, and opaque materials for them to explore.
 - Allow children to explore the materials on their own for some time. After a while you may prompt them with these questions:
 - What do you notice about these materials?
 - How are they similar/different from one another?
 - Can you see through all of these objects? How can we classify/separate/differentiate them?
- You may create a tally chart and invite children to label which object falls under each category.

LEARNING OBJECTIVES

- **Social and Emotional Development:** Providing your child with a challenge/task will support their pride, responsibility, and collaboration skills.
- **Support mathematical thinking:** Activities such as sorting, categorizing, and patterning with loose parts promotes mathematical thinking. Children classify materials based on attributes such as shape, and size, and level of transparency, developing foundational math concepts such as classification and seriation.
- **Motor:** Invites children to move around the table & explore the materials in a way that is most comfortable for them, prompting gross & fine motor movements.
- **Language & Literacy:** Utilizing the questions above, while labeling objects with new vocabulary words enhance receptive and expressive language. Creating and adding to a chart enhances emergent writing skills.



Shadow Box Creation

MATERIALS

- A small, shallow box with 4 sides (ideally shoe box cover)
- Various loose parts/open-ended materials: E.g. leaves, sticks, stones, shells, sea glass, feathers, dried flowers, pom-poms, glitter, pipe-cleaners, etc.
- Sectional tray or containers to organize/separate materials
- Coloring utensils
- Glue
- Optional: construction paper to line the back of the box/ design over

DIRECTIONS

- Place down the shadow box on the floor or table.
- Add materials to the tray and containers - you can even invite your child to pick the materials they would like to work with.
- Let your child decorate their shadow box however they choose.
- Before or after they create, invite them to consider:
 - "Why do you think this is called a shadow box?"
 - "What made you choose those materials to work with?"

LEARNING OBJECTIVES

- **Encourage creativity:** Inspires children to express their creativity and imagination by arranging open-ended and natural materials within a shadow box to create unique compositions.
- **Develop fine motor skills:** Strengthens children's fine motor coordination and dexterity as they manipulate and arrange various materials such as sticks, leaves, shells, and stones within the confined space of the shadow box.
- **Foster spatial awareness:** Promotes an understanding of spatial relationships as children consider the placement, layering, and organization of materials within the shadow box to create visually appealing compositions.
- **Explore texture and sensory experiences:** Stimulates sensory exploration as children engage with a variety of textures, shapes, and tactile sensations provided by natural materials, fostering sensory awareness and appreciation.
- **Explore light and shadow:** Provides opportunities for children to observe how light interacts with the materials within the shadow box, casting shadows and creating interesting visual effects. This exploration introduces basic concepts of light and shadow, fostering an understanding of natural phenomena and scientific principles.



“Night” Light Painting

MATERIALS

- Clear acrylic sign holder or clear container or bin with tracing paper taped to it.
- Portable light source to put behind the holder (E.g. Fairy lights, flashlight,)
- Tracing Paper
- Tape
- Watercolors & cups to separate the colors
- Cup of Water
- Sponge
- Paintbrush
- Optional: black out shades/sheets

DIRECTIONS

- Set up an art station for your child to paint with watercolors; tape the tracing paper to a clear surface, while adding the light behind the stand/container
 - You may add a blackout shade to the windows and turn off the lights to better see the portable light source.
- Add about 3-5 watercolors to cups/containers. You only need a few drops of watercolors as it is very concentrated. More drops - the deeper the colors will be.
- Allow your child to explore the water colors over the tracing paper freely. They may change colors by dipping their brush into the water, then drying their brush on a sponge.

LEARNING OBJECTIVES

- **Support language development:** Engages children in discussions about their painting process, asking open-ended questions to prompt descriptive language and storytelling. Encourage them to articulate their creative choices, describe the effects of light and color, and share their interpretations of the artwork they create, while utilizing relevant vocabulary words: transparent, translucent, opaque, bold, blend, & glow
- **Foster creativity and self-expression:** Provides opportunities for children to experiment with blending colors, layering techniques, and creating translucent effects on tracing paper illuminated by light.
- **Explore sensory sensations and scientific concepts:** Children experiment with watercolors on tracing paper, observing how light interacts with the translucent surface to create vibrant colors. This hands-on experience fosters curiosity about scientific concepts like light transmission and color mixing.



Sketch a Bioluminescent Animal

MATERIALS

- Printed image of a bioluminescent animal of your child's choice.
 - **Reference sheet on the next page**
- Coloring utensils (markers, colored pencils, crayons, etc.)
- White sheet of construction paper

DIRECTIONS

- Print and display an image of a bioluminescent animal
- Near the picture, provide a white sheet of paper and coloring utensils.
- Allow your child to engage in a sketching of their observations.
 - There is no "right" or "wrong" or expectation of what you child should make.
 - You may see your child create some recognizable shapes or colors, or your child may want to focus on exploring the coloring utensils in a different way. The objective is to offer your child the opportunity to draw inspiration from the image as an option to explore and visually represent their observations.
- When your child feels done, you may welcome them to tell a story about their work, e.g. "tell me about your work!"

