



Teacher Edition

AlphaWorld

Shadows and Shade

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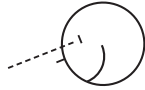
1 2 3 4 5 6 7 8 9
04 05 06

How to use this book



Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with further teaching plans.

Selected text features

- Contents page
- Illustrations and photographs support and extend the text
- Double-page spreads for each topic
- Index

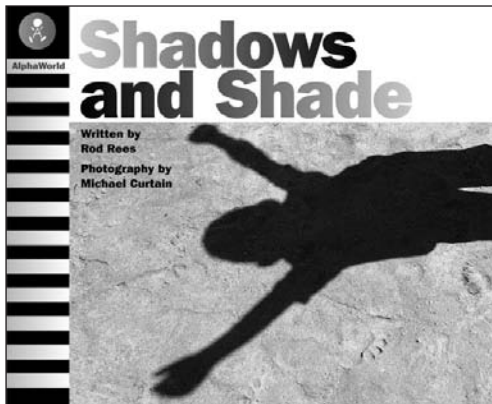
Vocabulary

deserts, inside, light, outside, protect, puppets, shadow, shape, shining, sunburn, sundials

Setting the context

Using a torch and a toy or your hand, make a shadow on a wall.

What is the dark mark on the wall called? Why is it there? Where else have you seen a shadow?



Front cover

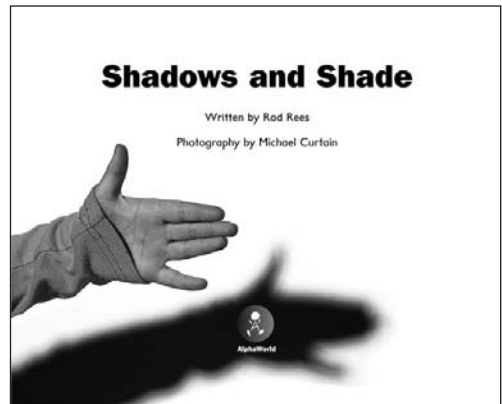
Show the front cover.

This book is called Shadows and Shade.

What is this the shadow of?

How are shadows made?

What do you expect to learn from reading this book?



Title page

Turn to the title page.

What is making the shadow in this photograph?

What else is on the title page?



Talkthrough

Turn to the contents page.

This is the contents page. A contents page tells us what information is in a book.

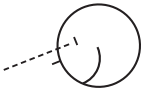
Read the table of contents to the children.

What can you see in the pictures on this page?

Turn to pages 4–5

This diagram shows how shadows are made. A tree blocking the light makes a shadow.

What is blocking the light in this photograph?



Observe and support

Ask a child who is having difficulty to read aloud to you. Does the child pay attention to punctuation to support expressive reading?

Where is the question mark?

What does this tell you about how to read the sentence?

Can you see the paragraph break?

What do you do when you are reading aloud and you come to a paragraph break?



Shadow

Contents

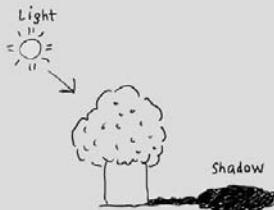
What is a shadow?	4
Where are shadows?	6
Shadows and the sun	8
Using shadows for shade	10
Having fun with shadows	16
Index	20



What is a shadow?

A shadow is a dark shape.

There must be light to make a shadow.
When something blocks the light,
it makes a shadow.





Talkthrough

Turn to pages 6–7

What can make a shadow during the day?

What can make a shadow at night?

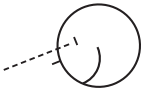
Turn to pages 8–9

This diagram shows how a shadow changes as the sun moves.

What times of the day does it show?

This photograph is of a sundial. Sundials were once used to tell the time. How do you think they work?

How do we usually tell the time?



Observe and support

Can the children use the text, the diagrams and the photographs to understand the text at the literal level?

Where can you see shadows?

What makes shadows?

The text tells us that shadows change as the sun moves. Why does this happen?

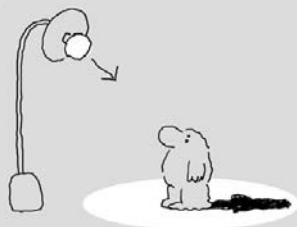
What are sundials used for?

How does a sundial work?

Where are shadows?

Shadows are everywhere.

You can find shadows outside and you can find shadows inside. You can see shadows in the daytime and at night.



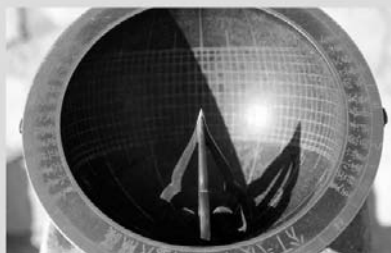
Shadows and the sun

Shadows change as the sun crosses the sky during the day.



Sundials can tell us the time on sunny days. They work by using shadows.

As the sun moves across the sky, a shadow moves across the sundial. The shadow shows the time.





Talkthrough

Turn to pages 10–11

This section is called 'Using shadows for shade'.

These people are using hats to shade their faces from the sun.

What other things do people use to shade themselves from the sun?

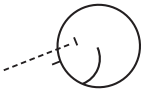
Why do we need shade?

Turn to pages 12–13

Animals use shade to protect themselves from the sun.

Where have the animals in these photographs found shade?

Where else could animals find shade?



Observe and support

Can the children use their knowledge of phonics to solve problems when reading?

You read the word 'protect'. How did you know this word was 'protect'?

What did you check?

What did you think about?

When needed, you might say:

Look at the start of the word. What sound might the first two letters make?

Check the end of the word.

What word starting with the /pr/ sound would make sense here?



Using shadows for shade

We use shadows to protect ourselves from the sun. Shadows give us shade. The shade helps to keep us cool and protect us from sunburn.

