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## Flashback and foreshadowing worksheets

Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.Empty Layer.14 teachers like this lessonPrint LessonSWBAT demonstrate an understanding of flashback and foreshadowing with textual examples from Cinder.Flashback and foreshadowing, a treasure chest of inferential meaning. Can you unlock it?Today is Free Read Friday. Students will read their personal library books for the first 15 minutes of class.Like many other literary terms and techniques, I always review flashback and foreshadowing with my students. I want to be sure my students have a solid handle on the concept then elevate their understanding by having them work with text instead of in isolation. To review flashback I allow my students to view the video below. Then, I ask them to describe what happened to Rapunzel in the scene. I rewind the clip to the point where the flashback happens and discuss how the audience is transported back in time with her. Finally, I discuss with students that often when a flashback happens the text will appear differently (in italics for example) and will have students turn to an example of flashback from section one of the book to study as an example. Foreshadowing is something my students struggle with. Several think that if a character says what they plan to do the next day that they have located foreshadowing. I teach them that it is implied and is more of a feeling than anything else. The video below is a treasure. I was ecstatic the first time I viewed it and showed a class. It blows my students away, but more so it drives home the foreshadowing concept. After viewing, they can't stop identifying the foreshadowing and asking to watch again. Their reading circle sheets require them to identify both of these as they find examples within the text; however, today I will ask them to use a website to keep a back channel discussion about any possible flashback or foreshadowing while they read. Today's Meet is a free site that allows me to set up a "room" for my students to use for silent -"back channel" discussion during reading in class or even while at home. I use Today's Meet for different purposes during the year, but love having students use it during class for a silent side conversation during reading. It's always fun to give them something to look for and let them run with it. They will not only share and discuss with their classmate, but they will call one another out on wrong information. I love it when they teach one another! Students will listen to the audio -picking up where we left in the last class - and follow in their books. As they do they will be very involved in the text, actively reading per the instructions on the Reading Circle sheets and making note of any flashback or foreshadowing in their backchannel discussion on Today's Meet. I will allow the class to read until the last five minutes of class time and record their stopping point.Wrap up time is spent allowing students to "debrief" independently - collecting their post its and/or completing their thoughts on their Reading Circle sheets. We always discuss questions or concerns before class is dismissed. Flashbacks and foreshadowing are tools that we can use to add dimension to our writing. Flashbacks give us the ability to see into a character's past in real time. Foreshadowing drops hints of what may happen in the future. Are either one required in order to tell an effective story? No. However, there are times when they can add depth to our characters or suspense to our plot, and trust me, we can use whatever help we can get. Flashbacks interrupt the current action of the story to show a scene from the past. As such, we must always weigh the advantages to the disadvantages. Are the benefits we receive worth leaving our characters dangling in time while we go into the past? If so, don't hesitate to use a flashback. If not, continue with your story line and find other ways, such as exposition, discussion, etc. to entwine the past with the present. If you choose to use a flashback, you must tip the reader that you are leaving the present. This can be done with a transition statement such as, "John remembered the day his father died." Then, use past perfect ("had") two or three times to complete the clue that we are entering real time in the past. And you are in the past. Act out your scene with action and dialogue, and when you are finished, clue the reader that you are returning to the present by using past perfect once or twice, and, if necessary, another transition sentence ("But that was then and this was now, and John had to let the past stay in the past."). Here is an example: Danny remembered more about his mother's death than he'd ever told anyone. The day she had died, she had called each of her sons to her bedside individually. "Pour me a cup of fresh water, please," she said, her voice thick with the Polish accent that decorated her words when she was tired or sick. Danny filled the cup, careful not to splash it on the bedside table. "Now, hand me my lipstick." But he didn't leave. He stood in the doorway and had watched as she had swallowed the pills, three at a time, until they were gone. Even now, Danny felt responsible for her death. He looked at his father and swallowed hard. . . . Note that once we entered the flashback, we stopped using past perfect ("had") and just acted out the story. Otherwise, the "hads" weigh down the prose and suck the action out of the words. Foreshadowing is even easier to use. It usually consists of only one or two sentences, and is especially effective when ending a scene or chapter. An example of foreshadowing: Sam wished he could rid himself of the sick feeling in his gut that told him something terrible was going to happen, and happen soon. Study what works in fiction you admire. Notice the tools the author uses to enter the past or foretell the future. Unless you are a writer, these techniques should appear invisible and smooth. But as a writer, you must learn to use these techniques to add punch to your own work. Good luck. For additional tips, worksheets, and discussions, order your own copy of the The Plain English Writer's Workbook. All rights reserved. You may reproduce this article for educational purposes like writing workshops as long you distribute our copyright notice and our URL (www.InspirationForWriters.com) with each page. For use in conferences, websites, blogs or other uses not mentioned here, please contact us.

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