LEARNING OBJECTIVES

- **Approaches to Learning:** Your child can choose a particular animal of interest to research further and try to sketch.
- **Social and Emotional Development:** Focusing on and executing a task at hand supports self-regulation and perseverance.
- **Cognition:** Concepts of size, space, scale, and color will be embraced as your child looks to create their image.
- **Motor:** Using art props supports hand-eye coordination and dynamic tripod posture grip.
- **Language & Literacy:**
 - Learning about new animals and their characteristics contributes to your child's evolving vocabulary.
 - Storytelling is a strong precursor for future reading comprehension skills.
 - Expressive language is practiced as your child describes their drawing.

Bioluminescent Animals

While it may be more common and familiar to find light from the sun, lamps, and lights, we also find light in the presence of many animals! Bioluminescent animals are animals that have the ability to produce light from a series of internal chemical reactions, and/or from having glowing bacteria on their body.

While there are several animals that can produce their own light, many of these animals will produce light for different reasons. Before providing your child with the answers, allow them to explore various bioluminescent animals and formulate some ideas on why these different species may produce light. What makes them think that? They can also transcribe their ideas and observations by engaging in some artistic sketching of one or more of these animals.



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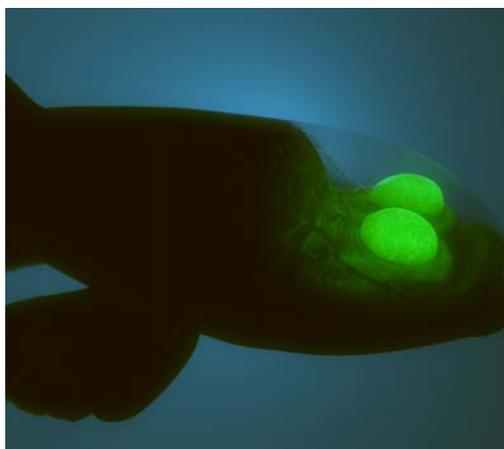
JELLYFISH



SQUID



DINOFLAGELLATES



BARRELEYE FISH



GLOW WORM



Find and Follow Your Shadow

MATERIALS

- A notepad to jot down your child's observations & statements
- Optional:
 - Chalk if children want to try and trace shadow or have you trace their shadow
 - Flashlight in case it's not sunny outside

DIRECTIONS

- Welcome your child outside to see if they can find their shadow.
 - If they find their shadow, have them consider:
 - "Where does your shadow come from?"
 - "What do you notice about your shadow?"
 - If they can't find their shadow, have them consider:
 - "Why can't we find your shadow?"
 - "What do we need to make a shadow?"
- If the weather is cloudy and it's hard to create a shadow, see if using the flashlight over the body may work to generate their shadow. You can also revisit this experience on another day where the weather is more sunny.
- Optional: If you or your child have traced a shadow, have them consider why the shadow is no longer inside the outline/drawing (why it moved or disappeared).

LEARNING OBJECTIVES

- **Social and Emotional Development:** Light and shadow play evokes a feeling of excitement and intrigue, allowing children to continuously lead their investigation. Shadow play may provide an outlet for self-expression and physical interpretation of feelings.
- **Cognition:** Connecting prior knowledge and components of the natural/surrounding world to learn more about science.
 - Observing patterns in shadow formation helps children develop their skills in observation, pattern recognition, and cause-and-effect reasoning.
- **Motor:** Shadow play and exploration is a full body experience that will prompt your child to "test" different movements to see if the shadow mimics their motions.
- **Language & Literacy:** Utilizing the open-ended questions above will inspire robust & descriptive expressive language. Incorporating relative vocabulary will support your child's vocabulary.



Trap the Shadows!

MATERIALS

- One sheet of white paper
- At least 1 toy figure (animal or person)
- At least 1 marker
- Optional:
 - Flashlight if the weather is cloudy outside
 - Chalk on the sidewalk in place of paper & marker

DIRECTIONS

- Find a sunny location and have your child position the toy over a sheet of paper (if using a marker) or directly on the sidewalk if using chalk.
- Your child can then trace the outline of the shadow, and if they prefer, can color it in/design it.
- If the weather is cloudy and it's hard to create a shadow, see if using the flashlight over the body may work to generate their shadow. You can also revisit this experience on another day where the weather is more sunny.
- Optional: After some time, have your child consider why the shadow is no longer inside the outline/drawing

LEARNING OBJECTIVES

- **Scientific Inquiry:** Engaging in the "Trap the Shadow" activity sparks curiosity and encourages scientific inquiry into the nature of light and shadow. Children may ask questions about why shadows form, how they change throughout the day, or why certain objects cast distinct shadows. They can explore these questions through experimentation and observation, fostering a deeper understanding of scientific principles.
- **Understanding Shadow Formation:** Through the process of tracing shadows, children gain insight into how shadows are formed. They learn that shadows occur when an object blocks light, and they observe how the shape of the object influences the shape of the shadow. This hands-on experience deepens their comprehension of light and shadow phenomena.
- **Creativity and Imagination:** Tracing shadows provides children with a creative outlet for artistic expression and imaginative play. Once the outline is traced, children can embellish or embellish the traced shape, turning it into various objects, animals, or scenes. This activity sparks creativity and encourages storytelling through art.
- **Problem-Solving Skills:** Children engage in problem-solving as they experiment with different techniques to effectively capture the outline of the shadow. They may adjust their positioning, angle, or tracing speed to overcome challenges such as the shadow's movement or uneven edges. This iterative process fosters resilience and perseverance.