These people are wearing hats. Their hats make shadows. The shadows stop the sun from shining on their faces.



10

11

Animals

Animals also use shadows to protect themselves from the sun and to keep cool.

Animals that live in deserts rest during the hottest part of the day. They stay cool in the shade under rocks, under bushes or in holes in the ground.



12

13



Talkthrough

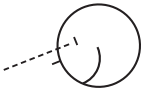
Turn to pages 14–15

Some plants don't like too much sun. Where do these plants grow?

Turn to pages 16–17

These children are using their bodies to make shadows. What do these shadows look like?

What shapes can you make?



Observe and support

Can the children use information from the text and the photographs to understand the meaning of new words such as 'cactus'?

You read the word 'cactus'. What are cactus plants?

How did you work that out?

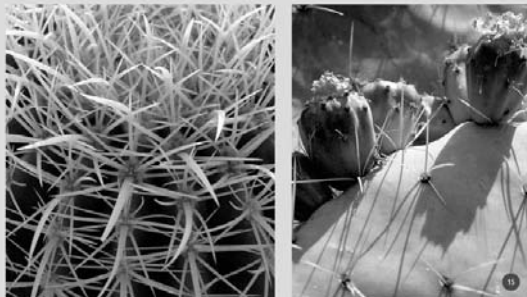
Plants

Some plants use shadows too.
Some plants can only grow in the shade.
Many of these plants grow in the shade
of big trees.

Moss is also found in shady places.
It often grows on trees, rocks and fallen branches.



Some desert plants make their own shade.
The spikes on many cactus plants shade the plant.
They help to protect the plant from the hot sun.



Having fun with shadows

You can make funny shapes by using your body
to make shadows. The shapes are easy to see
against a white wall.



Shadow animals

You can use a light and
your hands to make
different shadow shapes.

What do these shapes look like?





Talkthrough

Turn to pages 18–19

This section is about shadow puppets.

Shadow puppets can be used to tell a story.

Look at the diagram. Where is the light?

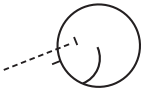
Where is the puppet?

Where can the audience see the shadow made by the puppet?

Turn to page 20

This is an index. An index helps us to find information in a book.

When might you use an index?



Observe and support

Are the children able to point out different features in the text?

Where is the section heading?

Why would a book like this have section headings?

What is the heading on this page?

What is the purpose of an index?

Shadow puppets

Shadow puppets are used to tell stories.

Behind the puppets is a light.
In front of the puppets is a screen.
When someone moves the puppets, shadows move across the screen.



Index

cactus 15

moss 14

screen 18

spikes 15

sunburn 10

sundial 9



Shadows and Shade



After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

What is a shadow?

What is needed to make a shadow?

Where can you find shadows?

How can shadows help us to tell the time?

How can shadows help to protect us?

How do animals and plants protect themselves from the sun?

Why is shade important to us?

Being a code breaker

Explore the following language features:

- Hearing sounds: words that contain the /sh/ sound – bushes, shade, shadow, shape, shining, shows
- Vocabulary: words with the word ‘sun’ in it – sunburn, sundials, sunny
- Punctuation: capital letters, commas, full stops, question marks
- Words that describe opposites: cool/warm, night/day, outside/inside

Being a text user

What type of text is this: narrative or information?

What does this book teach you?

Do you need to read this book from the start to the finish? Why?


Being a text critic


What did the author need to know before writing this book?


How might the author have found this information?

How could we check if the information is correct?

Responding to text

 The children could make their own sundial using strong cardboard and tape. They could put it outside and watch how the shadows change. Using a torch against a white background, the children could also try to make moving shadows with their hands.

 The children could go outside on a sunny day and make shadows. Each child could draw a labelled diagram of a friend and his/her shadow. They could then swap roles.

 The children could list all of the words from the book that have the /sh/ sound. They could add to their lists by looking through other familiar texts.

Writing links


Model how to take notes from a factual text. Ask the children to help you identify the main points made on each page. Write these down as you go.

The children could write a list of all the things they know about shadows and shade. They could compare lists with a partner. A class list of statements about shadows and shade could be compiled.


Possible assessment focus

Can the children:

- understand the text at the literal level?
- discuss information about shadows and shade with reference to both the photographs and the illustrations?
- locate words in the text that contain the /sh/ sound?

 whole text activity

 sentence activity

 word activity

Shadows and Shade

Topic: Light/ Science

Curriculum link: Physical Science

Text type: Report

Reading level: 12

Word count: 315

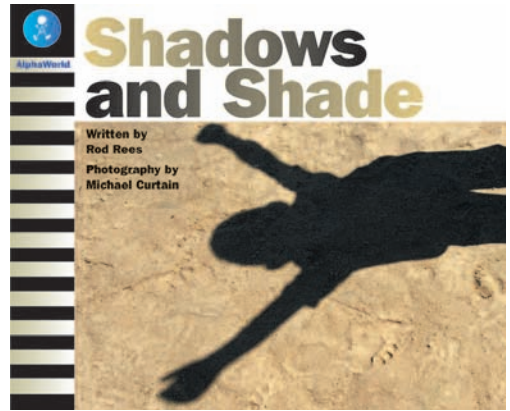
Vocabulary: deserts, inside, light, outside, protect, puppets, shadow, shape, shining, sunburn, sundials

Possible literacy focus:

- Understanding how shadows are made.
- Interpreting information in photographs and illustrations.
- Identifying words that contain the /sh/ sound.

ESL possibilities:

- Recognise the book as a factual text and understand its purpose.
- Identify the headings in the text.
- Understand the purpose of headings.



Summary

This book explains how shadows are made and how they are used by people and animals.

AlphaWorld



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