

My Shadow
Robert Louis Stevenson

Goal: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objective: 4th & 5th Grades: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Focus: Form generalizations based on new information

Materials: The passage (file shadow.jpg), the questions, a pencil

Independent Practice Procedures: The tutor will read out loud everything in italics, and instruct the student to complete the task. The tutor will remind the student to ask him/herself: "What do I need to know? What do I know? What do I want to find out?" After completion of the activity, discuss the responses with the student.

To a very young child, the world is full of new things to notice and think about. Read this poem by Robert Louis Stevenson to see what the child is thinking about.

My Shadow

by Robert Louis Stevenson

To a very young child, the world is full of new things to notice and think about. Read this poem by Robert Louis Stevenson to see what this child is thinking about.

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nurse as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

*"My Shadow" by Robert Louis Stevenson, with art appearing in *Childcraft—The How and Why Library*.*



Questions:

1. The word "shadow" is *most closely* related by definition to which of the following?
 - A. had
 - B. shade
 - C. down
 - D. show

2. How does the speaker in the poem feel about the shadow in the first two lines?
 - A. happy
 - B. angry
 - C. puzzled
 - D. bored

3. When does the shadow get "so little that there's none of him at all"?
 - A. early morning
 - B. noon
 - C. mid-afternoon
 - D. late afternoon

4. According to the poem, the funniest thing about a shadow is the way he does which of the following?
 - A. glows
 - B. jumps
 - C. plays
 - D. sleeps

5. In the third verse, what does the speaker think the shadow is?

- A. a hero
- B. a friend
- C. a pest
- D. a stranger