Sun Catcher Fun

MATERIALS

- Cardboard cutouts of various shapes (e.g., rainbow, star, heart)
- Cellophane sheets in assorted colors
- Contact paper
- Scissors
- Glue or adhesive tape
- String or yarn for hanging (optional)

DIRECTIONS

- Invite each child to select a cardboard shape for their suncatcher. Offer a variety of shapes such as circles, squares, stars, and hearts to choose from.
- Cut pieces of contact paper to fit the hollow parts of the cardboard cutouts. Peel off the backing and carefully place the contact paper onto the cardboard shapes, ensuring that it lies flat and covers the entire hollow area.
- Encourage children to cut the cellophane into various shapes and sizes, while placing them over the contact paper.
- After your child is done adding their materials, close the contact paper by adding another piece of contact paper over it (attaching sticky surfaces together).
- Tape down the contact paper to the cardboard if needed.

LEARNING OBJECTIVES

- **Explore Color and Light:** As children assemble their sun-catchers with colorful cellophane, they will observe how light passes through the translucent material, creating vibrant hues and patterns. This exploration introduces basic concepts of color theory and light transmission.
- **Encourage Creative Expression:** By selecting cardboard shapes and cellophane colors, children have the opportunity to express their creativity and preferences, fostering their sense of individuality and artistic expression.
- **Cultivate Attention to Detail:** As children carefully cut and arrange the cellophane pieces onto the cardboard shapes, they develop attention to detail and precision, refining their ability to focus on specific tasks and follow instructions accurately.



Symmetry & Self Reflection

MATERIALS

- One large sheet of white construction paper
- One large printed sheet of half your child's face
- Pencil with eraser
- Coloring utensils
- Scotch tape or glue
- Printer

DIRECTIONS

- Take a close-up picture of your child's face.
- Before printing, expand the picture to span the full page size of half your child's face.
- Print out the picture and line it up next to another white sheet of paper - you may add the image and white sheet over a backing to ensure they're attached and sturdy.
- Invite your child to create/draw the other half of their face by using the coloring utensils of their choice

LEARNING OBJECTIVES

- **Approaches to Learning:** While there is a model to support your child's drawing, your child will still have to determine how they will initiate and proceed with their sketching. Will they start by creating the head, or begin with smaller features?
- **Social and Emotional Development:** This self-reflection exercise really invites your child to examine their own features, while also being able to artistically represent themselves.
- **Cognition:** Concepts of size, scale, shape, and symmetry are all fostered as your child draws their facial features.
- **Motor:** Using coloring utensils strengthens fine motor grip and control, while fostering hand-eye coordination.
- **Language & Literacy:** Creating specific lines and shapes with coloring/writing utensils provides children with the fundamental skills to being creating more defined shapes and letters.
 - You can expand upon this experience by inviting your child to describe their work and make up a story about them/their picture.



Self Expression: Silhouette Art

MATERIALS

- One large sheet of white construction paper
- One large sheet of black construction paper
- One pencil or white chalk
- Paint, water, sponge, and paintbrush
- Optional: Camera/printer

DIRECTIONS

- This is a two-part process;
 - **For the adult:** Have your child stay still and draw (with pencil or chalk) their profile shape over a black sheet of construction paper.
 - You can also take a picture & print it to better trace their profile.
 - After tracing their silhouette either you or your child can cut the silhouette out.
 - **For the child:** Provide your child with water, paper, sponge, and paintbrush so they can paint the white sheet of paper (background). The water and sponge will allow your child to change colors while keeping their brush clean.
- After their paper/art has dried, welcome your child to glue their black silhouette over their painted picture (example in picture).
- Feel welcome to revisit this experience allowing your child to create their own silhouette, exploring the whole activity from start-to-finish, independently.

LEARNING OBJECTIVES

- **Foster creative expression:** Encourages children to express themselves artistically by painting unique backgrounds that reflect their emotions, experiences, or imagination.
- **Explore contrast and composition:** Introduces children to the concept of contrast by juxtaposing the dark silhouette cutouts against the colorful or patterned backgrounds, enhancing their understanding of visual elements in art.
- **Foster appreciation for individuality:** Celebrates each child's unique silhouette profile and artistic expression, fostering a sense of pride and appreciation for diversity and individuality.
- **Encourage storytelling:** Prompts children to create narratives or stories inspired by their silhouette art pieces, encouraging language development and imaginative thinking.
- **Cultivate art appreciation:** Exposes children to different art techniques and mediums, fostering an appreciation for the creative process and encouraging exploration and experimentation.



MADE FOR CHILDREN. DESIGNED FOR YOU.

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