



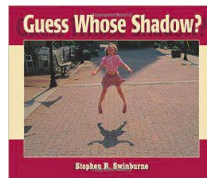
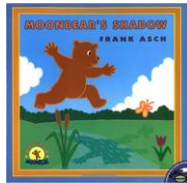
# Shadow Matching Game



Puzzles &  
Manipulatives

## Standards:

ELA.SL.CC.PS.1-2  
ELA.RL.KID.PS.1 -3  
ELA.RL.IKI.PS.1 -2  
PHD.FM.PS.5-6  
S.LS.PS.4 ,6



### Materials:

- *Moonbear's Shadow*
- *Guess Whose Shadow?*
- game cards copied onto heavy paper

### Vocabulary:

- shadow
- windowsill
- light source
- surface
- match

**Preparation:** Set up materials.

### Intro to Centers:

"In *Moonbear's Shadow*, Bear wanted his **shadow** to go away. How is the Bear similar to or different from his **shadow**?"

"At the end of *Moonbear's Shadow*, the sun was in a different part of the sky. What does this mean for Bear's **shadow**?"

"Here are images of **shadows** in *Guess Whose Shadow?* What do you notice?"

"Here is a (object). I will shine a flashlight on its **surface**. What happens when I move the **light source** closer/farther away?"

"A **shadow's** size changes depending on how close or far the **light source** is to the object, but it still looks similar to the object."

"Today in Puzzles and Manipulatives, you can **match shadows** to objects using these materials. Why does this **shadow match** this (object)?"

*Show illustrations.  
Children respond.*

*Children respond.*

*Show images. Children respond.*

*Show materials. Model.  
Children respond.*

*Model.  
Children respond.*

### During Centers:

Adjust the number of object/shadow pairs according to children's skill/need level. Support children in using similar strategies that they use when playing *Memory*. Encourage children to describe why the shadows match to 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?
- How is this shadow similar to or different from the shadows in *Moonbear's Shadow*/*Guess Whose Shadow?*
- Which objects create similar shadows? Why?

**Thinking & 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.

