

Who Is It?

Before reading

- Look through the story. As you turn the pages, point to each shadow and ask the children: *Who is it?* On page 5-⑤ ask: *How did Dad trick the others?*

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.

Observing

Check that the children:

- start reading from left to right automatically
- use the terms about books correctly
- track the text using one-to-one correspondence
- use the pictures to cue the text.

Group and independent reading activities

Text level work

Objective To understand and use correctly terms about books and print: book, cover, beginning, end, page, line, word, letter, title.

- Ask the children: *What is the title? What happened at the beginning of the lesson? What happened at the end of the lesson?*

Observing

Are they able to locate the words, using the picture as a cue, and are they able to identify the page number?

Sentence level work

Objective That words are ordered left to right and need to be read that way to make sense.

You will need three white cards in a tent shape, with silhouettes of Biff and Chip, Mum and Kipper, Floppy and the spaceman drawn on them; and these word cards: It, is, Mum, Biff, Floppy, Dad, Chip and Kipper.

- Ask the children to look at the shadows on the tents and work out who they are.
- Then ask them to complete the sentence "It is..." using one of the words for each picture. They can use the storybook to help them if they need to.

Observing Do the children identify the characters easily from the pictures and read the characters' names on sight from the word bank?

Word level work

Objective To read letters that represent the sounds "sh" and "ch".

You will need two sheets of paper: one with the heading "sh", the other with the heading "ch".

- Write "shadow" on the board and underline the letters "sh". Ask: *Can you think of any other words that begin with the sound "sh"?* Make a list of them on the board. Do the same for the sound "ch" as in "Chip".
- Give the children the pieces of paper and ask them to draw pictures of things that begin with the sound "sh", and the sound "ch".

Observing Can the children separate the initial sound from the rest of the word?

Can they identify other words which begin with the same sound?

Speaking and listening activities

Objectives Speak with clear diction and appropriate intonation; include relevant detail ; take into account the needs of their listeners; use language and actions to explore and convey situations, characters and emotions .

You will need a selection of hand puppets, a large torch, a screen.

- Darken the room and show the children how you can make their shadows on the screen with a torch.
- Explain that you are going to have a shadow puppet show using the puppets. Ask the children to identify the puppets from their shadows.
- Ask the children to re-enact the story, encouraging them to add voices to the shadows.

Cross curricular link

- ◀▶ Knowledge and understanding of the world: ask questions about why things happen and how things work

Writing

Objective To write captions for pictures and drawings .

- Ask the children to draw a shadow of a friend from the class.
- At the top of the picture, ask the children to write the question, "Who is it?" Tell them that they can copy this from the title of the lesson?
- Underneath the picture, ask the children to write their friend's name.