

# “FLASHLIGHT”

Dance lesson written by Jana Shumway  
Book “Flashlight” written by Lizi Boyd



## CONTENT OBJECTIVES

**KINDERGARTEN:** READING: INFORMATIONAL TEXT STANDARD 7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**1ST GRADE:** READING: LITERATURE STANDARD 7: Use illustrations and details in a story to describe its characters, setting, or events. READING: INFORMATIONAL TEXT STANDARD 6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**2ND GRADE:** READING: LITERATURE STANDARD 5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. READING: LITERATURE STANDARD 7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**DANCE K-2: K.D.CR.1:** Demonstrate willingness to try new ideas when creating dance.

## STUDENT LEARNING OUTCOME

By the end of this lesson, the students will understand the author’s overall message that they can explore “night, nature, and art” (Boyd) with the use of a flashlight. The students will enjoy using a flashlight as they dance the magic and images that are revealed in the dark. They will do this through movement improvisation and simple choreography.

**GRADE LEVELS** Kindergarten, 1st and 2nd Grades

**LENGTH OF LESSON** Two 30 minute sessions = 1 hour total (or you can just choose the sections that work best for you!)

## MATERIALS

Book: “Flashlight” by Lizi Boyd

Music: The music selections are listed throughout the lesson. They are in **ORANGE**.

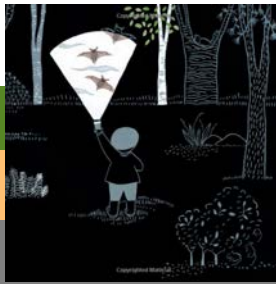
Visuals of various forest animals. They are provided with the lesson.

A flashlight for each student (or for half of the class and the students can share). You can find flashlights for \$1.

One large work light

## INTRODUCTION **Music: “At the Forest’s Edge” by Biosphere Nature Sounds - Animals of our Forests**

Turn off the lights and dance the whole lesson in the dark (with minimal light). Start the music “At the Forest’s Edge”. Tell the students that you’ll close your eyes and count to ten; when you open your eyes you’ll see a camp site with “tent” shapes they create either alone, with a partner, or a small group. After counting to ten open your eyes and walk around pointing a flashlight to see the cool “tent” shapes. Then tell the students it’s late and have them melt down slowly to the ground and “go to sleep.” Listen to the forest sounds; then have the students wake up and sneak (tip toe, travel down low, look side to side, turn slowly) out of their tent and into the dark forest.



### **CREATE** (Create while improvising) *Music: "Jungle Sugar" by Brent Lewis*

Stop sneaking by freezing in a shape and once again listen to the sounds of the animals in the forest. Then change the music to "Jungle Sugar" and shine the flashlight on the wall to see a picture of one forest animal. Ask the students what animal they see and have them dance that animal. Then point the flashlight to another picture of a different animal and dance that animal. Dance the animals listed below in the order mentioned (as they are in the order they are found in the book). Note that dancing animals can be very pantomimic so guide your students with movement suggestions. Dance each animal about 16-32 counts, changing from animal to animal quickly to keep a nice pace. This section could take about 7-8 minutes.

<b>BATS</b>	fly, leap, swoop, make upside-down shapes
<b>MICE</b>	scurry low to the ground, dart in zig zag pathways, do jerky staccato movements
<b>OWLS</b>	twist head around (twist all ways), fly, hold very still in twisted shapes
<b>SKUNKS</b>	waddle low, spray (explode whole body or kick legs up behind while balancing on hands. Make sure students are spread out enough to not kick anyone).
<b>BEAVERS</b>	have the girls freeze in low, medium or high straight horizontal shapes to create logs of a dam. Have the boys swim under and around the girls' shapes. Then switch.
<b>PORCUPINES</b>	create pokey jagged shapes, create up-side-down pokey shapes, waddle while maintaining a pokey shape
<b>FISH</b>	swim underwater (down on ground) then leap out of the water; swim as a school of fish (all students flocking together)
<b>FOXES</b>	sneak slow and low, then pounce and freeze
<b>DEER</b>	run and leap, leap with front leg bent, leap with both legs bent, leap with both legs straight

### **INTRODUCE THE BOOK** *Music: "Deep into the Woods" Forest Sounds - Pure Forest Sounds*

Now gather the students to introduce them to the book "FLASHLIGHT" by Lizi Boyd. Quietly have "Deep into the Woods" playing in the background. Have one child hold the flashlight so it shines on the book as you show the illustrations. The children will be familiar with the tent, sneaking out, and seeing forest animals during the night. Stop when you get to the page with the treehouse. Say "wait, there's more in this forest than animals? We just found a treehouse!" Put down the book and have the children make the shape of one big treehouse.

### **CREATE TREEHOUSES** *Music: "Forest" by Cirque Du Soleil - Ka'*

Play the song "Forest". Coach the students to create one big treehouse: including shapes of archways, railings, benches, rooftops, doorways, swings, windows, crooked walls, etc. Also have them spread out to provide a lot of negative space. Then have class numbers 1-5 "play" in the treehouse by going in, under, over and around the treehouse shapes. Then quickly create a new treehouse and have class numbers 6-10 "play" in the treehouse. Continue until all children have taken a turn to "play" in the treehouse shapes.

### **SHOW THE REST OF THE BOOK** *Music: "Deep into the Woods" Forest Sounds - Pure Forest Sounds*

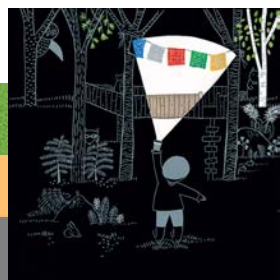
Gather the students again, having one child shine the flashlight on the book. Continue showing the rest of the illustrations. The page after the treehouse shows a deer. Remind them they have already danced the deer, but now notice that the boy trips over a rock and the flashlight flies out of his hand. Notice all the animals that shine the flashlight on the boy.

