

Spark, Shine, Glow!

What A Light Show

A RIF GUIDE FOR EDUCATORS

Themes: Light, STEM

Book Brief: Light is everywhere: from the shining sun to a bright light bulb to a glowing firefly. Where would we be without light?

Author:

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Illustrator:

James Yang



TIME TO READ!

The Cover: Look at the cover of the book with students and ask, “What do you see on the cover of this book?” Discuss student responses and keep them in mind for the picture walk.

Prior Knowledge: Ask students, “Where are some places you see light?” (Optional: Pair-Share)

Vocabulary: This story will introduce relating to light. Use Picture Cards: *light, shine, reflect, transparent, opaque, rainbow, translucent*. Ask students

if they know of words in their home language(s) that mean the same thing as these words.

Purpose for Reading:

“As we read today, look for all the different ways light can appear.”

WHILE WE READ

AS YOU READ, PAUSE AND ASK...

Throughout the story, pause and ask...

- **Level 1:** “Where is the light? Point to it.”
- **Level 2:** “What type of light is on this page?”
Students can point or use a physical response.

• **Level 3:** “How does the light on this page help people?”

• **Level 4:** “What do you think would happen if we didn’t have this type of light?”

LET’S THINK ABOUT

Our Purpose: Say, “We see light every day. There are many different light sources.”

Extending Our Thinking: What are some light sources that you see every day?

BOOK ACTIVITY: Transparent, Translucent, Opaque Experiment

Materials: flashlight, chart paper and pen, classroom materials that are transparent, opaque, and translucent

Re-introduce the terms transparent, opaque, translucent and write them in three columns on chart paper. Transparent items let all the light shine through them. Opaque items do not let any light through them. Translucent items let some of the light through them. Support your definitions with RIF’s Picture Vocabulary Cards. Using your flashlight, demonstrate each for students. Allow students to select some items from the classroom to test out. First, make a prediction about whether the items will be transparent, opaque, or translucent. Then test it out using the flashlight. Were your predictions correct?

