

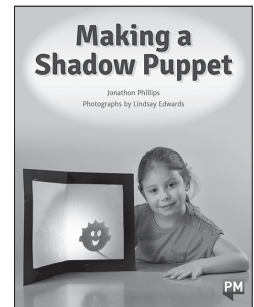
# Making a Shadow Puppet

PM Level 15

Orange

**Text Type** Procedure

**Running Words** 244



## Preparing for Guided Reading

### Prior Knowledge

- Talk about (and demonstrate if necessary) what a shadow puppet is and discuss some of the things that might be needed to put on a shadow puppet play.
- Invite students to share their experiences with making things. Discuss what worked well and any challenges that they faced.

### Orientation to the Text

- Only a handful of common items are needed to make a shadow puppet theatre and shadow puppet. Follow the simple steps in this procedure to find out how to make them both.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

Ask, face, fold, hold, just, other, small, Then, together, torch

#### Content Words

baking paper, chopstick, Goal, glue, Materials, puppet, rectangle, shadow, theatre

### Decoding

- Stop reading at any unfamiliar words, such as *rectangle*, and encourage students to use the images and text to try to work out what the word means.
- Draw students' attention to words that are homophones, such as *piece* and *two*. Discuss what the word means in the text and the alternate spellings and meanings.
- Look at the word *scissors* on page 3 together. Ask, *What are the sounds in this word? What letters are making each sound?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *How does the image on the front cover help you to understand what a shadow puppet is?*
- Look at the title page and discuss the table of contents. Ask, *What do you think you are going to learn about in this book? What are the main parts of the procedure?*

- Continue to page 3. Invite students to tell you in their own words what a goal is and what materials are. Ask, *Why do you think you need both of these things in a procedure?*
- Read page 6 to students and ask them to describe where the white lines should go on the black paper. Look at the images together and talk about how the images make the procedure clearer.
- Continue to page 9. Ask, *What did the steps in this part of the procedure ask you to do? What do you think will come next?*
- Look at the image on page 12 together. Ask, *What information does the image give you that is not in the text?*
- Read to page 15. Ask, *How many steps were there in making the shadow puppet? What tells you this?*
- Review the items in the glossary and find the glossary words in the text.

### Comprehension

- What do you do after the glue dries on the shadow puppet theatre? (*Literal*)
- Why was it necessary to cut out the eyes and the mouth of the shadow puppet? (*Inferential*)
- Which step do you think would be the hardest in making a shadow puppet theatre and shadow puppet? (*Applied Knowledge*)

### Follow-up Activities

- Make a class shadow puppet theatre and provide students with materials to make their own shadow puppet. Work through the steps together in order, helping to cut out the eyes and mouth as needed. Ask students whether or not the instructions were clear and what changes they could make to improve them.
- In small groups, ask students to practise their own shadow puppet play. Brainstorm what a good story would be using the puppets, and support students to work out what each of the characters will say and do. Invite another class or parents to watch as students perform their plays.
- Invite students to explain in their own words what a goal is. Talk about what a good goal for the group might be, such as reading silently for a particular length of time or not calling out during reading lessons. Involve students in helping you to word the goal, and display it somewhere prominent to remind the class to monitor it and celebrate when they achieve it.

# Making a Shadow Puppet

Date \_\_\_\_\_

PM Level 15

Orange

## Learning Intentions

- We are learning to identify the features of procedures.
- We are learning to understand how images contribute to the meaning of a book.

• \_\_\_\_\_

## Success Criteria

- I can find, name and describe the goal, materials and steps in a procedure.
- I can explain how the images give extra information to help complete the procedure.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up