



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 83

Book Summary

When a storm knocks out the electricity in the house, a clever mother turns the scary situation into a fun one by bringing out the flashlights. *Flashlight Shadow Show* celebrates creativity and will also teach emergent readers about classifying information, nouns, and plurals. The beautiful illustrations perfectly complement a very visual story.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Classify information
- Discriminate initial consonant *fl*-blends
- Identify initial consonant *fl*-blends
- Identify and use nouns
- Recognize and use the suffix *-s*

Materials

Green text indicates resources are available on the website.

- Book—*Flashlight Shadow Show* (copy for each student)
- Chalkboard or dry-erase board
- Flashlight
- Cut-out pages from an extra copy of the book
- Visualize, classify information, initial consonant *fl*-blends, nouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *makes*, *that*, *with*
- Content words:

Story critical: *crack* (n.), *flashlights* (n.), *flight* (n.), *howls* (v.), *shadow* (adj.), *wiggles* (v.)

Before Reading

Build Background

- Place a flashlight in front of the class and ask students to identify it. Write the word *flashlight* on the board and read it aloud, then have students read it with you. Have students share with a partner the function of a flashlight.

Lesson Plan *(continued)*

Flashlight Shadow Show

- Call on random students to share how they would use a flashlight. Record on the board a list of possible flashlight uses.
- Turn on the flashlight and turn off the lights in the classroom. Play with the light in an entertaining fashion, highlighting different student faces, tracing letters on the wall, and so on.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often visualize, or create pictures in their minds, as they read. Readers visualize a picture on the basis of the words in the story and their own prior knowledge. Explain that visualizing helps readers enjoy and remember the story.
- Read page 3 aloud to students. Model visualizing.
Think-aloud: I am going to read the first page aloud, and you are going to make your own picture in your head as you listen. I also will make my own picture. The story begins like this: With one loud crack of lightning, the house goes dark. As I read these words, I see in my mind my own house. A crack of lightning flashes through the window, and it is raining. I can hear the rain pattering on the house. The lights in my living room suddenly disappear, and the whole house is thrown into blackness. I've been in storms in which the electricity was knocked out, and I use that prior knowledge to create a personal visual image to match this page.
- Have students draw a picture of what they visualized while you read. Draw a picture on the board that represents your visualization. Invite volunteers to share their visualizations with the class.
- Have students look at the picture on page 3. Discuss with students how their visualizations compare and contrast with the picture in the story. Point out that everyone's visual image will be unique, because they are making the story personal to themselves.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Classify information**

- Explain to students that readers sometimes think about what the objects in a story have in common and sort them into groups. Sorting objects into different categories is called *classifying information*. Classifying information helps readers better understand the story.
- Write the following words on the board: *pelicans, gorillas, cats, snakes, elephants, worms, rhinos, zebras, horses, and parrots*. Ask students to identify what all the words have in common (all animals). Explain that they can further classify the animals by thinking about more specific traits.
- Model how to classify information.
Think-aloud: As I thought about how to group these animals, I began by thinking about what some of them have in common. I thought about how small cats and worms are. On the other hand, elephants are very large. I will make a group with the heading Small Animals and a group with the heading Large Animals. Cats and worms belong in the first group, while elephants definitely belong in the second one. Next, I thought about a gorilla. Does a gorilla belong in the first or second group? A gorilla is a large primate, so it belongs with the elephant, in the group of large animals.

Lesson Plan *(continued)*

Flashlight Shadow Show

- During the Think-aloud, write the phrases *Small Animals* and *Large Animals* on the board. As you classify each animal, write its name under the appropriate heading. Continue classifying the remaining animals. Have students point to the group in which they believe the animal belongs. Discuss the size of the animal with the class, and then write the animal's name under the appropriate category.
- Ask students to work in groups to think of different categories they would use to sort the animals. Have groups classify the animals with their new system and invite them to share their groupings with the class.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *The mom has two flashlights in her hands. Can you find them? Why does she need flashlights? That's right, because the house is dark and she needs to make light.*
- Have students fold a separate piece of paper in half. Write the word *flashlight* on the board and read it aloud. Ask students to write the word *flashlight* on one side of the paper. On the other half of the paper, have students draw a picture representing the vocabulary word. Have students repeat the process for all of the vocabulary words.
- Have students work with a partner and use their pictures to create an oral sentence for the first vocabulary word. Have students switch partners and repeat the exercise with a new word. Continue until students have used all words in oral sentences.
- Remind students to use the picture and the first sound to help decode unfamiliar words. For example, point to the word *howls* on page 7 and say: *The dog does this at the sky. The word starts with the /h/ sound. When I look at the picture, I see the dog has his mouth open and his head up, like he is howling at the moon. The word howl starts with the /h/ sound. The sentence makes sense with this word. The word is probably howls.*

Set the Purpose

- Have students read to find out what happens after the lights go out, creating their own visualizations along the way. Remind them to think about how they would classify the animals from the story.


