# **Guided Reading Card**

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### Shadows in the Sun

**Book Band Red C RR Level** 5 **Text Type** Explanation Length 12pp (85 words) **Letters and Sounds Phase 3**  Reception, term 3 Phonics Bug Up to Unit 12 High-frequency words you, see, my, this

#### **Summary**

This book shows you how shadows of all different shapes and sizes are made.

Text features: photographs

Curriculum Reference	Objectives	Progression Map Objective
<b>EYFS</b> ELG 09, p.25	Reading [Demonstrate] an understanding when talking with others about what they have read.	R t3, Literal Comprehension Answer simple literal questions about one point in the text of a book they have read.
<b>EYFS</b> ELG 03, p.24	Spoken Language [Use] past, present and future forms accurately when talking about events [].	R, Planning Guided by an adult, [] orally rehearse a sentence before writing.
<b>EYFS</b> ELG 10, p.25	Writing [Write] simple sentences which can be read by themselves and others.	R, Evaluating, editing and performing Following direct teacher instruction, [] make simple changes to improve accuracy.

 $\begin{tabular}{ll} \textbf{Key}\\ \textbf{EYFS} = \textbf{Early Years Foundation Stage profile, including Early Learning Goal (ELG) descriptors and the stage of the$ 





### **Before Reading**

### **Phonics for Reading**

Ask the children to say the sounds

d k b r t ar igh

Blend the sounds and read the words.

dark bright



The children may need help with the following words. shadows, makes, zebra, plane, meerkat, nose

### Walkthrough



- Read the title of the book. Ask if anyone can name the animal (a meerkat). Discuss what else they can see on the cover.
- Share pages 2 and 3. Check that children have noticed that it is sunny. Ask whether they ever made shadows like that with their hands.
- Look at the page numbers and ask children what they notice.
   Discuss why the numbers have been presented in this way.

While the children read, ask them to think about the main question.

Main question: What do the shadows in the book look like? (R t3, Literal Comprehension)

Additional prompts to help you sample the children's reading:

Title page: Discuss where the meerkat is standing

(in the sun)

Pages 4–5: Point out which parts of the zebra can be

identified in its shadow (e.g. legs, hooves, ears).

Ask children to find and read the word tail.

Pages 8–9: Ask children why the shadow has wings

(because the plane has wings).

Pages 10–11: Discuss where the meerkat's shadow is (on

the rock behind it). Ask children to point to the

shadow of the meerkat's nose.

Page 12 Have children copy the girl in the photograph.

#### **After Reading**

Discuss the main question as a group. Ask children:

- When do shadows appear? (when there is sun)
- Are the shadows bright or dark?

#### **Phonics for Writing**

Say the word *stand*, and ask the children to read the word out loud, saying each sound. Ask children to identify how many phonemes they can hear (5). Ask children to help a class toy or puppet to spell the word.

#### **Spoken Language**

Remind the children how the girl made her shadow at the end of the book. Ask them if they have ever made a shadow. If so, ask them what they remember about it. If it is sunny, go outside and have the children make shadows. If it is not sunny, provide a torch and backdrop for children to make shadows with their hands. Encourage them to describe what they are doing and how they are making the shadow. (R, Planning)

### Writing

Give children the PCM and ask them to talk about how to make a shadow. Encourage them to speak in complete sentences. Children draw a picture of themselves with a shadow. They write a sentence explaining how to make a shadow. When the children have finished writing, ask them to read back their sentences and prompt them to make improvements in spelling or punctuation as appropriate. (R, Evaluating, editing and performing)

### **Making Links**





# Shadows in the Sun Curriculum for Excellence

Book Band Red C RR Level 5 Text Type Explanation Length 12pp (85 words) Letters and Sounds Phase 3 Reception, term 3 Phonics Bug Up to Unit 12 High-frequency words you, see, my, this

#### **Summary**

This book shows you how shadows of all different shapes and sizes are made.

