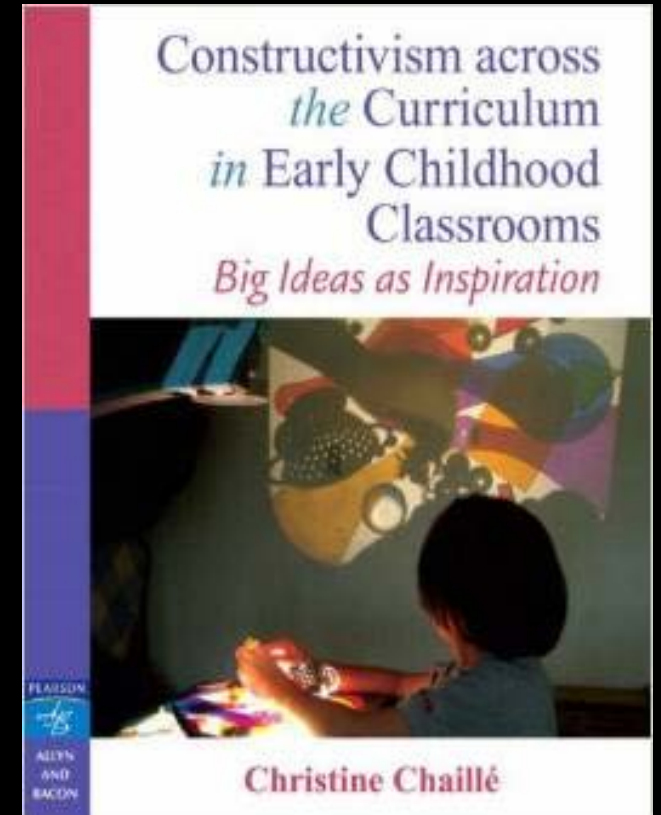


# Children as Scientists: Studying Light as a Reggio-Inspired Big Idea

Will Parnell and Sheryl Reinisch

# Big Ideas: An Overview

*A big idea is an overarching idea that unifies, inspires, and resonates with children, an idea that is rich with possibilities and permits teachers and children to work together in many ways.*



# Themes that carry across big ideas

- Connections
- Focus and deep engagement
- Intentionality

Constructivism: Children are theory builders!

Theory into practice: Learning with and from children

# Examples of Big Ideas

- Light
- Balance
- Zooming in and out
- Sound
- Upside down and inside out
- Chain reactions

Transformation

Why Study Light?  
What is its purpose? Why is it useful?



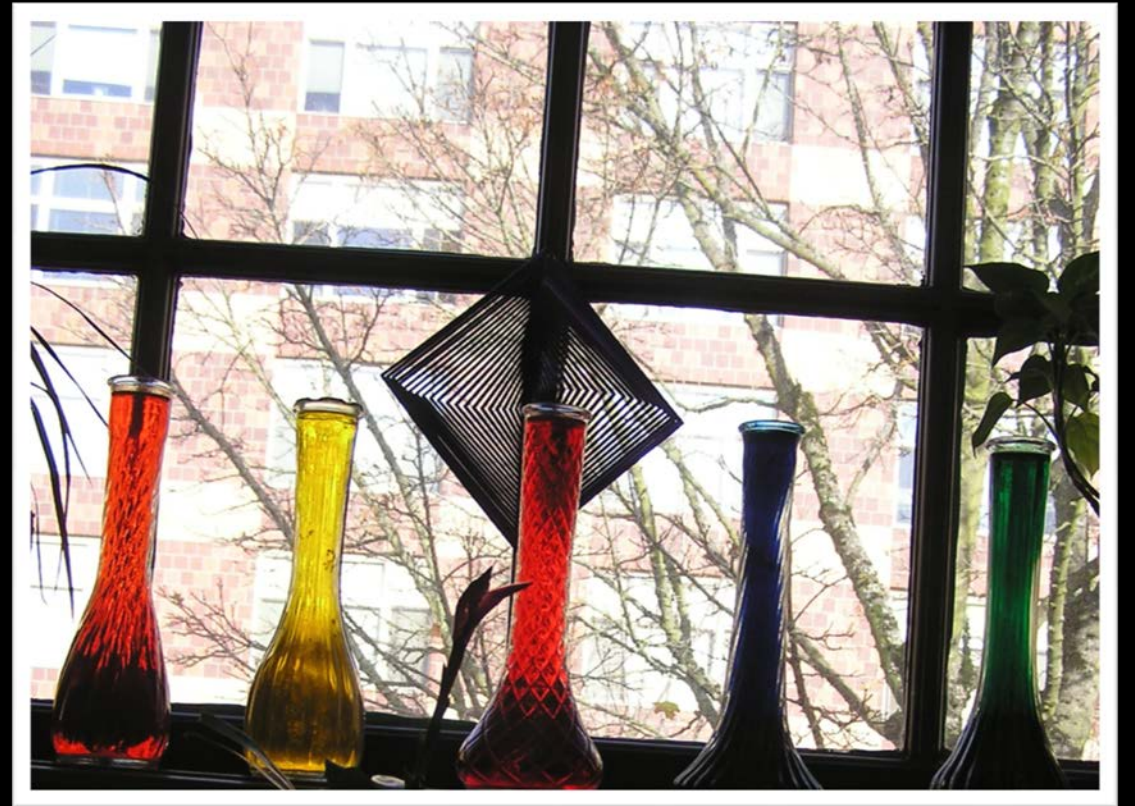
Possibilities for Discovery...

