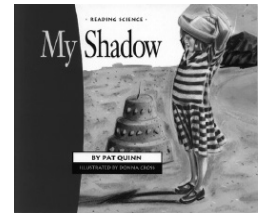


# My Shadow

by Pat Quinn

illustrated by Donna Cross



## Book Summary

*My Shadow* is a series of simple, reflective statements made about the attributes of shadows.

## Features of the Book

- The rhythm of the central pages of text when chanted.
- The way the lengths of the shadows in the illustrations vary from page to page.
- The rhyme – “day” and “away”.
- The “sh” blend – “shadow” and “short”.
- The different sounds of the “o” vowel in “long”, “short”, “morning”, and “comes”.
- The ellipsis on page 11 indicating that text continues on the next page.
- The high-frequency words – “can”, “be”, “up”, and “going”.

## Purpose

*My Shadow* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- discussing the cause and effect of specific events within the story;
- hearing the individual sounds in a word;
- innovating on an original storyline to write another version.

## Introducing the text

If weather permits, go outside and look at your shadows. Talk about what they look like and what happens as you move around.

- I’m taller than you – is my shadow longer?
- My body is blocking the light from the sun. That’s what makes the shadow. What would happen if the sun went behind a cloud?

If you have to be inside, you could use an overhead projector and hands or a strong torch moving in an arc with a tall block or toy in the centre.

- What happens when the torch is low on the ground?
- Now it’s right above the block. What has happened?

## Reading the text

■ Discussing the cause and effect of specific events within the story.

■ Hearing the individual sounds in a word.

Read the title and the names of the author and illustrator to the group.

- What time of day might it be?

Pages 2 and 3

- What do you think the girl knows about her shadow?
- Where is the sun? What is it doing to the shadows?
- What things in the picture have shadows?
- Would every kind of object cast a shadow there?

Pages 6 and 7

- What time of day is it now?

Discuss the difference between these shadows and those on the previous pages.

- Why has this happened?

Pages 8 and 9 – As the sun begins to set, the shadows become longer again.

- When your shadows are long, where is the sun?

Talk about what will happen to the girl’s shadow.

Pages 11 and 12 – Confirm predictions and discuss the light from the moon. Discuss other things that make shadows at night, for example, floodlights on a playing field and car lights.

The children now read the book independently.

## Revisiting the text

- Who can find the word that ends the same as “day”?
- How many words in this story begin with “sh”?
- Does anyone know any other words that begin with “sh”?

Discuss why there is an ellipsis on page 11.

## Following Up

■ Innovating on an original storyline to write another version.

✎ Collect a list of adjectives other than “long” and “short” to describe the shadows, for example, “big”, “little”, “dark”, and “skinny”. You could finish with “No shadow at all!”

■ Complete the blackline master opposite.