Text features: photographs

Curriculum Reference	Objectives	Progression Map Objective
LIT 0-19a	Reading I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.	R t3, Literal Comprehension Answer simple literal questions about one point in the text of a book they have read.
LIT 0-09a	Spoken Language Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.	R, Planning Guided by an adult, [] orally rehearse a sentence before writing.
LIT 0-09b / LIT 0-31a	Writing I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.	R, Evaluating, editing and performing Following direct teacher instruction, [] make simple changes to improve accuracy.

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### **Before Reading**

### **Phonics for Reading**

1. Ask the children to say the sounds



2. Blend the sounds and read the words.





The children may need help with the following words: shadows, makes, zebra, plane, meerkat, nose

### Walkthrough



- Read the title of the book. Ask if anyone can name the animal (a meerkat). Discuss what else they can see on the cover.
- Share pages 2 and 3. Check that children have noticed that it is sunny. Ask whether they ever made shadows like that with their hands.
- Look at the page numbers and ask children what they notice.
   Discuss why the numbers have been presented in this way.

While the children read, ask them to think about the main question.

Main question: What do the shadows in the book look like? (R t3, Literal Comprehension)

Additional prompts to help you sample the children's reading:

Title page: Discuss where the meerkat is standing

(in the sun)

Pages 4–5: Point out which parts of the zebra can be

identified in its shadow (e.g. legs, hooves, ears).

Ask children to find and read the word tail.

Pages 8–9: Ask children why the shadow has wings

(because the plane has wings).

Pages 10–11: Discuss where the meerkat's shadow is (on

the rock behind it). Ask children to point to the

shadow of the meerkat's nose.

Page 12 Have children copy the girl in the photograph.

#### **After Reading**

Discuss the main question as a group. Ask children:

- When do shadows appear? (when there is sun)
- Are the shadows bright or dark?

#### **Phonics for Writing**

Say the word *stand*, and ask the children to read the word out loud, saying each sound. Ask children to identify how many phonemes they can hear (5). Ask children to help a class toy or puppet to spell the word.

#### **Spoken Language**

Remind the children how the girl made her shadow at the end of the book. Ask them if they have ever made a shadow. If so, ask them what they remember about it. If it is sunny, go outside and have the children make shadows. If it is not sunny, provide a torch and backdrop for children to make shadows with their hands. Encourage them to describe what they are doing and how they are making the shadow. (R, Planning)

### Writing

Give children the PCM and ask them to talk about how to make a shadow. Encourage them to speak in complete sentences. Children draw a picture of themselves with a shadow. They write a sentence explaining how to make a shadow. When the children have finished writing, ask them to read back their sentences and prompt them to make improvements in spelling or punctuation as appropriate. (R, Evaluating, editing and performing)

### **Making Links**





# Shadows in the Sun Welsh National Curriculum

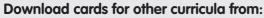
Book Band Red C RR Level 5 Text Type Explanation Length 12pp (85 words) Letters and Sounds Phase 3 Reception, term 3 Phonics Bug Up to Unit 12 High-frequency words you, see, my, this

### **Summary**

This book shows you how shadows of all different shapes and sizes are made.

Text features: photographs

Curriculum Reference	Objectives	Progression Map Objective
Reception, RC2, p.21	Reading Identify information from a text using visual features and words.	R t3, Literal Comprehension Answer simple literal questions about one point in the text of a book they have read.
Reception, OS5, p.14	Spoken Language Use appropriate, increasing vocabulary in and through play activities.	R, Planning Guided by an adult, [] orally rehearse a sentence before writing.
Reception, WMPR4, p.23	Writing Orally compose [] a sentence describing [] experiences [] to communicate meaning.	R, Evaluating, editing and performing Following direct teacher instruction, [] make simple changes to improve accuracy.



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### **Before Reading**

### **Phonics for Reading**

1. Ask the children to say the sounds



2. Blend the sounds and read the words.





The children may need help with the following words: shadows, makes, zebra, plane, meerkat, nose

### Walkthrough



- Read the title of the book. Ask if anyone can name the animal (a meerkat). Discuss what else they can see on the cover.
- Share pages 2 and 3. Check that children have noticed that it is sunny. Ask whether they ever made shadows like that with their hands.
- Look at the page numbers and ask children what they notice.
   Discuss why the numbers have been presented in this way.

