

Teacher Notes

Shadows Vocabulary Template

Using the template provided the teacher copies onto cardboard and cuts the key words into strips.

Depending on the students in the class the students could do one or more of the following oral language activities:

- Look for word families and order in sequence eg jump, jumping, jumped. Once sorted the student orally shares a sentence using the word in context.
E.g. I can jump. Anna is jumping. My dog jumped off the step.
- A repeat of the above but selecting from the entire collection and include two key words in sentences when sharing orally to a group
E.g. I can jump in the dark. Anna is jumping and running. My dog jumped off the step to chase a shadow.
- Select three words from the list and share in a sentence
I was running through the dark with a torch.
- Students generate **new** words in their vocabulary range to add to the list

longest

short

shorter

shortest

grow

grows

Differentiating to meet students' needs.

- ✍ Students work on their own
- ✍ Students work in pairs students work in groups of three
- ✍ Students sharing to a small group or the whole class
- ✍ Students sharing 1:1 with the teacher
- ✍ English Language Learners able to use their first language for names equivalent to the English words and
 - ✓ match them to the English word
 - ✓ teach others the word in their first language
 - ✓ record the word in their first language and place on the Word Bank
 - ✓ teach other students the word in their first language



Blank word strips for student-generated words.