During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread.
- Model visualizing.
Think-aloud: *On page 5, the mom makes an animal shadow. She creates a bunny rabbit that wiggles its ears. Even though the book has illustrations, as an engaged reader, I still make my own mental images. When I read about a bunny rabbit shadow, I see my own hand, curled up in a fist, with two fingers for ears. I can see the shadow I make, and I can see myself moving my fingers as I try to get the shadow to look just right. I watch as I make my shadow bunny hop around and wiggle its ears. The shadow bunny I can make, the one I see in my visualization, is not as perfect as the one the mom makes, but it still looks like a bunny and can still wiggle its ears.*
- Draw a picture on the board that represents your visualization. Have students discuss with a partner how your visualization compares to the picture from the story.
- Have students read page 6 again, focusing just on the words. Introduce and explain the **visualize worksheet**. Ask students to make a visual image for those words, and have them draw their visualization on their worksheet.
- Remind students of the animals they classified earlier. Erase the names from the board. Ask students to think of one animal the mother made in the first four pages of the story. Call on two students and have them share an animal (bunny and swan). Record the animals on the board.

Lesson Plan *(continued)*

Flashlight Shadow Show

- Point out that it will be easier to classify the animals when you have more animals to compare and contrast. Ask students to start thinking about what categories they might use for a bunny and a swan, but to be ready to change those categories as they see what other animals are made in shadow.
 - **Check for understanding:** Have students read to the end of page 9. Have students draw one more picture that represents a visual image they made as they read, using any page from 7 through 9.
 - Invite volunteers to share the names of the new animals created in shadow through page 9. Record a list on the board. Write the headings *Two Legs* and *Four Legs* on the board. Have students work in groups to classify the animals into one of those two categories. Invite volunteers to share their groups. Record the animals on the board under the appropriate heading.
 - Have students read the remainder of the book. Remind them to visualize their own mental images as they read and to continue classifying the animals they discover in the story.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *The lights return on the last page, and the girl is disappointed. She is having so much fun making shadows that she doesn't want to stop. On the basis of the text, I make my own visual image of the lights turning on. I see my house, covered in darkness because of the storm. Suddenly, the lights click on. For a moment, I am blinded by the bright whiteness, because my eyes are adjusted to the dark. Eventually, I can clearly see everything in my living room, and I realize that the shadows are gone. Making a visualization for this page helps me to feel like I am a part of the story and to better enjoy it.*
- Draw a picture representing your visualization on the board.
- **Independent practice:** Have students complete the visualize worksheet. Ask students to share their worksheet with a partner and discuss how visualizing helped them to enjoy and remember the story. Invite volunteers to share and explain some of their visualizations with the class.

Reflect on the Comprehension Skill

- **Discussion:** Review the classification of animals in groups of two and four legs. Erase these groupings from the board. Add to the list any animals from the book not yet included and ask students to think about what some of these animals have in common. Have students work in groups to create categories for the animals and to classify all of them into these groups. Have students share their groups and justify their choices for each category.
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, a mother made the best of a frightening situation by taking out some flashlights and turning the dark into a game. When you find yourself in a scary situation, what are some things you could do to make it better? Describe the situation and the things you would do to make it less frightening.

Build Skills

Phonological Awareness: **Initial consonant ff-blends**

- Say the word *flash* aloud to students, emphasizing the initial /f/ sound. Have students say the word aloud and then say the /f/ sound.

Lesson Plan *(continued)*

Flashlight Shadow Show

- Ask students to listen closely to the beginning sounds of the next two words. Say the word *flash* aloud and then say the nonsense word *fash* aloud. Ask students to think about how these two words are different. Have students discuss with a partner the difference in sound at the beginning of the two words.
- Have students practice saying the /fl/ and the /f/ sounds with a partner.
- Read pages 4 and 11 aloud. Have students tap their desk when they hear a word that begins with the /fl/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /fl/ sound: *fly, fan, flag, fit, for, flat, fox, and flew*.