### **CREATIVE FALLS** *Music: "Amazonas" by Safri Duo - 3.0*

Have the students spread out in the space. Play "Amazonas" and have them walk to the music. When you say "FALL!" have them fall to the ground. Repeat a couple of times. Then call out different ways they can fall: fall SLOW MOTION; fall EXTRA FAST; fall with a SPIRAL; fall STACCATO; fall SUSTAINED; fall with ONE BODY PART COLLAPSING at a time; fall while SHAKING; fall FORWARD; fall SIDEWAYS; fall BACKWARDS; fall NARROW TO WIDE; fall AFTER a LEAP; fall in their OWN CREATIVE WAYS.

### **PARTNER FLASHLIGHT GAME** *Music: "Flashlight" by Bonobo - Flashlight - Single*

After the boy falls, the animals pick up the flashlight and point it on the boy. Have the students play a partner flashlight game. First, point out all the visuals of forest animals on the walls. Remind the students that they only danced some of the animals. Now they have a chance to dance even more of the forest animals found in the book. First model how the game is played. Demonstrate that one child gets a flashlight. That child will sit down and shine their flashlight on their partner. The partner will show the movements of one forest animal of their choice. The child with the flashlight will guess what animal the other child is representing. If the child guesses the correct animal, then the children switch places. They can play this game for about 5 minutes.



## FLASHLIGHT DANCE *Music: "The Forge" by Blue Man Group*

Now give all the kids a flashlight. Do a flashlight dance while reading the following poem. Have the kids spontaneously dance in response to the words, yet pause at the end of each line to give them more time to dance. "The Forge" can play in the background. You can have all children dance at the same time; or it's fun to have half of the class sit scattered on the floor shining their flashlight on the dancers, then switch. This gives each child a chance to watch the beautiful dancing lights, and the dancers.

Owl heads spiral up in the trees,  
Deer leap high and then they freeze.  
Mice scurry fast all over the ground,  
Foxes hide and are hard to be found.

(spiraling movements)  
(leap all kinds of ways, then freeze)  
(go low and scurry fast in zig zag pathways)  
(Sneak low, turn slow, pounce, tip toe)

Skunks spray stink in their defense,  
Porcupine quills look sharp and tense.  
Bats sleep upside down and still,  
Birds fly high to get their thrill.

(explode, kick legs behind)  
(staccato pokey shapes)  
(upside down shapes)  
(flashlight glides smooth as they fly)

Frogs jump big from tree to tree,  
Butterflies flutter as they flee.  
Spiders spin a web . . . a trap!  
Beavers build then take their nap.

(jump big and high)  
(fast, yet light flying arms)  
(spin and turn on hands and feet)  
(log shapes intertwined with other students, then sleep)



## SHADOW WALL *Music: "Biei (Ethereal Flow)" by KODO - Heartbeat - KODO 25th Anniversary*

Have the kids turn in their flashlights and line up along one wall. Plug in one big work light and point it to the adjacent wall. Have the students cross from one side of the room to the other in front of the light creating shadow animals on the wall. They can fly, jump, leap, twist, squirm, spin, walk crooked, wiggle, etc. After they've had a turn or two to go alone, have them partner up and create **one** traveling animal shape together as they cross. My classes loved creating these animals with their partner and couldn't wait for their next turn! Every time they crossed through the light they came up with a new animal shape!

## CREATE / PERFORM / PRESENT (Create Choreography) *Music: Use one or two of your favorite songs in the lesson*

For 2nd grade only: with a partner have the students create a dance using their flashlights. The dance must contain: two shadow animals on the wall, two different ways to fall, and movement of two different forest animals - in any order of their choice. Have half of the class perform for the other half; then switch.

## RESPOND / CONNECT / ANALYZE *Music: "At the Forest's Edge" by Animals of our Forests*

Ask questions about the book. Have the students respond with movement.

1. At the beginning of the book, the boy was sleeping in a \_\_\_\_\_ (the children can make tent shapes).
2. The boy saw many things with his flashlight in the night. Show me one animal he saw. (The children do the movement of one forest animal). Show me another animal he saw. (The children do the movement of another forest animal).
3. Now show me one non-living thing he saw. (The children can make tree shapes, rock shapes, a treehouse shape, a pond shape, etc)
4. How did the boy lose his flashlight? (The children can do creative falls or trip over an imaginary rock).
5. What did the child do at the end of the story? (The children can sit and pretend to read a book inside tent shapes).
6. The next time you're in a forest or mountains, you can use a flashlight to find even more animals, insects and unknown treasures!!

## ASSESSMENT (FORMATIVE / SUMMATIVE)

Formative assessment happens throughout the entire lesson. Pay attention to the way the children move like the forest animals, how they create their shadow animals, and how they involve their flashlights. Give constructive feedback in the moment. Summative assessment will take place during the respond / connect section. See if the children understand what took place in the story by how they respond to the questions.

## NECESSARY DIFFERENTIATED / ADAPTATIONS

Make necessary adaptations to the specific needs of your students and the space in which you have to work.



## Flashlight Dance Poem

Owl heads spiral up in the trees,  
Deer leap high and then they freeze.  
Mice scurry fast all over the ground,  
Foxes hide and are hard to be found.

Skunks spray stink in their defense,  
Porcupine quills look sharp and tense.  
Bats sleep upside down and still,  
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Frogs jump big from tree to tree,  
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Spiders spin a web . . . a trap!  
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