...Brainstorming Activity

# Building Vocabulary

## ➤ Transparent

Clear; allowing light to pass through so that objects behind can be distinctly seen.



# Building Vocabulary

## ➤ Translucent

Permitting the passage of light; transmitting and diffusing light so that objects beyond cannot be seen clearly.





# Building Vocabulary

## ➤ Opaque

Blocking the passage of radiant energy and especially light; not able to be seen through.



# Building Vocabulary

## ➤ Reflection

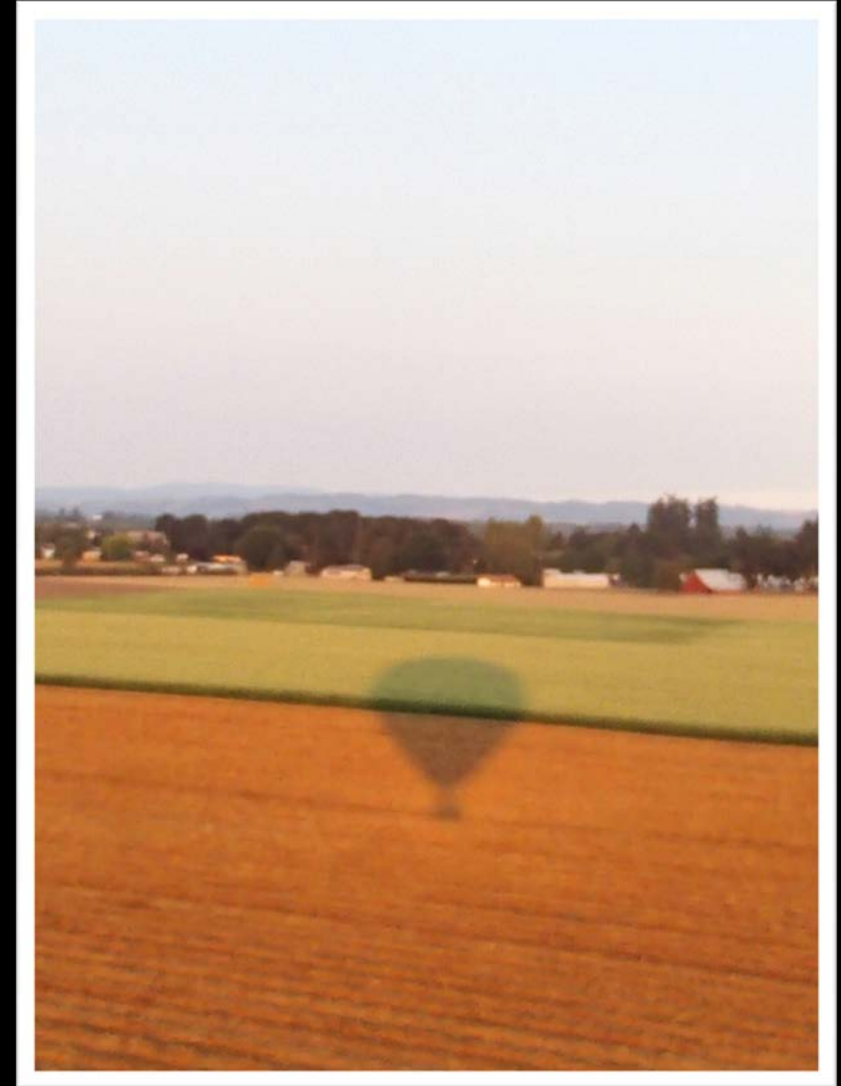
An image that is seen in a mirror or on a shiny surface.



# Building Vocabulary

## ➤ Shadow

An area where light from a light source is obstructed by an object.



# Peeking Curiosity and Capturing Discoveries

# Scavenger Hunt

Look for examples of:

Transparency

Translucency

Opaqueness

Reflections

Shadows

Inspirations...

# How can I incorporate big ideas into my learning environment?

- Barriers? Resources necessary?
- Connecting to Standards
- Action plan
  - How will you bring these concepts to your classroom, What do you intend to do this week?
  - Long term implementation

*We can provide opportunities for children to explore ideas that are rich and valuable, ideas that cut across curriculum domains, and ideas that allow for children to make connections in ways that make sense to them.*

*We can be intentional in our planning, providing an array of provocations, materials, and experiences, and also be responsive to the wonderful ideas children come up with and the directions that they decide to go in. We can decide as collaborators in the learning process to get excited about learning from and with children. We can dedicate ourselves fully to the value that there should be “nothing without joy” for ourselves and for the children we teach.*

*-Loris Malaguzzi*

Thank you!



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