**Performance Task Target Standards:**

* **Writing Standard 2.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
* **Science Standard 2** Earth and Space Science. Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.
  + ***Objective 2***   
    Observe and describe changes in day and night. Examine what happens when you block the sun’s light. Explore shadows and temperature changes.

|  |
| --- |
| **Text #1:** *Light, Shadows, Mirrors, and Rainbows*  by Natalie M. Rosinsky |

|  |
| --- |
| LEVEL 1: Key Ideas and Details |

**General Understandings**

* Name example sources of light.

**Key Ideas and Details**

* What things in the book made light?
* Name an object in the book that made a shadow?
* What do you need to make a shadow?

|  |
| --- |
| LEVEL 2: Craft and Structure |

**Vocabulary**

* Using the book, discuss, explain, clarify the following vocabulary words; source, streams, rays, beam, blocks, blocked, path

**Structure**

* What does light allow the girl on page 5 to see?

**Author’s Craft**

* What sources did light come from in the book?

|  |
| --- |
| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* What makes the spots of darkness/ shadow?

**Intertextual Connections Integration of Knowledge and Ideas**

* What are the spots of darkness called on pages 8, 9, 10, and 11.

|  |
| --- |
| **Learning Task #1:** Using a source of light (flashlight) and an object, create shadows of different lengths (DOK 1). |

**Instructional Sequence**

|  |
| --- |
| Materials: (For each group of 2 students) One flashlight, one pencil stuck in a ball of clay, a 3 foot long, white piece of butcher paper, 4 crayons, red, green, black, blue. Each paper should be marked exactly the same with lines drawn where students stand on the paper, and a circle drawn in the middle of the paper 1.5 feet away from the line. The clay and pencil should be placed in the circle. Lines should be draw at the top of the paper, 1/3 the way toward the pencil and 2/3 the way toward the pencil and just before the pencil.  I Do: Teacher will model how to work with a partner using one flashlight, one pencil stuck in a ball of clay and the 3 feet long marked paper. The teacher will model how to hold the flashlight and stand on the first line to create a shadow. Teacher will have the partner hold the flashlight while he/she traces the first shadow with a red crayon.  We Do: The teacher and partner will complete the next shadow task standing on the 1/3 way line, as each student partner group completes the task. Students will outline this shadow with a green crayon.  Ya’ll Do: Each student partner group will complete the next shadow task standing on the 2/3 way line, and outline this shadow with a black crayon.  You Do: Each student partner group will complete the last shadow task by standing on the line just before the pencil and outline this shadow with a blue crayon.  Summary Writing: Students will draw, dictate or write what happened to the shadow when the light source moved closer to the pencil. |

**Standards Addressed:**

|  |
| --- |
| **Writing Standard 2**  Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  **Science Standard 2**  Earth and Space Science. Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather. |

|  |
| --- |
| **Text #2:** *What Makes a Shadow*  by Clyde Robert Bulla |

|  |
| --- |
| LEVEL 1: Key Ideas and Details |

**General Understandings**

* What object is creating which shadow?
* What light sources are used?

**Key Ideas and Details**

* Name gfive objects that created a shadow in the text?
* What determines the shape of a shadow?
* What two light sources were named in the book?

|  |
| --- |
| LEVEL 2: Craft and Structure |

**Vocabulary**

* Using the book, discuss, explain, clarify the following vocabulary words; shadow, shines, darkness, shade

**Structure**

* Based on the front cover of the book, can you infer where the source of light is?

**Author’s Craft**

* What picture clues can you find on the title page that help you predict what the story will be about?

|  |
| --- |
| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* Looking at the picture and listening to the words on page 26, name one reason the author gives for the shadows being different sizes.

**Intertextual Connections Integration of Knowledge and Ideas**

* Looking at the pictures and listening to the words on page 22, what does the author says makes night?
* Looking at the pictures on pages 30 and 31, match an object to its shadow.

|  |
| --- |
| **Learning Task #2:** Students will predict and then draw the shadow for each object and light source demonstrated by the teacher. (DOK 2 ) |

**Instructional Sequence**

|  |
| --- |
| Materials: One flashlight for the teacher, white paper on the wall, and objects such as: a crayon, ruler, scissors, glue stick, 3 blocks of different shapes . Each student will need a white paper divided into 4 squares front and back with a number from 1-8 in each square, and a document camera.  I Do: Teacher will hold up the first object, a crayon, and think out-loud about what the shadow of the crayon would look like. Then using the document camera the teacher will draw with a black crayon in section one of the divided paper, what she thinks the shadow of the crayon would look like.  We Do: Teacher will hold up the second object, a ruler, and ask students to talk to their pocket partner about what they think the shadow of the ruler will look like. Then using the document camera the teacher will draw with a black crayon in section two of the divided paper, what she thinks the shadow of the ruler would look like, while the students draw their interpretation of the ruler’s shadow.  Ya’ll Do: Teacher will hold up the third object, scissors, and ask students to talk to their pocket partner about what they think the shadow of the scissors will look like. Then using the document camera the teacher will draw with a black crayon in section three of the divided paper, what she thinks the shadow of the scissors would look like, while the students draw their interpretation of the scissor’s shadow.  You Do: Teacher will continue to hold up objects while the students draw their interpretation of what each shadow would look like.  Summary Writing: Students will draw, dictate or write what the shadow would look like for a chosen shape and why the shadow looks like that? |

