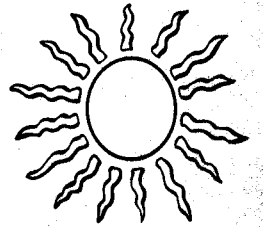


Flicker Flash



Web site: www.joangraham.com

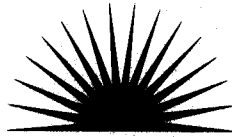
Flicker Flash, poems by Joan Bransfield Graham, illustrated by Nancy Davis. Houghton Mifflin, 1999. ISBN 0-395-90501-X

Teacher Idea Sheet

For use with *Flicker Flash* or studies of light in general.
Many other books could be coordinated with these suggestions.

GENERAL IDEAS – to use with whole book

☀ DRAMA — (groups) — Class Play/ Performance. Let children act out each poem, being creative with simple costumes and props. In between the poems narrators can provide fascinating facts about each source of light. Save the “Spotlight” poem for the end so that everyone can “take a bow.” Ideas for presentation: Readers’ Theater, choral reading, rap, chant, cheer. Use large movements with flashlights, spotlights, other types of light sources and styles.



☀ BRAINSTORM — (whole class, groups, individually) — What poems might be in a book about light? Create lists, try to find diverse ideas.

☀ RECITE — (whole class) — Make a center in the classroom with a campfire of cellophane. Have students sit around the “campfire” and each recite a poem from *Flicker Flash*. Provide marshmallows.

☀ AT HOME — (individually) — Sit with a flashlight in a dark room. Shine the light on one item. Write a description of the item without using its name. Describe it so others can “see” it, too. Then write a shape poem about this item.

☀ ENJOY — (whole class, groups, individually) — Spend time reading aloud, discovering, enjoying, reacting to, and savoring each poem (one poem a day?).

LITERATURE / LANGUAGE ARTS

☀ CREATE — (individually) — Read the “Camera” poem. This is my *self-portrait* shape poem—I love to take photos. What do you like to do? What things interest or describe you? Create your own *self-portrait* poem using that shape.

☀ WRITE — (whole class, groups, individually) — Take one poem from the book. Think of related ideas and create your own *shape poetry book* for this topic.

Suggestions:

“SUN”/“STARS” — Write poems about planets in our solar system or constellations.

“DAYS AND YEARS” — Write a poem for each season, for day and night.

“FIREFLY” — Write poems about other insects or about your favorite animals. Ask them a question, if you like.



“BIRTHDAY CANDLES” — Write poems for celebrations that use candles (weddings, Christmas, Hanukkah, etc.).

“LIGHTNING BOLT” / “LIGHT BULB” — Write poems for inventions related to light: electricity, batteries, etc.

“PORCH LIGHT” / “LAMP” / “REFRIGERATOR LIGHT” — Write poems for ways we use light in our houses.

“CAMPFIRE” / “FIREWORKS” — Write poems about lights in festivals, celebrations, holidays.

“TELEVISION” / “CAMERA” — Write poems for the visual arts that use light (movies, theater, etc.).

☀ EXPERIMENT — (whole class, groups, individually) — Try using different *voices* in your poems. In a *mask* poem you speak as if you are an object itself. “Sun,” “Porch Light,” and “Flashlight” are *mask* poems. Some poems use the voice of *apostrophe*, or direct address, speaking *to* something—as in “Light,” “Candle,” “Firefly,” “Birthday Candles,” and “Lighthouse.” Other poems are *narrative*, storytelling poems, or *lyrical* poems which include personal pronouns such as *I, my, mine*. Voices add variety!



MUSIC

☀ THINK — (whole class, groups, individually) — How does light influence music? Listen to music in the dark, with a strobe light, moving a flashlight to the rhythm, etc. How do we react differently?

☀ SEARCH — (whole class, groups, individually) — Look for and sing songs about light—i.e. “*This Little Light of Mine*,” an African American spiritual.

SOCIAL STUDIES

☀ THINK — (whole class, groups, individually) — What sources of light have we used (caveman to modern day)?



☀ THINK — (whole class, groups, individually) — How have people used light? (warmth, illumination, art, etc.)

☀ THINK — (whole class, groups, individually) — How have changes in light impacted how we live? (work, travel, etc.) How do various cultures use light in their celebrations?

ART

☀ THINK — (whole class, groups, individually) — Look at the way artists use light in paintings. Contrast of light/dark in art. Study Impressionism and the Impressionists.

☀ EXPLORE — (whole class, groups, individually) — Research the types of art that utilize light (i.e. photography, painting, glass working, etc.)

SCIENCE



☀ LEARN — Topics in *Flicker Flash* and related areas you can explore:

Light (artificial/natural)
Sun, shadows, seasons, solar power
Space, moon, stars, planets
Big Dipper and other constellations
Animals that produce light (insects, deep-sea fish)—bioluminescence
Electricity, lightning
Heat, incubating eggs
Candles, matches, friction, fire/fire safety
Lighthouses
Colors, prisms
Aurora borealis, rainbows
Lasers
Cameras, the human eye
Fireworks
Time
Books/TV—“Turn Off TV” Week in April
Inventors and inventions
Thomas Edison
Benjamin Franklin—see Web site for Franklin Institute Science Museum:
<http://www.fi.edu>

MATH

☀ DISCUSS — (whole class)
Speed of light—186,000 miles per second
Light year—6,000,000,000,000(six trillion)miles
Thousands, millions, billions, & trillions