

Shadow Puppets

Written by Jenny Feely

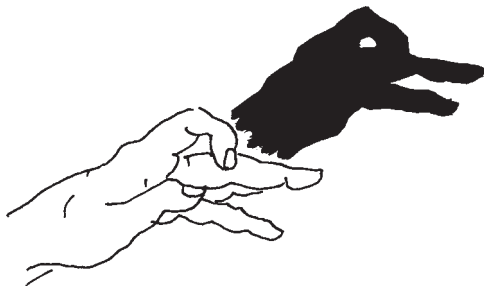
Photography by Ross Tonkin

Illustrated by Alex Stitt

Getting ready for reading

You may like to prepare a shadow puppet from the book before introducing this book to the children.


Show children how to make shadow on the wall using your hand. Allow time for children to explore doing this themselves. Then show children the shadow puppet. Talk about what it is made from and how it works.



Talking through the book

You might say: *This book shows you how to make other shadow puppets.*
Turn through the book, talking about each of the puppets shown.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours. 

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

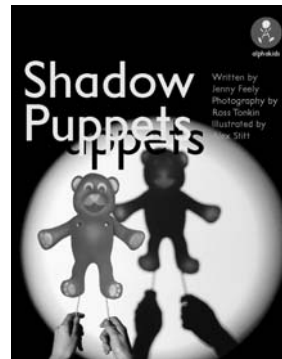
Discuss these questions. Encourage children to support their responses with evidence from the book.

Which part of the crocodile puppet can move?

What do you need to make the shadow puppets in the book?

What other animals shadow puppets could you make with these ideas?

How would you make them?



TEXT FEATURES

- **This book provides instruction on how to make shadow puppets.**
- **Introduces labelled diagrams.**
- **Text also supported by colour photographs.**
- **Repetitive text using the sentence forms:**
This is a shadow puppet.
It is a ____.
Its ____ can move.
It is made with cardboard and cellophane.
It has ____ sticks.
- **Line breaks support phrasing.**

Being a code breaker

Vocabulary

- High-frequency words: *this, is, a, its, can, with, and, has, two, these, are*
- Word families: *sticks – bricks, clicks, flicks, licks, picks, tricks*

Sounds and letters

- Hearing words: Children count syllables in given words, for example – *How many beats can you hear in puppet? sticks? cellophane?*
- Hearing sounds: Children look at the word *cellophane*, focusing on the *c* and the *ph* and the sounds represented by these letters in this word.

Writing conventions

- Punctuation: capital letters, full stops
- Conventions in diagrams – labels, pointers, use of colour

Being a text user

Discuss:

What does this book teach you about?

Which part do you need to read to learn how to make a fish puppet?

Does this book teach you how to make all kinds of shadow puppets?

Being a text critic

Discuss:

What did the author have to know to write this book?

Is this the only way to make shadow puppets?

Are the instructions for making the puppets easy to follow?

Do the shadow puppets work?

Literacy learning centres

Interactive literacy centre

Children work in cooperative groups to make the shadow puppets from the book.

Note that you will need to demonstrate a safe way to cut holes inside the cardboard. This can be done by either poking a hole through the cardboard and then cutting out the required section or by cutting from the edge of the cardboard to the place where the hole should be and then using adhesive tape to stick the edges back together.

Writing centre 1

Children use the diagrams as a model for drawing a design for a shadow puppet of their own invention. These can be made into a class reference book and used by other children to make shadow puppets.

Writing centre 2

Children take a familiar story and turn it into a puppet play using the shadow puppets they have made. Alternatively, they can create a story around the puppet characters in the book.

Keeping track

Children can compare their finished products with their design. In doing this they demonstrate their understanding of the text and the conventions used in constructing diagrams.