**Standards Addressed**

|  |
| --- |
|  |
| **Writing Standard 2**  Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  **Science Standard 2**  Earth and Space Science. Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather. |
|  |

|  |
| --- |
| **Text #3:** *Moonbear’s Shadow* by Frank Asch and  *My Shadow* from Reading Rainbow |

|  |
| --- |
| LEVEL 1: Key Ideas and Details |

**General Understandings**

* How is bear’s shadow similar to the child’s?

**Key Ideas and Details**

* Name a main character from each text source?
* Compare this section of poem in the video (“And he sometimes goes so little that there's none of him at all”) with pg. 16 and 17 in Bear Shadow. In the poem, part of the video, and the book, what is the relationship between the light source and the object that makes it so there is no shadow? (minute 7.22 to 7:29 in the video)

|  |
| --- |
| LEVEL 2: Craft and Structure |

**Vocabulary from** Moonbear’s Shadow by Frank Asch

* Using the book, discuss, explain, clarify the following vocabulary words; follow, annoyed, bury, nowhere, cast, slammed, nod

My Shadow/ Reading Rainbow/UEN e-media

* Using the poem “My Shadow”, discuss, explain, clarify the following vocabulary words; proper, shoots, non, notion, fool, coward, shame, nursie, shining dew, arrant sleepy head,

**Structure**

Bear Shadow by Frank Asch

* Based on the Title of the book, what do you think the book will be about?

My Shadow/ Reading Rainbow/UEN e-media

* Based on the Title of the poem, what do you think the book will be about?

**Author’s Craft**

Bear Shadow by Frank Asch

* After listening to the first two pages or paragraphs of Bear Shadow, how does bear feel about his shadow?

My Shadow/ Reading Rainbow/UEN e-media

* After listening to the first paragraph of My Shadow, how does the child feel about her shadow?

|  |
| --- |
| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

Bear Shadow by Frank Asch

* What activities did bear and his shadow do?

My Shadow/ Reading Rainbow/UEN e-media

* What activities did the girl and her shadow do?

**Intertextual Connections Integration of Knowledge and Ideas**

* In what ways were the feelings of the bear and the girl similar?
* In the book and the poem the shadow disappeared. What was bear doing when his shadow disappeared, and what was the girl doing when her shadow disappeared? Why did bear’s shadow and the girl’s shadow disappear?

|  |
| --- |
| **Learning Task #3:** (DOK 4 )  How are light, object and shadow interrelated? After listening to Bear Shadow by Frank Asch and watching the My Shadow video, draw, dictate, or write about how Bear’s shadow and the little girl’s shadow are similar. The finished product should include the source of light, the object and the shadow. |

**Instructional Sequence**

|  |
| --- |
| Materials: Bear Shadow book , a copy of the poem “My Shadow,” a document camera, a cut out of a bear, bear shadow, girl, girl shadow and 2 cutouts of a sun, and a paper for each student with a section to draw in on the top half (divided into 2 sections) and writing lines on the bottom half and back of paper.  I Do: Teacher will read from the last 3 pages of Bear’s Shadow, “and then analyze where the shadow, object and light are on the 2nd to last page. Teacher will read this paragraph from “My Shadow.” He hasn’t got a notion of how children ought to play, And can only make a fool of me in every sort of way. He stays so close behind me, He’s a coward you can see. I’d think shame to stick to nursie as that shadow sticks to me. Students can discuss where they think the object, source of light and shadow are in the Bear’s Shadow book, and then discuss where they think the object, source of light and shadow are in the My Shadow poem.  We Do: Teacher will place on the document camera, the bear, his shadow and the sun where she thinks it would go based on the last 3 pages of Bear’s Shadow. A student will do the same for the girl in “My Shadow.”  Ya’ll Do: Teacher will draw the bear on the left half of the top of the paper. She will ask a student to draw Bear’s shadow behind him and then ask another student to draw in the sun based on the object and the shadow.  You Do: The students will complete the Ya’ll task alone with the girl, her shadow and the sun.  Summary Writing: Students will write about how Bear’s shadow and the little girl’s shadow are similar. |