



# Shadow Matching Game

Standard Connection:  
 ELA.SL.PK4.2  
 ELA.SL.PK4.4  
 S.T.PK4.1  
 SS.FC.PK4.2  
 PD.FM.PK4.3

**Enduring Understanding(s):**

- Light affects people, animals, and things.

**Essential Question(s):**

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Dreams</i></li> <li>• <i>Guess Whose Shadow?</i></li> <li>• various objects (to cast a shadow)</li> <li>• poster or tag board</li> <li>• flashlight</li> <li>• game cards (see Resource)</li> </ul>	<p><b>light source:</b> form of energy, either artificial or natural</p> <p><b>match:</b> the same</p> <p><b>shadow:</b> the dark shape made when something blocks light</p> <p><b>surface:</b> the outer layer of an object</p> <p><b>windowsill:</b> a shelf below a window</p>	

Intro to Centers	
<b>Preparation: Set up materials</b>	
“In <i>Dreams</i> , Roberto’s paper mouse fell from the <b>windowsill</b> . What do you notice?”	Show illustrations. <b>Children respond.</b>
“Why did the mouse’s <b>shadow</b> scare away the dog?”	<b>Children respond.</b>
“The mouse’s <b>shadow</b> looked like a giant mouse. What do you notice?”	
“Here are images of <b>shadows</b> in <i>Guess Whose Shadow?</i> What do you notice?”	Show images. <b>Children respond.</b>
“Here is a (object). I will shine a flashlight on its <b>surface</b> . What happens when I move the <b>light source</b> closer/farther away?”	Show materials. Model. <b>Children respond.</b>
“A <b>shadow’s</b> size changes depending on how close or far the <b>light source</b> is to the object, but it still looks similar to the object.”	
“Today in Puzzles (Manipulatives), you can match <b>shadows</b> to objects using these materials. Why does this <b>shadow</b> match this (object)?”	Model. <b>Children respond.</b>

### **During Centers:**

Support children in using similar strategies that they use when playing Memory. Encourage children to describe why the shadows match the objects. Encourage children to compare and contrast their shadow/object pairings with their friends' pairings.

### **Guiding Questions During Centers:**

- How do you know that this is the (object's) shadow?
- Why do you think the light source was close to/far from the object?
- How is this shadow similar to or different from the shadows in *Dreams/Guess Whose Shadow?*
- Which objects create similar shadows? Why?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Take photographs of children's shadows at different times of the day to create a *Guess Whose Shadow?* class book/game.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, adjust the number of object/shadow pairs according to children's skill/need level.