

Guided Reading Card

Click the relevant link below to load the Guided Reading Card for your curriculum.

England

Scotland

Wales

Northern Ireland



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
EYFS 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.
EYFS 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.
EYFS 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.

Key

EYFS = Early Years Foundation Stage profile, including Early Learning Goal (ELG) descriptors



Download cards for other curricula from:

www.activelearnprimary.co.uk



Session 1: Reading

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



Talk about the front and back covers. Encourage predictions.

- 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.

During Reading

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?
- Do the things in the book look like their shadows? Which things looked the most like their shadows?



Session 2: Spoken Language & Writing

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

Provide the children with materials to make shadow puppets. Children make their puppets then rehearse a show, which they perform for the class.



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>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i>	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 <i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i>	R, Planning Guided by an adult, [...] orally rehearse a sentence before writing.
LIT 0-09b / LIT 0-31a	Writing <i>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.</i>	R, Evaluating, editing and performing Following direct teacher instruction, [...] make simple changes to improve accuracy.



Download cards for other curricula from:

www.activelearnprimary.co.uk



Session 1: Reading

Before Reading

Phonics for Reading

1. Ask the children to say the sounds

d	k	b	r	t	ar	igh
----------	----------	----------	----------	----------	-----------	------------

2. 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



Talk about the front and back covers. Encourage predictions.

- 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.

During Reading

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?
- Do the things in the book look like their shadows? Which things looked the most like their shadows?



Session 2: Spoken Language & Writing

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

Provide the children with materials to make shadow puppets. Children make their puppets then rehearse a show, which they perform for the class.



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.

PCM

Download cards for other curricula from:

www.activelearnprimary.co.uk



Session 1: Reading

Before Reading

Phonics for Reading

1. Ask the children to say the sounds

d	k	b	r	t	ar	igh
----------	----------	----------	----------	----------	-----------	------------

2. 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



Talk about the front and back covers. Encourage predictions.

- 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.

During Reading

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?
- Do the things in the book look like their shadows? Which things looked the most like their shadows?



Session 2: Spoken Language & Writing

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

Provide the children with materials to make shadow puppets. Children make their puppets then rehearse a show, which they perform for the class.



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
Foundation 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.
Foundation T&L 4.9	Spoken Language 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, <i>writing messages for others to read.</i>	R, Evaluating, editing and performing Following direct teacher instruction, [...] make simple changes to improve accuracy.



Download cards for other curricula from:

www.activelearnprimary.co.uk



Session 1: Reading

Before Reading

Phonics for Reading

1. Ask the children to say the sounds

d	k	b	r	t	ar	igh
----------	----------	----------	----------	----------	-----------	------------

2. 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



Talk about the front and back covers. Encourage predictions.

- 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.

During Reading

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?
- Do the things in the book look like their shadows? Which things looked the most like their shadows?



Session 2: Spoken Language & Writing

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

Provide the children with materials to make shadow puppets. Children make their puppets then rehearse a show, which they perform for the class.