While the children read, ask them to think about the main question.

Main question: What do the shadows in the book look like? (R t3, Literal Comprehension)

Additional prompts to help you sample the children's reading:

Title page: Discuss where the meerkat is standing

(in the sun)

Pages 4–5: Point out which parts of the zebra can be

identified in its shadow (e.g. legs, hooves, ears).

Ask children to find and read the word tail.

Pages 8–9: Ask children why the shadow has wings

(because the plane has wings).

Pages 10–11: Discuss where the meerkat's shadow is (on

the rock behind it). Ask children to point to the

shadow of the meerkat's nose.

Page 12 Have children copy the girl in the photograph.

#### **After Reading**

Discuss the main question as a group. Ask children:

- When do shadows appear? (when there is sun)
- Are the shadows bright or dark?

#### **Phonics for Writing**

Say the word *stand*, and ask the children to read the word out loud, saying each sound. Ask children to identify how many phonemes they can hear (5). Ask children to help a class toy or puppet to spell the word.

#### **Spoken Language**

Remind the children how the girl made her shadow at the end of the book. Ask them if they have ever made a shadow. If so, ask them what they remember about it. If it is sunny, go outside and have the children make shadows. If it is not sunny, provide a torch and backdrop for children to make shadows with their hands. Encourage them to describe what they are doing and how they are making the shadow. (R, Planning)

### Writing

Give children the PCM and ask them to talk about how to make a shadow. Encourage them to speak in complete sentences. Children draw a picture of themselves with a shadow. They write a sentence explaining how to make a shadow. When the children have finished writing, ask them to read back their sentences and prompt them to make improvements in spelling or punctuation as appropriate. (R, Evaluating, editing and performing)

### **Making Links**





# Shadows in the Sun Northern Ireland Curriculum

Book Band Red C RR Level 5 Text Type Explanation Length 12pp (85 words) Letters and Sounds Phase 3 Reception, term 3
Phonics Bug Up to Unit 12
High-frequency words you, see, my, this

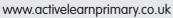
#### **Summary**

This book shows you how shadows of all different shapes and sizes are made.

Text features: photographs

Curriculum Reference	Objectives	Progression Map Objective
<b>Foundation</b> R7	Reading Share a range of books with adults/ other pupils.	R t3, Literal Comprehension Answer simple literal questions about one point in the text of a book they have read.
<b>Foundation</b> T&L 4.9	<b>Spoken Language</b> Explain[].	R, Planning Guided by an adult, [] orally rehearse a sentence before writing.
Foundation W3	Writing Understand that writing is a means of communication and can be used for different purposes, for example, writing messages for others to read.	R, Evaluating, editing and performing Following direct teacher instruction, [] make simple changes to improve accuracy.

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### **Phonics for Reading**

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2. Blend the sounds and read the words.





The children may need help with the following words: shadows, makes, zebra, plane, meerkat, nose

### Walkthrough



- Read the title of the book. Ask if anyone can name the animal (a meerkat). Discuss what else they can see on the cover.
- Share pages 2 and 3. Check that children have noticed that it is sunny. Ask whether they ever made shadows like that with their hands.
- Look at the page numbers and ask children what they notice.
   Discuss why the numbers have been presented in this way.

While the children read, ask them to think about the main question.

Main question: What do the shadows in the book look like? (R t3, Literal Comprehension)

Additional prompts to help you sample the children's reading:

Title page: Discuss where the meerkat is standing

(in the sun)

Pages 4–5: Point out which parts of the zebra can be

identified in its shadow (e.g. legs, hooves, ears).

Ask children to find and read the word tail.

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### **After Reading**

Discuss the main question as a group. Ask children:

- When do shadows appear? (when there is sun)
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#### **Phonics for Writing**

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#### **Spoken Language**

Remind the children how the girl made her shadow at the end of the book. Ask them if they have ever made a shadow. If so, ask them what they remember about it. If it is sunny, go outside and have the children make shadows. If it is not sunny, provide a torch and backdrop for children to make shadows with their hands. Encourage them to describe what they are doing and how they are making the shadow. (R, Planning)

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### **Making Links**