Phonics: Initial consonant *fl*-blends

- Write the word *flip* on the board and say it aloud with students.
- Have students say the /fl/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /fl/ sound in the word *flip*.
- Write the nonsense word *fip* on the board and say it aloud with students. Ask students to share with a partner the difference in sound between the two words. Have students identify the letter that causes the initial sound to be different. Explain that *flip* begins with a consonant blend, because when you add the letter *L* to the letter *Ff*, it changes the sound of that phoneme.
- Have students practice writing the letters *fl* on a separate piece of paper while saying the /fl/ sound.
- **Check for understanding:** Write the following words on the board, leaving out the consonant *L* from the beginning of the words with the *fl*-blend: *fin, flight, floor, foot, flap, fad, and flu*. Say each word, one at a time, and have students raise their hand when they hear a word that begins with the /fl/ sound. Invite volunteers to come to the board and add the consonant *L* to the appropriate words.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant *fl*-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Nouns

- Review or explain to students that a *noun* is a word that names a *person, place, or thing*. Write the words *person, place, and thing* on the board, and draw a quick sketch to illustrate each word.
- Place the cut-out pages from an extra copy of the book on the board. Have students work with a partner to find all the nouns they can in each picture and write a list of them on a separate sheet of paper. Invite volunteers to share their nouns with the class and have students give a thumbs-up signal if they agree the word is a noun.
- Ask students to think about what they see at school every day that nouns name. Have students think of at least one noun for each of the three categories—one for a person, one for a place, and one for a thing. Call on random students and have them share a noun.
- Invite volunteers to come to the board and write their noun under the appropriate category. Encourage volunteers to draw a picture to accompany their noun.



Check for understanding: Have students work through the book with a partner, circling all the nouns in the pictures and underlining all the nouns in the sentences.

- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their answers.

Word Work: Suffix *-s*

- Write the words *dog* and *dogs* on the board and read them aloud with students. Have students discuss with a partner the difference between these two words.

- Beneath the words, draw a picture of one dog and then a picture of several dogs. Ask students to point to the picture that shows only one dog. Then, have them point at the word above that describes only one dog. Repeat the process for the picture of multiple dogs. Point out that the word that shows more than one dog ends in the suffix *-s*.
- Explain to students that plural words are words that represent more than one item. Ask students to call out the plural word on the board (*dogs*). Explain that to create a plural word, you usually add the suffix *-s* to the end of the root word.
- Write the word *chair* on the board and read it aloud with students. Draw a picture of a single chair, and write the number *one* beside the word *chair* to emphasize that there is only one chair. Next, add the suffix *-s* to the end of the word. Ask students to read aloud the new word. Ask students how many chairs they should draw for the word *chairs*. Invite a volunteer to come to the board and draw more chairs.
- Write several nouns on the board, some that are plural and some that are singular. Have students point to the plural words; remind them to look for the suffix *-s*. Invite volunteers to come to the board and draw a picture for each noun, being sure to draw many or just one, depending whether the word is plural or not.
- **Check for understanding:** Write the following words on the board: *bird*, *boy*, *girl*, and *cup*. Have students copy the words on separate sheets of paper, one word for each paper. Have them draw a picture for the word. Then, have students turn the paper over and write the plural of the word by adding the suffix *-s*. Have them draw a picture representing the plural.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them classify objects from the story with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students imagine they are home when a big storm blows in. Ask them to think about what they would do if they were stuck inside for that time. Have students write a paragraph describing their rainy day activity, including who would be involved and what they would do. Have them draw an illustration to accompany it.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Science Connection

Review with students the animals that the girl and her mother made in shadow. Discuss with the class information they learned about each animal just from reading the story—that a turtle moves slowly, a dog howls, a bird flies, and so on. Explain to students that they are going to learn more characteristics about the animals mentioned in the story. Break students into groups, and assign each group an animal from the book. Either pass out preselected nonfiction books to the groups on their particular animal or lead them in research at the library. Have groups study the animals. Ask groups to create a poster for their animal, with a drawing and at least three facts they learned in their research. Have groups present their findings to the class, and hang their posters on the wall. Invite groups to try to create their animal as a shadow, using the flashlight and hand positions from the book.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of visualizing to understand text during discussion and on a worksheet
- accurately classify information during discussion and on a worksheet
- consistently discriminate initial consonant *fl*-blends during discussion
- accurately write the letter symbols that represent the /fl/ sound during discussion and on a worksheet
- correctly use nouns during discussion and on a worksheet
- correctly use the suffix *-s* during discussion

Comprehension Checks

- Book Quiz
- Retelling Rubric