

Lesson Plan

**Early Fluent
reading stage
Levels 17–18**



Shadows and Shade explains what a shadow is and how shadows are made. It discusses the different ways that shadows can be used, including for protection from the sun and as a form of entertainment.

Running words: 387

Informative text type:
Report

Science Curriculum links

Australia

- **PS (ACSSU020)** Light and sound are produced by a range of sources and can be sensed
- **ESS (ACSSU019)** Observable changes occur in the sky and landscape

New Zealand

- **PW:** Explore everyday examples of physical phenomena such as light and sound
- **PEB:** Observations of the sun and the moon and their physical effects on the heat and light available on Earth

Key concepts

- When something blocks the light, it makes a shadow.
- Shadows make shade, and shade can protect people, animals and plants from the sun.
- Shadows can be used by people in fun ways.

Content vocabulary

daytime, deserts, ferns, light, moss, puppets, screen, shade, shadow, shape, shining, sun, sunburn, sundials

Text features

- Labelled diagrams
- Chapter headings and subheadings
- Glossary

Reading strategy

- Summarising

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What is a shadow? How is a shadow made? What do we use shadows for?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *Shadows and Shade*. Say: *This book is called Shadows and Shade. It is about shadows and shade, how shadows are made and how shadows are used.* Have students browse through the book, looking at the chapter headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about shadows and shade?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers can identify the main points in a paragraph, section or chapter of a book. This is called summarising.* Ask: *What are the steps needed to summarise?* Have students share their ideas. Discuss and draw out that when you summarise, you read, think about what you have read and then work out what the most important points are.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to think about what they have read and identify the most important points, so they can summarise the information. For example, you could stop students and ask: *What were the main ideas on that page?* Support students in identifying the key information and sharing it with you.

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What does a sundial do? How are shadows helpful to animals? (Literal)

Why do some plants need to grow in shady places? Why do shadows change shape throughout the day? (Inferential)

Do you use shade? When and how do you do this? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *I like how you can identify the main points in each chapter. That's great! You obviously understand what you are reading.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students work in groups of three. Say: *Each one of you can become an “expert” on how people, animals or plants can use shadows.*

Have each student reread the section in the book related to their area of expertise. Say: *Take turns telling the other two students in your group all about the topic you are the “expert” on.*

Vocabulary

Write the word *sun* on a chart. Ask: *What words in the book are connected to the word “sun”?* (*sundial, shining, sunny, sunburn, hottest, light, shadow*) Write these on the chart.

Have the students work in pairs to think of other words connected to the word *sun* and share them with the group.

Phonological awareness

Say the word *shade*. Ask: *What sounds do you hear in this word?*

Have students take turns saying the word with a partner.

Discuss the phonemes they hear (/sh/, long /a/, /d/).

Repeat with the word *shadow* (/sh/, /a/, /d/, long /o/).

Say: *“Shade” has the long /a/ sound in it, and “shadow” has the short /a/ sound.*

Phonics

Highlight the digraph /sh/ in the words *shadow* and *shade*.

Ask: *What letters make the /sh/ sound in these words?*

Have pairs of students talk about other words they know that have the /sh/ digraph. Invite pairs to share their thinking and use their ideas to create a group list.

Say: *In many words, the /sh/ sound is represented by the letters “s” and “h”.* Underline this letter combination in the words on the list.

Say: *Sometimes this sound can be represented by other letters too.* Introduce the words *station* and *chef* to illustrate this.

Writing

Shared writing

Ask: *What interested you the most about shadows and shade?*

Discuss as a group.

Say: *I was interested in how the sun can be used to tell the time. Let’s write an explanation about that.*

Have students revisit the information on pages 8 and 9. Ask: *What are the main points about the sun and telling the time?* Discuss as a group.

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *How will we begin our explanation? What information will we need to include in our writing?*

Use students’ ideas to guide you as you write.

Think aloud as you write to demonstrate the decisions a writer makes.

Independent writing

Say: *Write about one of the things in the book that interested you the most.* Have students talk with a partner about what they are going to write about, and what information they will include.

Encourage students to check their information in the book. Students can then illustrate their writing.

Sharing and presenting

Have students sit in a small group and take turns to share their writing.

Draw up a T-chart with the headings “Know” and “Wonder”.

Say: *We have learnt a lot about shadows and shade. What do you now know about this topic?* Record students’ understandings in the “Know” column on the T-chart.

Ask: *Are there things you would still like to find out? What do you wonder about shadows and shade?* Record students’ responses in the “Wonder” column on the T-chart.

Blackline Master: Using Shadows

Name: _____

Think of one way that plants, animals and people use shadows.
Write and draw about this.

Using Shadows	Write	Draw
Plants		
Animals		
People		

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