

A Light in the Darkness Light Words, Dark Words

20 MINUTES

TARGET

Determine the meaning and effect of words and phrases as they are used in a literary text.

STUDENT PRODUCT

Six supplied words sorted + two contextual meanings + one contrast/craft explanation.

LESSON SEQUENCE

1. Sort the supplied language Use these six from the book: candles, flickering, shining brightly, darkness, crash, broken. Students sort by the idea/feeling each creates in its scene.
2. Add the crossover word Add WINDOW separately. It belongs to both sides: a window the menorah shines from and a window the rock breaks.
3. Explain two meanings Students choose one light-family item and one dark-family item and explain what each contributes in context.
4. Explain the craft move Finish: The same word 'window' can carry both light and danger because _____. Then connect the contrast back to the title.

ASSESSMENT · LOOK FOR

- Sorts the supplied language by contextual effect.
- Explains one item from each family.
- Explains why 'window' can belong to both sides and connects the contrast to the title.

Standards-first rule: freeze the lesson after QA. Add a regional code only when the complete local expectation is actually satisfied.

TumbleTA · Student Evidence · Grade 4

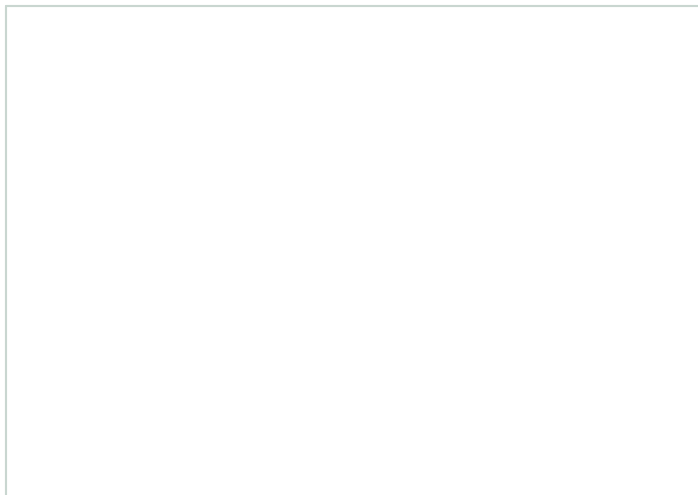
A Light in the Darkness

Light Words, Dark Words

Name _____ Date _____

LIGHT / HOPE

DARK / FEAR



1. candles
2. flickering

3. shining brightly
4. darkness
5. crash
6. broken

WINDOW belongs to both sides because...

The contrast connects to the title because...

This student page is part of the frozen standards-first lesson. Complete the evidence shown here; do not substitute a different task to fit a standard.